



Vancouver Senate

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

WEDNESDAY, 14 MAY 2014

6:00 P.M.

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

- 1. Minutes of the Meeting of 16 April 2014 – Mr Christopher Roach**
(approval) (circulated)
- 2. Business Arising from the Minutes – Mr Christopher Roach**
- 3. Council of Senates Budget Committee Vancouver Sub-Committee – Dr William Dunford**

Annual Report of Committee Activities (information) (circulated)

- 4. Candidates for Degrees and Diplomas (approval)**

Lists as approved by the Faculties and Schools are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective May 2014, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (2/3 majority required).

- 5. Academic Building Needs Committee – Dr Robert Sparks**

Annual Report (information) (circulated)

- 6. Admissions Committee – Dr Robert Sparks**

- a. Master of Arts in Asian Pacific Policy Studies – Suspension of Admission
(approval) (circulated)
- b. Bachelor of Dental Science (Dental Hygiene) – Changes to Admission Requirements (approval) (circulated)

...continued

- c. Bachelor of Applied Science – Changes to Admission Requirements - (approval) (circulated)
 - d. Master of Arts (Planning) and Master of Science (Planning) – Suspension of Admission (approval) (circulated)
 - e. Annual Report (information) (circulated)
- 7. Appeals on Academic Standing Committee – Dr Bill Dunford**
- a. Revised Procedures (approval) (circulated)
 - b. Annual Report (information) (circulated)
- 8. Curriculum Committee – Dr Peter Marshall**
- Curriculum Proposals from the Faculties of Arts, Commerce & Business Administration, Graduate & Postdoctoral Studies (Arts, Law, Medicine, and Science), Land & Food Systems, Law, and Pharmaceutical Sciences (approval) (circulated)
- 9. Library Committee – Dr Mark Vessey**
- Annual Report (information) (circulated)
- 10. Nominating Committee – Dr Rhodri Windsor-Liscombe**
- a. Establishment of an Ad Hoc Committee on Student Mental Health and Wellbeing (approval) (circulated)
 - b. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) (circulated)
 - c. Election of Student Senators to the Council of Senates (approval) (circulated)
- 11. Student Awards Committee – Dr Sue Grayston**
- a. New and Revised Awards (approval) (circulated)
 - b. New Policy V-200 (approval) (circulated)
- 12. Student Appeals on Academic Discipline – Prof. Bruce McDougal**
- Annual Report (information) (circulated)
- 13. Teaching & Learning Committee – Dr Ken Baimbridge**
- Annual Report (information) (circulated)
- 14. Tributes Committee – Dr Sally Thorne**
- Emeritus Appointments (information) (circulated)
- 15. Report from the Provost**
- Change in name: Robert H N Ho Family Foundation Chair in Buddhism and Contemporary Society (approval) (circulated)

...continued

16. Other Business

Senate Standing Committee for Athletics and Recreation (approval) (circulated) – Dr Stanley B Knight

17. Other Business

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 16 APRIL 2014

DRAFT

Attendance

Present: Prof. Stephen J. Toope (President & Chair), Dr K. Ross (Secretary), Mr T. Ahmed, Dr R. Anstee, Mr A. Bailey, Ms B. Bailey Gershkovitch, Dr K. Baimbridge, Mr G. Beales, Dean M.A. Bobinski, Dr H. Brock, Dr. P. Burns, Dr L. Burr, Mr C. Chan, Dr G. Chapman, Dr P. Choi, Dean M. Coughtrie, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Dean B. Frank, Dr S. Grayston, Mr S. Haffey, Dr P. Harrison, Ms J. Jagdeo, Ms N. Karimi, Ms A. Kessler, Dr S. Knight, Dr U. Kumar, Ms. E. Kuo, Dr B.S. Lalli, Mr J. Lee, Mr C. Leonoff, Dr P. Loewen, Ms K. Mahal, Dr F. Marra, Ms N. Marshall, Dr P. Marshall, Dr W. McKee, Mr W. McNulty, Ms M. Maleki, Ms N. Mohd-Yahya, Ms S. Morgan-Silvester, Principal L. Nasmith, Dr I. Parent, Dean M. Parlange, Ms M. Patton, Dean S. Peacock, Dr N. Perry, Dean S. Porter, Mr M. Prescott, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Dean C. Shuler, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr S. Thorne, Mr D. Verma, Dr M. Vessey, Dr R. Windsor-Liscombe.

Regrets: Dean G. Averill, Dr J. Belanger, Ms E. Biddlecombe, Dr J. Brander, Prof. B. Craig, Dr W. Dunford, , Rev. Dr C. Godwin, Prof. B. Goold, Dr W. Hall, Dean R. Helsley, Dean J. Innes, Dean M. Isman, Dr I. Ivanov, Dr P. Leung, Prof. B. MacDougall, Mr T. MacLachlan, Dr D. O'Donoghue, Dr K. Patterson, Dr J. Plessis, Dr R. Reid, Ms T. Shum, Dr D. Simunic, Dean G. Stuart, Mr M. Thom, Rev. Dr R. Topping, Dr L. Walker, Dr R. Wilson, Dr D. Witt.

Guests: Mr F. Andrews, Dr M. Prescott, Dr A. Reddish,

Recording Secretary: Mr C. Eaton.

Call to Order

Professor Stephen J. Toope called the eighth regular meeting of the Vancouver Senate for the 2013/2014 academic year to order at 6:00 pm.

Senate Membership

The Registrar welcomed the new student representatives to Senate for 2014-2015:

Applied Science	Mr Graham Beales
Arts	Mr Daniel Munro
Commerce and Business Administration	Mr Cole Leonoff
Dentistry	Mr Sukhpaul Gurm
Education	Ms Elaine Kuo
Forestry	Ms Nani Mohd Yahya
Graduate and Postdoctoral Studies	Ms Julienne Jagdeo
	Mr Justin Wiebe
Land and Food Systems	Ms Collyn Chan
Law	Ms Brenda Bailey Gershkovitch

Medicine
Pharmaceutical Sciences
Science
College for Interdisciplinary Studies
Members at-large

Mr Casey Chan
Ms Aliya Daulat
Mr Aaron Bailey
Vacancy
Ms Nina Karimi, Arts
Ms Anne Kessler, Arts
Ms Mona Maleki, Science
Mr Christopher Roach, Graduate and
Postdoctoral Studies
Mr Eric Zhao, Medicine

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Sally Thorne, presented.

Memorial Minute for Dr Sheldon Cherry

Dr. Sheldon Cherry was born in Winnipeg and received his Bachelor of Science (Civil Engineering) from the University of Manitoba in 1949. After a Master of Science from the University of Illinois (1952) and a Doctor of Philosophy from the University of Bristol (1955), he spent one year at the University of Manitoba before joining UBC's Department of Civil Engineering as an Assistant Professor in 1956, becoming professor in 1969. He remained with the department until his retirement from teaching in 1993 and continued on at the University in an administrative capacity until 2010.

Following retirement from teaching, Dr. Cherry continued on at UBC as an Associate Dean at the Faculty of Graduate Studies (1987; 1990-1993) and was a member of the Senate during this time. He was acting Principal of St. John's College from 2003 until 2004 and also served as a College Faculty Fellow, sitting on the Membership Committee for many years. In honour of Dr. Cherry's fifty years of service to the University, the Sheldon Cherry Scholarship in Civil Engineering was established in 2005.

Dr. Cherry's great accomplishment was in the development of earthquake engineering in Canada. He established earthquake engineering at UBC and was the driving force behind the first Canadian shake table for seismic testing. He was also a leader in developing codes that govern the seismic design of structures in Canada. Dr. Cherry was the Founding Chairman of the Canadian National Committee on Earthquake Engineering, a former committee of the National Research Council (1964-1975) which formulated the seismic provisions of the National Building Code of Canada.

Dr. Cherry chaired several Canadian Conferences on Earthquake Engineering and was instrumental in organizing the first such meeting at UBC in 1965. He was also the national representative on several international earthquake organizations and served as Director and President of the International Association for Earthquake Engineering. He was awarded honorary membership in the Earthquake Engineering Research Institute in 2002 and named a Fellow of Engineers Canada in 2013. In 2013, he was awarded the Queen Elizabeth II Diamond Jubilee medal for his contributions to education and

earthquake engineering in Canada

Outside of UBC, Dr. Cherry served as Chairman of the Vancouver Art Gallery and longtime member and supporter of Vancouver's Friends of Chamber Music.

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

Memorial Minute for Ms Susan Cates Dodson

Ms. Dodson was a longtime employee and dedicated supporter of the UBC library. After completing studies at the UBC School of Library, Archival and Information Studies, Ms. Dodson joined the UBC Library, where she worked for 36 years before retiring in 1999. Ms. Dodson was an enthusiastic advocate and supporter of the Library. Her generous contributions allowed for the installation at Koerner Library of an elevator to accommodate persons with disabilities and an air conditioning system to better preserve fragile and rare materials in the Rare Books and Special Collections vault. Ms. Dodson's generous support also funded a project to convert British Columbia government sessional papers to microfilm.

In 2006, Ms. Dodson, with her husband Earl Dodson, established the Suzanne Dodson Professional Development Award Endowment Fund to fund professional development opportunities for UBC Library employees. In recognition and appreciation of Ms. Dodson's support, the Library dedicated the Suzanne Cates Dodson and Earl D. Dodson Reading Room in the Main Library, now within the Chapman Learning Commons in the Irving K. Barber Learning Centre.

Ms. Dodson also leaves a lasting legacy at the School of Library, Archival and Information Studies. The Dodson Visiting Professorship is funded by a generous donation from Ms. Dodson and her husband and is named in their honour.

Ms. Dodson was a member of the Senate as representatives of the Professional Librarians from 1981 until 1984.

As a lifelong friend and supporter of the Library, Ms. Dodson will be greatly missed.

The Senate sends its condolences to Ms. Dodson's family and friends.

Sally Thorne
Mona Maleki

}

That Senate approve the Memorial Minutes for Dr Sheldon Cherry and Ms Susan Cates Dodson, that they be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.

Approved.

Minutes of the Previous Meeting

Lance Rucker	}	<i>That the Minutes of the Meeting of 19 February 2014 be adopted as presented.</i>
William McNulty		

Approved.

President's Remarks

The President advised that since his last meeting, the Board of Governors has announced the appointments of Arvind Gupta as President and Lindsey Gordon as Chancellor. Chancellor-designate Gordon recently retired as President and CEO of HSBC Canada and was co-chair of Start an Evolution's campaign cabinet. Chancellor Morgan-Silvester will step down at the end of June.

In terms of the federal budget, the President noted it was largely good news for Canadian post-secondary education. For UBC in particular, TRIUMF funding was notable. Also, for the first time since 2006, there was an undesignated increase for the granting councils. A 1.5B dollar commitment was made for the Canada First Research Excellence Fund. For UBC this will give us access to entirely new revenue to support research activities, potentially up to 20M a year.

At the provincial level, the projected cut to the post-secondary sector was maintained. 1.3% is also proposed as a cut for next year's budget. There is a continuation of a trend for flat or reduced funding for the entire sector. We are in the middle of a core review, and this gives us an opportunity to tell the story of the University to government in a very pointed way. The mood is largely positive, but there is a profound sense in both Canada and internationally to target educational opportunities to projected job opportunities. 5 years out, UBC's graduates have an unemployment rate below 4% compared to 6.4% generally. The President opined that unfortunately, those statistics were not part of the current discourse.

Start an Evolution has just crossed its year end, and we have surpassed our entire alumni engagement campaign target of 50K. For a second year in a row we raised over 200M. We are now at 1.318B towards our 1.5B target. UBC had 17,000 donors last year - 59% were alumni.

The University's Board of Governors adopted a responsible investment policy and practices for the UBC endowment fund. This policy commits UBC to choose investment managers who will evaluate the STUFF for companies in which UBC invests. It further commits UBC to ensure – within its own operations – that we are trying to achieve best practices.

Correspondence

RECEIPT OF PETITION REGARDING UBC ANIMAL RESEARCH

On behalf of Senate, Dr Ross received a petition from Ms Laura-Leah Shah of the Anti-Vivisection Society of British Columbia signed by 21,632 persons regarding the use of animals in UBC research.

Ms Shaw briefly presented, outlining her groups' concerns with the use of animals in research, and specifically UBC's research involving category "D" and "E" animal research. She also suggested alternatives to these types of animal use presently in place for some European and other countries.

Candidates for the Degree of Master of Digital Media

Richard Anstee	}	<i>That the candidates for the degree of Master of Digital Media, as recommended by the Faculty of Graduate and Postdoctoral Studies, be granted the degree effective upon the concurrence of Simon Fraser University, Emily Carr University of Art + Design, and the British Columbia Institute of Technology; and that a committee comprised of the Registrar, the Dean of the Faculty, and the Chair of the Senate be empowered to make any necessary adjustments.</i>
Sally Thorne		

Approved.

Topic of Broad Academic Interest

STUDENT MENTAL HEALTH: FOSTERING A HEALTHY ACADEMIC ENVIRONMENT TO SUPPORT STUDENT WELLBEING AND ACADEMIC SUCCESS

Mona Maleki, Chris Roach, and Kiran Mahal presented.

Senator Thorne expressed her appreciation for the thoughtfulness of the proposal to look at a complex problem. She stated that many parts of the University would contribute enthusiastically to such a conversation.

Senator Parlange agreed that this was a useful initiative.

Senator Harrison appreciated the academy-wide context provided by the report with many aspects to be addressed by all of UBC.

Roach said that as base of pyramid we had to support the rest.

Senator Vessey asked if we are focusing too much on mental health and wellbeing. If we are trying to reduce the stigma around mental illness we should change our language. A lot of this presentation had to do with wellbeing generally.

Senator Mahal replied that UBC was looking at health more broadly and this should be further developed.

A student senator suggested that there is a stigma around mental health; it was important, because it was not readily visible, to differentiate and address it in different ways than those that are visible.

Senator Singh noted that he was involved in early alert, and the Mental Health Network said that many challenges and opportunities were identified.

Senator Anstee noted that we did have to stress students for some legitimate academic reasons. Hopefully the outcome is positive for almost all. Stress can be a natural aspect of University. Exams can be hard and we expect excellence.

A student senator noted that there was a difference between the stress from striving for excellence than from stress harming mental health.

Senator Harrison suggested that the proposed terms of reference put almost all of the emphasis on university policies and practices rather than empowering students to take on challenges and succeed.

Senator Baimbridge asked what the timeline being considered was.

Chris Roach replied that they would leave that for the Nominating Committee, but current thinking was 1-2 years.

Senator Brander said that it was important to focus on mental health as a specific aspect of health and wellbeing. It was much easier to address obvious physical health issues. He further agreed with Dr Harrison: we are well aware of issues affecting our own physical health, but less aware of how our lifestyle affects our mental health. Students themselves have a responsibility for engaging in lifestyles that aid both their mental and physical health.

Senator Mahal noted that this was reflected by the establishment of groups like the Mental Health Network - how can we support students to take on positive mental health.

William McKee
Paul Harrison

}

That senate approve in principle the establishment of an Ad Hoc Committee on Mental Health and Wellbeing and refer the matter to the Senate Nominating Committee for appropriate recommendations in that regard.

Approved.

Academic Policy Committee

Dr Paul Harrison, Chair of the Senate Academic Policy Committee, presented.

AMENDMENTS TO GRADING PRACTICES FOR THE FACULTY OF DENTISTRY

Paul Harrison	}	<i>That the amendments to the Grading Practices section of the Academic Calendar requested by the Faculty of Dentistry be approved, as set out in the attached document.</i>
Lance Rucker		

Senator Harrison explained that students in Dental Hygiene currently were put at a disadvantage of being held to a higher standard when they took courses outside of Dentistry. This would correct that issue.

By general consent, the proposal was amended to strike reference to the School of Rehabilitation Science.

**Approved as
Amended**

CLARIFICATION IN POLICY FOR MASTERS' DEGREE REQUIREMENTS

Paul Harrison	}	<i>That the changes to the program requirements for masters degrees brought forward by the Faculty of Graduate and Postdoctoral Studies be approved as set out in the attachment.</i>
Ingrid Parent		

Approved.

RESTRUCTURING OF THE GRADUATE COUNCIL OF THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Paul Harrison	}	<i>That the changes to the structure, size and composition of the Graduate Council be approved, as set out in the attached document.</i>
Wendy Hall		

Senator Harrison explained that this proposal was to reduce the size of the graduate council.

Senator Baimbridge asked how the members would be selected.

The Dean of the Faculty of Graduate and Postdoctoral Studies, Dr Susan Porter, replied that this would be a matter to be determined by each department and faculty.

Approved.

Admissions Committees

Senator Robert Sparks, Chair of the Admissions Committee, presented.

ENGLISH LANGUAGE REQUIREMENTS FOR VANTAGE COLLEGE / ELS EAP LEVEL 112

Robert Sparks	}	<i>That Senate approve the proposed Calendar entry</i>
Richard Anstee		<i>on English Language Qualifications for admission</i>
		<i>to Vantage College; and</i>
		<i>That Senate approve the ELS Educational</i>
		<i>Services English for Academic Purposes Level</i>
		<i>112 (EAP Level 112) as an English language</i>
		<i>qualification to satisfy English proficiency</i>
		<i>requirement for admission to Vantage College, for</i>
		<i>the 2014 Winter Session and 2015 Winter Session</i>
		<i>only.</i>

Senator Sparks explained that the first change was nominal, and expanded the standard English Language qualifications section to be explicit for Vantage as well.

The second change was to add a new qualification on a two year trial period to meet English language standards. The Committee saw promise in the new examination but wanted more data to see how students would perform. ELS is the world's largest network of campus-based English language instruction and has been in operation for over 50 years. UBC received several requests per year for new external examinations, and the committee is considering criteria to adjudicate these requests.

Senator Kessler asked if there would be an evaluation of the standard if it was high enough to ensure students could be advanced into year 2.

With consent of Senate, Dr Angela Redish advised that this was why it was only a pilot project and only for 2 years.

Approved.

INTERNATIONAL UNDERGRADUATE STUDENT ENROLMENT POLICY

Robert Sparks	}	<i>That Senate receive the report on “International Undergraduate Student Admission – Reconsideration of the May 1996 Senate Resolution.</i>
Peter Marshall		

Senator Sparks characterized the report. He noted that they had 4 full committee meetings and 6 sub-committee meetings.

Approved.

Robert Sparks	}	<i>That the May 1996 Admission Policy for International Students be rescinded.</i>
Richard Anstee		

Senator Sparks explained that in reviewing the 1996 resolution, the Committee found that it was relevant to and supportive of UBC's goals at the time, but was now an anachronism. In 1996, International students were 2% and the 15% quota was considered a distant and perhaps unrealizable target. Further, at the time, admission was strictly GPA and the budget impact of international enrolment was negligible. He then noted that international students were now 16% of the student body, were recognized as adding beneficial diversity to UBC, and contributed around 10% of our operating budget. As a result of the review, the Senate Admissions Committee found that none of the 1996 resolutions was worth maintaining for today's situation.

Senator Loewen asked about the previous 1996 policies' reference to differential GPAs.

Senator Sparks replied that a differential (and higher) GPA was applied because there was not a tuition differential for domestic or international students at that time.

Senator Loewen expressed a concern that going from higher averages, to the current policy of "no lower," to the proposed language of "comparable" could be taken as a lowering of standards.

Senator Sparks replied that it was not. An equivalent GPA or higher was a reasonable position to take, but very complex to evaluate with certainty when BBA or SAT results or interviews were considered. Because we have moved away from a simple comparison of averages, our admission standards are no longer easily computed. We strongly believe that students admitted to UBC should be of comparable demonstrated ability in the interests of fairness, and thus are recommending new principles to our effective undergraduate admissions policy to address standards, fairness, and capacity.

Approved.

Robert Sparks
Anne Kessler

} *That the revised Principles of Effective
Undergraduate Admission to UBC be approved.*

Senator Sparks noted that the approach followed by the committee was to update our principles to address international admission. Our first principle is non-displacement by international students of domestic students. There is a common misconception that international students displace domestic ones, while we are presently 625 seats over our provincially-funded enrolment for domestic students. Our second principle is how we set capacity for international students; these discussions will be about facilities, services, and not displacing domestic students. The goal is to preserve an excellent educational experience for all students. Thirdly, we reinforced fairness and consistency, and finally we upgraded timeliness and transparency to reflect J-52 and BBA, and clarified language around aligning with UBC's principles and values.

Senator Anstee noted that he was pleased with the report. He noted that the committee was still seized of the idea of considering how to deal with capacity.

Senator Bailey noted that the net number of international students would probably increase under this policy while domestic would stay the same. He agreed that a hard number cap did not make sense, but he had concerns about increasing the numbers without having a clear idea of what our true capacity was. One of our largest struggles as student leaders is reaching out to international students and having them feel engaged with UBC. Where will the budgeting be to support these new international students.

Senator Sparks advised that the University agreed with and was working to address all of these valid concerns.

The President noted with specific reference to residences that we are planning for more, although we were somewhat limited by the provincial debt cap. The VP Students and Provost are working to ensure that resources were dedicated to address increases in international student enrolment. One issue of concern is study space in general, and he suggested that the Senate Academic Building Needs Committee needed to ensure we had a calibrated expansion of that space as student numbers increased.

Senator Singh noted that increases in international students would also need increases in lab space, and we were already short at present.

The Provost advised that the government has offered a substantial contribution for increases in Science lab space and the Board is in the process of approving new construction.

Senator Kessler asked if as part of the enrolment target proposal if we could also look at how the new principles were being realized.

The Provost agreed.

Approved.

Robert Sparks	}	<i>That international students not displace Canadian citizens and permanent residents for admission to the University;</i> <i>That international students be admitted to undergraduate programs using criteria and procedures which ensure, at a minimum, international student quality comparable to that of domestic students; and</i> <i>That enrolment targets presented by Faculties and Schools to Senate for approval include specific targets for the number of international students proposed for admission to each Faculty and School for the following academic session.</i>
Richard Anstee		

Approved.

Admissions & Curriculum Committees

See Appendix A: New Programs & Curriculum Reports

Senator Marshall presented on behalf of the Admission & Curriculum Committees

NEW DEGREE PROGRAM: MASTER OF COMMUNITY AND REGIONAL PLANNING

Peter Marshall	}	<i>That Senate approve the new Master of Community and Regional Planning program and its associated revised course code and new courses.</i>
Katharine Patterson		

With permission of Senate, Dr Penny Gursteen presented. She advised that the School was hoping that students emerge as well rounded, critical, and as agents of change. Students will have the option of one of two concentrations with others under development.

Approved.

NEW DEGREE PROGRAM: MASTER OF ENGINEERING IN NAVAL ARCHITECTURE AND MARINE ENGINEERING

Peter Marshall	}	<i>That Senate approve the new Master of Engineering in Naval Architecture and Marine Engineering program.</i>
Lance Rucker		

With consent of Senate, the director of the program, Dr Mickleson spoke to the proposal. He noted that Canada was going through a shipbuilding program and this degree proposal was one of the cornerstone components of Seaspan's shipbuilding bid. We will provide courses in a variety of engineering disciplines, project management, and a capstone design project. UBC was a campus surrounded by water and we have a long history with naval architecture.

Approved.

NEW DEGREE PROGRAM: DOCTOR OF PHARMACY (ENTRY-TO-PRACTICE)

Peter Marshall	}	<i>That Senate approve the new entry-to-practice</i>
Katharine Patterson		<i>Doctor of Pharmacy program and its</i>
		<i>associated new course code and courses.</i>

With consent of Senate, Dr Peter Loewen, Co-chair of the program development taskforce spoke to the proposal. The rationale for this proposal is that the role of pharmacists in the healthcare system was rapidly changing. Pharmacists were much more actively involved in patient drug therapy and as a result of that, training for pharmacists was changing. Essentially, Bachelor of Science in Pharmacies were being disestablished. If this program is approved, we will be the 5th of 10 Pharmacy programs in Canada to undergo this transition. This will still be a 4 year program, but with more credits and more clinical time.

Senator Roach noted that many students would have to take an additional year of study and if there was space.

Dr Loewen noted that 2/3rds of their applicants already had 2 or more years of study, but future students would have appropriate notice to know they needed to take more courses. That said, the required courses were fairly common.

Approved.

Curriculum Committee

Appendix A: New Programs & Curriculum Reports

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

MARCH CURRICULUM PROPOSALS

Peter Marshall	}	<i>That the new courses, revised courses, and revised</i>
Richard Anstee		<i>programs brought forward by the Faculty of</i>
		<i>Graduate and Postdoctoral Studies (Arts,</i>
		<i>Dentistry, and Land and Food Systems) be approved.</i>

Approved

APRIL CURRICULUM PROPOSALS

Peter Marshall	}	<i>That the new courses, revised courses, and revised programs brought forward by the faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Education, Medicine, and Pharmaceutical Sciences), Law, Pharmaceutical Sciences, and Science, and UBC Vantage College be approved.</i>
Santokh Singh		

Senator Bailey asked why Vantage College was not offering courses in the biological sciences.

The Vice-Provost advised that the courses were developed in consultation with Science and that support was presently available for computational and physical science courses.

Senator Harrison advised that there was no space in the Vantage program for biology courses but students could specialize further in year 2 and beyond.

Senator Vessey asked about English instruction in Vantage College.

Dr Redish advised that WRDS and ASTU 150 were the same course. There is a proposal coming to the Faculty of Arts to amend WRDS 150 to be 3 to 6 credits instead of just 3.

By general consent, the proposal was amended to make the Vantage College proposal contingent upon the amendment to WRDS 150.

Senator Bailey expressed his concern that Vantage students would be steered away from the life sciences given the lack of space in their program for Biology and asked how we could help students who wanted to work towards those specializations.

Senator Harrison said that Vantage was clearly designed not to attract students who were interested in life sciences. We did not have the ability to include everything in Year 1 and we do not have the capacity in the upper years of the life sciences.

Senator Bailey asked why Vantage was selective in terms of the programs available to students, as he did not think that physics and math was its mandate but rather all BSc programs.

Senator Maleki said that we needed to strongly advise students so they would be aware that certain majors may require further study.

Senator Harrison said that the promotional material clearly showed what options were available.

Approved

Nominating Committee

Mr Sean Haffey, Convocation Senator, presented on behalf of the Senate Nominating Committee

ESTABLISHMENT OF AN AD HOC COMMITTEE ON FLEXIBLE LEARNING

Sean Haffey
Robert Sparks

} *That Senate establish an Ad Hoc Committee on Flexible Learning, effective 1 September 2014;*

That the Committee have the following terms of reference:

- *To examine and report on the academic, administrative,*
- *and regulatory structure for the delivery of academic*
- *programs and learning, and where appropriate to*
- *recommend changes with a view of improving the ability of*
- *the University to respond to the opportunities and*
- *challenges driven by rapid advances in information and*
- *communication technologies, to improve student learning,*
- *to extend access to UBC, and to strengthen UBC's*
- *operating effectiveness;*

That the composition of the Committee be as follows:

11 Senators (including 3 student members and 1 convocation member)

Chancellor (ex-officio) (voting)

President (ex-officio) (voting)

Registrar (ex-officio) (non-voting)

An associate vice-president academic, as designated by the

Academic Vice-President (ex-officio) (voting)

Academic Director, Centre for Teaching Learning & Technology

(ex-officio) (voting); and

That the Committee report back to Senate by May 2015.

Senator Haffey noted that flexible learning covered almost all of Senate's committees' mandates that thus an ad hoc committee was being proposed. Further, the Committee considered what principles it should value when considering the establishment of ad hoc committees.

Approved

Student Awards Committee

See Appendix B: Awards Report

The Chair of the Senate Awards Committee, Dr Sue Grayston, presented.

VANTAGE COLLEGE AWARD REVISIONS

Sue Grayston	}	<i>To reconsider the proposal for the UBC Vantage College Entrance Award put forward and partially approved at the February 19th, 2014 meeting of the Senate.</i>
Darrin Fernandez		

Senator Grayston advised that these awards were revised in terms of stating their values as well as reviewed with regards to their renewable nature. The Awards Committee took the opportunity to work with the ISI and Vantage College to improve the awards. The new proposal will be for a non-renewable award to be considered later on this agenda.

Approved

VANTAGE COLLEGE AWARD REVISIONS

Sue Grayston	}	<i>That Senate approve and forward to the Board of Governors for approval the following description for the UBC Vantage College Excellence Award, thus replacing the description that was partially approved at the February 19th, 2014 meeting of Senate.</i>
Blye Frank		

Approved

NEW AND REVISED AWARDS - FEBRUARY

Sue Grayston	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Aaron Bailey		

Sue noted this was 93,000 in new awards. In response to a question from Senator Anstee, the Chair advised that the Yu award was endowed.

By general consent, the Sinclair award was amended to note that it would be awarded on the recommendation of Dentistry.

**Approved as
amended**

By general consent, the time for adjournment of Senate was extended by 15 minutes.

NEW AND REVISED AWARDS - MARCH

Sue Grayston	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Michael Coughtrie		

Approved

Vice-Chair of Senate

Senator Christopher Roach was elected as Vice-Chair of Senate

Proposed Agenda Items

NOTICE OF MOTION: TO FORM A SENATE STANDING COMMITTEE FOR ATHLETICS AND RECREATION

Dr Stanley Knight presented notice of motion to ask Senate to direct the Senate Nominating Committee to recommend a standing committee of Senate for Athletics and Recreation.

Other Business

The President, on the opportunity of his last meeting, expressed his thanks to the Senate for its support during the past 8 years.

Adjournment

There being no further business, the meeting was adjourned at 9:37 pm.

Appendix A: New Programs & Curriculum Reports

New Degree Programs:

Faculty of Graduate & Postdoctoral Studies -> Master of Community & Regional Planning

Faculty of Graduate & Postdoctoral Studies -> Master Of Engineering in Naval Architecture and Marine Engineering

Faculty of Pharmaceutical Sciences -> Doctor of Pharmacy (Entry-to-Practice)

New Courses:

Foundations of Pharmacy PHRM 100
Medication Management I PHRM 111
Technology in Healthcare PHRM 161
Study Design & Interpretation I PHRM 131
Seminar: Pharmacists in Practice I PHRM 141
Introductory Pharmacy Practice Experience I PHRM 171
Medication Management II PHRM 211
Medication Management III PHRM 212
Nutrition for Pharmacists PHRM 221
Study Design & Interpretation II PHRM 231
Seminar: Pharmacists in Practice II PHRM 241
Institutional Practice Skills PHRM 251
Introductory Pharmacy Practice Experience II PHRM 271
Medication Management IV PHRM 311
Medication Management V PHRM 312
Seminar: Pharmacists in Practice III PHRM 341
Practice Management & Leadership PHRM 351
Introductory Pharmacy Practice Experience III PHRM 371
Outpatient Advanced Pharmacy Practice Experience PHRM 471
Inpatient Advanced Pharmacy Practice Experience PHRM 472
Selected Advanced Pharmacy Practice Experience PHRM 473
Seminar: Advanced Topics in Pharmacy Practice PHRM 441
Healthcare Quality Improvement PHRM 481

FACULTY OF APPLIED SCIENCE

New courses and revised program

EECE 252 (4), 357 (4); MINE 350 (3); BASc First-Year Curriculum

FACULTY OF ARTS

New courses, revised course, and new course codes

ANTH 480 (3/6)c; ARBC 101 (3), 102 (3), 201 (3); 202 (3); ARTH 328 (3); ASIA 316 (3), 324 (3), 325 (3), 392 (3), 393 (3), 442 (3), 475 (3); CENS 307 (3); CLST 320 (3), 331 (3), 332 (3); CNRS 410 (3), 449 (6); CNTO; FHIS; FHIS 333 (3)

FACULTY OF EDUCATION

New course

EDUC 280 (3)

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses

CRWR 502 (3-12)d, 508 (3-12)d, 551 (3-12)d, 552 (3-12)d, 556 (3-12)d, 557 (3-12)d,
558 (3-12)d, 559 (3-12)d, 561 (3-12)d

Dentistry

Revised program, new and revised courses

MSc Craniofacial Science Program Requirements; DENT 539 (3), 540 (3)

Education

Revised programs and new course

Special Education MA and MEd Programs; EPSE 536 (3)

Medicine

New course

SPPH 550 (3)

Land and Food Systems

Revised program, new courses

Master of Land and Water Systems Program Requirements; SOIL 510 (2), 550 (3)

Pharmaceutical Sciences

Revised Academic Calendar description

Graduate Doctor of Pharmacy Program

FACULTY OF LAW

New courses

LAW 340 (3), 348 (3), 378 (3), 425 (3)

FACULTY OF PHARMACEUTICAL SCIENCES

New course

PHAR 409 (3)

FACULTY OF SCIENCE

New and revised courses

ATSC 113 (3); BIOL 361 (3), 364 (3); CAPS 200 (3); ENPH 253 (5), 259 (3); ENVR 400 (6);
EOSC 240 (3); PHYS 157 (3), 158 (3), 159 (3); 219 (2); 229 (1); STAT 357 (4)

UBC VANTAGE COLLEGE

Revised program, new course code, and new courses

UBC Vantage College Program Requirements; VANT; VANT 140 (1-7)d, 148 (2), 149 (1)

Appendix B: Awards Reports

New Awards

UBC Vantage College Excellence Award - Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College International Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative. (*First Award in the 2014W academic session*).

Katherine BREARLEY Arts Scholarship – Scholarship(s) totaling \$17,500 have been endowed by friends and family in honour of Associate Professor Emerita Katherine Brearley (BA '35, MA '39, Doctorat Université de Paris) for undergraduate students entering their third or fourth year of study in the Faculty of Arts (Vancouver Campus). Katherine Brearley was a student at UBC in the 1930's and returned for a long career as a faculty member, Assistant Dean of Women and the first Senior Faculty Advisor in the Faculty of Arts. Professor Brearley had a significant impact on the many students she taught, mentored and inspired. Qualified students must have achieved a minimum Grade Point Average of 80% in the previous winter session; and, in their current winter session, students must have officially declared a major/honours/combined specialization. In selecting recipients, consideration is given to both scholarly excellence and the demonstrated ability to work with and lead others in student and community activities at the university, local, national and international level. The awards are made on the recommendation of a selection committee within the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

BRITISH Columbia Dental Association Award in Dentistry – Two awards of \$2,000 each are offered by the British Columbia Dental Association to student members of the Association entering third and fourth year dentistry at UBC. The students, who are expected to have future distinguished careers in the dental profession and society at large, must have exhibited outstanding qualities in leadership, academics, character and humanity. The awards are made on the recommendation of the Faculty of Dentistry (First Award Available in the 2014/2015 Winter Session)

CANADIAN Institute of Steel Construction Award in Architecture – One or more awards totaling \$3,000 are offered by the Canadian Institute of Steel Construction to full-time graduate students in the School of Architecture and Landscape Architecture. Candidates must be in good academic standing and have completed an architectural design project in the previous 12 months, in which structural steel is used in an innovative manner. The project submitted by the student may have been completed as an assignment within a course taken for credit, or as an entry to an architectural ideas competition. The awards are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

GFTC Legacy Fund Award in Food Science – Two awards of \$5,000 each, payable at \$2,500 over two years, are offered by the GFTC Legacy Fund to undergraduate students pursuing their second or third year of a BSc in Food Science or a BSc in Food and Nutritional Sciences. The awards are based

on academic excellence as well as past work experience and future career goals in the food sector. The first \$2,500 instalment will be received upon entrance to the program and a second \$2,500 will be received in the subsequent year, provided that students continue to meet the award criteria. Awards are made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2014/2015 Winter Session)

GFTC Legacy Fund Co-op Award in Food Science – Five awards of \$1,000 each are provided by the GFTC Legacy Fund to undergraduate students pursuing their BSc in Food Science or Food and Nutritional Sciences who have excelled in their co-op work placement. The award is made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2014/2015 Winter Session)

GFTC Legacy Fund Graduate Award in Food Science – One award of \$5,000 is offered by the GFTC Legacy Fund to a graduate student pursuing either an MSc in Food Science, a PhD in Food Science, or a Master of Food Science (MFS). The successful recipient will be selected based on academic excellence as well as past work experience and future career goals in the food sector. The award is made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Peter L. GORDY Memorial Bursary in Geological Sciences – A \$1,000 bursary is offered by the friends and family of the late Peter Gordy for a student in financial need enrolled in the Bachelor of Science in Geological Sciences Honours Program. Mr. Gordy graduated from UBC with a BA in Geological Sciences in 1955. He then joined Shell Canada's Exploration department and became a highly respected expert on the structural geology of the Rocky Mountains. He was a frequent presenter on the Distinguished Lecture Tour and authored numerous scientific papers. He was always appreciative of the quality education that he received at UBC, and of the bursaries that provided the financial support he needed. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Dr Lakhbir K JASSAL Graduate Travel Award in Arts – Two awards of \$750 each are offered by Dr Lakhbir K Jassal, to graduate students whose focus of study is in one of the following areas: Human Geography, Anthropology (socio-cultural or medical anthropology focus), Asian Studies, and Asia Pacific Policy Studies (thesis option). The awards are available to assist students with expenses associated with fieldwork or presenting their work at conferences. Candidates must have an excellent academic record, with financial need taken into consideration. The awards are made on the recommendation of the four respective departments, in consultation with the Faculty of Graduate and Postdoctoral Studies, alternating between the Departments of Geography and Anthropology in even-numbered Winter Sessions and the Department of Asian Studies and the Institute of Asian Research in odd-numbered Winter Sessions. (First Award Available in the 2014/2015 Winter Session)

NITEP Aurora Award – An award of \$3,000 has been established in support of a student entering the first year of the Native Indian Teacher Education Program (NITEP). The award may be renewed for up to three years, subject to the student's satisfactory completion of the previous year and enrolment in a following year of study in the NITEP. Only one student receives the award each year. Preference will be given to a mature student in financial need. The award is made on the recommendation of NITEP. (First Award Available in the 2014/2015 Winter Session)

Kaare NORGAARD Award in Medicine – An award of \$4,000 is offered by the Norgaard Foundation, administered by the University of Victoria in conjunction with UBC's Faculty of Medicine, to one self-declared Aboriginal medical student enrolled in the Island Medical Program who originates from a community on, or in close proximity to, Vancouver Island (i.e. BC islands between Vancouver Island and mainland BC, Sunshine Coast), and who demonstrates their experience/interest/capacity to care for and about the health of Aboriginal people. First preference will be given to a first-year student who has completed their pre-med studies at a college or university on Vancouver Island, and second preference to a second, third or fourth-year student who has completed their pre-med studies at a college or university on Vancouver Island. This award is made on the recommendation of the UBC Faculty of Medicine. (First Award Available in the 2014/2015 Winter Session)

PIERONEK Bursary in Teacher Education - A \$2,000 bursary has been established by Dr. Florence Pieronek-Blott, Associate Professor Emerita of Language Education and loving mother to Princess Molly. The award is offered to a student in the Teacher Education Program in the Faculty of Education with demonstrated financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

PMG Landscape Architects Graduate Award – A \$1,000 award is offered by PMG Landscape Architects to a student in his/her final year who accomplished a high level of academic achievement, demonstrates excellence in design and presentation skills, and exhibits independence and a high level of professionalism. 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. (First Award Available in the 2014/2015 Winter Session)

SINCLAIR Dental Community Service Award – A \$1,000 service award is offered by Sinclair Dental in celebration of UBC Dentistry's 50th Anniversary. This award recognizes an outstanding fourth-year DMD student who demonstrates leadership, interest and passion in the community and reflects Sinclair's commitment and service to the greater community. (First Award Available in the 2014/2015 Winter Session)

Anne TOUPIN Award in Nursing Leadership – A \$1,000 award has been established by Anne Toupin, Clinical Associate Professor Emerita in the School of Population and Public Health. In recognition of Ms. Toupin's career in and passion for nursing administration, the award is made to a student pursuing Nursing Leadership studies at the graduate level. In addition to academic merit, consideration is given to leadership qualities such as involvement in student affairs, extracurricular activities or community service. The award is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Joseph YU Global Leadership Award – An award of up to \$35,000 is offered to an outstanding female international student from Asia entering her first year of a UBC undergraduate degree path either through Vantage College or direct entry into one of the Faculty's degree programs. Students attending UBC's Vancouver and Okanagan Campuses are eligible. The award is made on the basis of academic excellence, leadership, and financial need with preference given to a student from Hong Kong or China. The awards can be renewed for up to \$35,000 per year for years 2-4 of a UBC four year degree program. The recipient must hold a valid Canadian Study Permit (student visa). The award is made on the recommendation of the International Student Initiative. (First Award Available in the 2014/2015 Winter Session)

UBC Vantage College Entrance Award - Awards ranging in value up to the full cost of the student's International Program tuition are offered to students beginning their undergraduate studies at UBC in the International Program at UBC Vantage College. The awards will be granted on the basis of academic merit; financial need will also be taken into account. The award is non-renewable and is made on the recommendation of UBC Vantage College. (*First Award in the 2014W academic session*).

Kai-King CHOW and Cheng-Yok Chow Graduate Scholarship in Pharmaceutics – A \$1,000 scholarship has been endowed by Dr. Diana Shu-Lian Chow (PhD'81, Pharmaceutics) in honour of her parents, for doctoral students in Pharmaceutics who are in their second or later year of graduate study in the Faculty of Pharmaceutical Sciences. No student may receive this award more than once. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

FACULTY of Arts Aboriginal Bursary – Bursary funds totalling \$35,000 have been made available to support Aboriginal students in the Faculty of Arts in temporary financial need due to unforeseen circumstances that affect their ability to continue their studies. Bursaries are adjudicated by Enrolment Services in consultation with academic advisors for Aboriginal students within the Faculty of Arts Academic Advising Services. (First Award Available in the 2013/2014 Winter Session)

Edwina HELLER Memorial Award in Opera – Two awards of \$10,000 each are offered by the Paul and Edwina Heller Memorial Fund in memory of Edwina Heller to support outstanding singers enrolled in the Opera Division at the School of Music. Edwina Heller received her training as a pianist at the Warsaw Conservatory of Music, graduating with First Prize in 1937. She performed in concerts and on radio in Europe before emigrating to Canada, and here she performed in broadcasts on the CBC, as a soloist with the Vancouver Symphony Orchestra, and in recitals at UBC and elsewhere. She was a member of the UBC Piano faculty from 1960-64. Mrs. Heller and her husband, Mr. Paul Heller, were great supporters of the arts in Vancouver and particularly enjoyed attending opera performances. Awards are made on the recommendation of the Director of the Opera Program 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)

Paul HELLER Memorial Fellowship in Forestry – A \$15,000 fellowship is offered by the Paul and Edwina Heller Memorial Fund in memory of Paul Heller to a student enrolled in a thesis-based Master's or PhD program in the Faculty of Forestry. Originally from Warsaw, Poland, Paul Heller graduated as an engineer from Fitzwilliam College, University of Cambridge, England. He moved to Vancouver in the early 1940s, where he and his brother Sam Heller acquired and modernized the Pacific Pine Co. lumber mill in New Westminster. The business flourished in the postwar years, employing some 350 people at its peak. In addition to his work in forestry, Mr. Heller and his wife, Edwina Heller, were great supporters of music, contemporary Canadian art, and Vancouver's Jewish community. The fellowship may be given to the same recipient for a maximum of two years and is awarded on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Paul HELLER Memorial Fellowship in International Forestry – A \$15,000 fellowship is offered by the Paul and Edwina Heller Memorial Fund in memory of Paul Heller. Preference is given to a Master's student enrolled in an international exchange program in the Faculty of Forestry. If, in any

given year, there are no eligible students undertaking an international exchange, the fellowship may be awarded to a thesis-based Master's or PhD student engaged in international field research or focusing their studies on international forestry issues. Originally from Warsaw, Poland, Paul Heller graduated as an engineer from Fitzwilliam College, University of Cambridge, England. He moved to Vancouver in the early 1940s, where he and his brother Sam Heller acquired and modernized the Pacific Pine Co. lumber mill in New Westminster. The business flourished in the postwar years, employing some 350 people at its peak. In addition to his work in forestry, Mr. Heller and his wife, Edwina Heller, were great supporters of music, contemporary Canadian art, and Vancouver's Jewish community. The fellowship is awarded on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

INDIGENOUS Law Students' Association Award – A \$1,000 award is offered by the Indigenous Law Students' Association to an Aboriginal student entering second or third year of the JD program in the Faculty of Law. Consideration will be given to students who demonstrate financial need, academic promise and a commitment to community service. Students must apply for this award. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2014/2015 Winter Session)

Alan JURISTOVSKI Memorial Award in Kinesiology – A \$1,200 award is offered by Cara Rurak (BHK'12) to a student entering his/her fourth year in Kinesiology and Health Science. The award is given in memory of Alan Juristovski, a man who touched the lives of so many with his fierce compassion, kindness and brilliance. Candidates must be in good academic standing and have a diverse set of volunteer experience. Preference will be given to students who wish to enter into a career in medicine. The award is made on the recommendation of the School of Kinesiology. (First Award Available in the 2014/2015 Winter Session)

MASTER of Food and Resource Economics (MFRE) Award – Awards ranging from \$1,000 to 70 percent of MFRE tuition fees are offered to students under the supervision of faculty in the Food and Resource Economics program in the Faculty of Land and Food Systems, with preference given to students registered in the MFRE program. Criteria for selection include academic merit, student financial need, and the recipient's contribution (or potential contribution) to the Food and Resource Economics program. The awards are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

MCNISH Bursary in Physiotherapy – Two bursaries, each in the amount of \$350, have been endowed by the Estate of Hazel Cunliffe McNish for first year students enrolled in the Department of Physical Therapy. Mrs. McNish was one of the first graduates in Physiotherapy at the University of Toronto and at one point was Chief of Physiotherapy at Shaughnessy Veterans Hospital. She also served as Chief of Physiotherapy at Nanaimo Regional General Hospital for several years. Mrs. McNish passed away in 2012. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Leslie D PRITCHETT Memorial Scholarship – Scholarships totalling \$3,800 have been endowed through the Estate of Leslie D Pritchett for students in the Department of Materials Engineering in the Faculty of Applied Science. Mr. Pritchett graduated from UBC in 1950 with a degree in Metallurgical Engineering. He worked at Boeing for over 30 years and served as an advisor on all principal developments at Boeing in carbon fibre technology from the 1970's until his retirement.

Mr. Pritchett was also part of the team that developed titanium structures for the proposed Super Sonic Transport that was developed for a time at Boeing. The awards are made on the recommendation of the Department of Materials Engineering 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)

Dal RICHARDS Award in Opera – A \$1,000 award has been made available through the Vancouver Foundation by Dal Richards, O.C., O.B.C. (DLitt'10) and Muriel Honey-Richards to a promising student studying opera in the Voice and Opera Division at the School of Music. A celebrated big band leader, Dr. Richards has made immeasurable contributions to the cultural life of British Columbia. His distinguished career in all aspects of the music business has spanned more than 80 years. He has been honoured many times for his music and for his commitment to a number of charitable organizations. The award celebrates Dr. Richards' and Ms. Honey-Richards' commitment to fostering the next generation of artistic talent. The award is made on the recommendation of the School of Music and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

Brian TRUSCOTT Memorial Award in Journalism – A \$1,000 award is offered by family and friends in memory of Brian Truscott (BFA'88) to a student enrolled in the Graduate School of Journalism with an interest in business journalism. Brian began his career at the Vancouver Courier, where he worked as a reporter from 1988 to 1994. A move to Hong Kong saw him reporting for the Eastern Express newspaper, and then Finance Asia magazine. From 1998 to 2010, he was variously a columnist, reporter and editor with the Dow Jones Newswires financial news service, in Singapore, London and Vancouver. Brian's friends and relatives remember him as an inquisitive man with a wry sense of humour and an abiding passion for his profession. The award is made by the School of Journalism, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

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

#446 Cy and Emerald KEYES Fellowship in Mining Engineering – Fellowships totalling \$9,500 have been made available by the late Cy and Emerald Keyes to support graduate students in Mining Engineering. The awards are made to Canadian citizens and permanent residents on the recommendation the Department of Mining Engineering, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Name and description of the award were updated to reflect the current names of the program and the department.

#447 Cy and Emerald KEYES Fellowship in Materials Engineering – Fellowships totalling \$12,000 have been made available by the late Cy and Emerald Keyes to support graduate students in Materials Engineering. The awards are made to Canadian citizens and permanent residents on the recommendation of the Department of Mining Engineering, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Name and description of the award were updated to reflect the current names of the program and the department.

#1370 Russ Patrick Arts Undergraduate Student Research Award – A \$2,000 award has been endowed by Russ Patrick to recognize outstanding achievement in research writing by an Arts undergraduate student. The donors' contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office for information. Submissions are judged by professional standards and assessed by their ability to communicate the research and its significance to a non-specialist audience. The award is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership.

How amended: Change in the first line of the calendar description to reflect the actual nature of this award.

#1436 Crowe MacKay LLP Scholarship in Accounting – Two \$3,500 scholarships are offered by Crowe MacKay LLP, and the Chartered Accountants Education Foundation, to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the Sauder School of Business. This award was established to mark the 40th anniversary of (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Accountant School of Business program immediately following graduation.

How amended: Name and description of the award were updated to reflect the current name of the donor Crowe MacKay LLP.

#1514 Chartered Accountants Education Foundation Desmond O'Brien Memorial Scholarship – This scholarship of \$2,000 has been established as a memorial to the late Desmond O'Brien, F.C.A. by the Institute as a tribute to his contribution to the accounting profession in British Columbia and in Canada. The award is made on the recommendation of the Faculty to a full-time student completing third year Commerce in the Accounting option and proceeding to the fourth year of the programme. The award is made to a student who has high academic standing, is deserving of financial assistance and expresses the intention to become a Chartered Professional Accountant (CPA).

How amended: Updated description of the award to reflect change in the program name from CA to CPA

#1661 CA Education Foundation Jim Miller DAP Scholarship – Two scholarships of \$1,000 each are offered to students enrolled in the Diploma in Accounting Program at the Sauder School of Business. They are awarded on the recommendation of the School to students with high academic standing and leadership ability who intend to become a Chartered Professional Accountant (CPA).

How amended: Updated description of the award to reflect change in the program name from CA to CPA.

#1677 CA Education Foundation Peter Stanley Scholarship – A \$1,200 scholarship is offered to a full-time student entering fourth year in the Accounting Option of the Sauder School of Business. The recipient must be continuing with the Accounting Option, have a high academic standing, express intent to become a Chartered Professional Accountant (CPA), and be deserving of financial assistance. The award is made on the recommendation of the School.

How amended: Updated description of the award to reflect change in the program name from CA to CPA.

#2213 Cy and Emerald KEYES Scholarship in Mining Engineering – Scholarships to a total of \$2,000 have been made available by the late Cy and Emerald Keyes for undergraduate students in Mining Engineering. The awards are made on the recommendation of the Department of Mining Engineering, to students entering the second or higher year of study in Engineering. The scholarships are available only to Canadian citizens and permanent residents.

How amended: Name and description of the award were updated to reflect the current names of the program and the department.

#2215 Cy and Emerald KEYES Scholarship in Materials Engineering – Scholarships to a total of \$8,000 have been made available by the late Cy and Emerald Keyes for undergraduate students in Materials Engineering. The awards are made on the recommendation of the Department of Materials Engineering, to students entering the second or higher year of study in Engineering. The scholarships are available only to Canadian citizens and permanent residents

How Amended: Name and description of the award were updated to reflect the current names of the program and the department.

#2238 Cy and Emerald KEYES Award in Mining Engineering – Awards totalling \$13,500 have been made available by the late Cy and Emerald Keyes for students in Mining Engineering. The awards are made on the recommendation of the Department of Mining Engineering to students demonstrating sound academic progress and promise in the discipline. The awards are available only to Canadian citizens and permanent residents.

How amended: Name and description of the award were updated to reflect the current names of the program and the department.

#3006 Wilhelmina Elizabeth and Herbert Craner Memorial Bursary – Bursaries totaling \$4,500 have been endowed by the Estate of Wilhelmina Elizabeth Craner for students in the Department of Art History, Visual Art and Theory in the Faculty of Arts. Mrs. Craner passed away in 2010. Herbert Craner was an avid artist who painted and created First Nations' masks and totems as well as clay artwork.

How amended: Change in the award criteria to ensure consistency with the terms of Mrs. Craner's will.

#5377 N. G. Chakrabarti and Aparna Chakrabarti Memorial Scholarship in Engineering – Scholarships totaling \$1,000 have been endowed for Materials Engineering students who are specializing in Minerals and Metal Extraction by Mr. Swaraj K. and Mrs. Gayatri Chattopadhyay in memory of Mrs. Chattopadhyay's parents, N. G. and Aparna Chakrabarti. N. G. Chakrabarti (1912-1984) devoted many years of his life as an "Expert Foundry Engineer" all over the world on behalf of the United Nations Industrial Development Organization (UNIDO). Preference is to be given to students who have demonstrated financial need. Recommendations are made by the Department of Materials Engineering and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Change in the award criteria to ensure consistency with the Purpose as stated in the Endowment Trust Agreement. Added also reference to the Faculty of Graduate and Postdoctoral Studies in the last line.

#5666 Dr. Aneez Shiraz Mohamed Memorial Award - Awards totaling \$2,700 have been endowed by friends and family in honour of Dr. Aneez Mohamed. The awards are for cardiology residents who have demonstrated a special interest in medical education and teaching, or display a strong role in curriculum development. This award will serve to carry on Dr. Mohamed's passion and interest in medical education and curriculum development. The awards are made on the recommendation of the Post Graduate Program in Cardiology Committee within the Faculty of Medicine, in conjunction with feedback from trainees.

How amended: Change in the title and calendar description from “scholarship” to “award” to reflect actual nature of this award.

#5698 Sabitri and Sudhin Memorial Student Scholarship – Scholarships totaling \$1000 are offered by Swaraj K. and Gayatri Chattopadhyay in memory of their Aunt Sabitri and Uncle Sudhin for students in the Faculty of Medicine who are specializing in Oncology. Sabitri and Sudhin both passed away from cancer. Preference will be given to students who have demonstrated financial need. Recommendations are made by the Faculty of Medicine and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Change in the award criteria to ensure consistency with the Purpose as stated in the Endowment Trust Agreement. Added reference to the Faculty of Graduate and Postdoctoral Studies in the last line.

#6375 Sociology Graduate Scholarship - Scholarships totalling \$1625 have been endowed for graduate students pursuing studies in Sociology. The awards are made on the recommendation of the Department of Sociology in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Updated the name of the recommending Department and added reference to the Faculty of Graduate and Postdoctoral Studies.

7523 Doctors of BC Bursary - One hundred and twenty four bursaries of \$1,750 each are offered by Doctors of BC to undergraduate students in the Faculty of Medicine who are student members of Doctors of BC, with demonstrated financial need. Preference for one award of \$1,750 is given to an Aboriginal student. The awards are adjudicated by Enrolment Services.

How amended: Name and description of the award were updated to reflect the current name of the donor's organization.

#7604 Chartered Accountants Education Foundation William Rowe Scholarship – A \$2,000 scholarship is available to a full time student completing third year Commerce in the Accounting option and proceeding to the fourth year. The award is made on the basis of scholastic standing and awarded to a student who intends to become a Chartered Professional Accountant (CPA). The award is made on the recommendation of the Faculty.

How amended: Updated description of the award to reflect change in the program name from CA to CPA.

#7957 Cy and Emerald KEYES Bursary in Mining Engineering – Bursaries to a total of \$2,000 have been made available by the late Cy and Emerald Keyes for students in Mining Engineering. The awards are made on the recommendation of the Department of Mining Engineering. The bursaries are available only to Canadian citizens and permanent residents.

How amended: Name and description of the award were updated to reflect the current names of the program and the department.

#8514 The Colin & Lois PRITCHARD Foundation Bursary – Four bursaries totalling \$3,650 have been endowed by The Colin and Lois Pritchard Foundation to support students in the Southern Medical Program in financial need who demonstrate a commitment to community service and to the practice of medicine. Students must be Canadian citizens. Preference is given to first or second year students who have attended or graduated from a high school located in the Thompson / Okanagan / Kootenay region of BC. Bursaries are adjudicated by Enrolment Services.

How amended: Specified that four bursaries would be offered instead of “bursaries totalling.

#648 Faculty Women’s Club - Vancouver Centennial Scholarship – One or two scholarships totalling \$1,175 have been endowed by the Faculty Women's Club of the University of B.C., to commemorate Vancouver's Centennial in 1986. Preference is given to a woman who is studying on a part-time basis, in Winter Session, towards a first undergraduate degree. The award requires a special application which is available from Enrolment Services and the Women Students Office. The financial circumstances of the candidate may be a consideration. Applications must be submitted by June 30.

How amended: The Faculty Women’s Club would like the maximum amount of scholarships to be 2.

#962 Ray Cole and Perkins + Will Entrance Scholarship in Architecture – A \$2,400 scholarship has been endowed by Peter Busby, Busby Perkins + Will and Dr. Ray Cole, Professor, University of British Columbia, for a student entering the Masters of Architecture program in the School of Architecture and Landscape Architecture. The student must have demonstrated through their past education, work experience or community activities a strong commitment to sustainable design principles and wish to expand on these through their studies in architecture at UBC. The award is made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate Studies and Postdoctoral Studies.

How amended: Removed the name Busby from the award title as per donor’s request.

#1017 Sean Gilbert – Crowe MacKay LLP Memorial Award – In honour of Sean Gilbert, BCom 1988, a Chartered Accountant at MacKay LLP for 25 years, a \$1,650 award has been endowed by family, friends and colleagues. The award is a tribute to Sean and recognizes his legacy of selflessness, mentorship, and commitment to excellence in professional practice and education. To be considered, candidates must be in either the third or fourth year of study in the accounting option of the Sauder School of Business with plans to pursue the Chartered Professional Accountant designation. Students must exhibit strong academic standing, leadership amongst his or her peers, and proven athletic and/or artistic capabilities. The award is made on the recommendation of the Sauder School of Business.

How amended: Revised award title as per corporate name change; removed reference to the CA Education Foundation as per donor's wishes, and change in the name of the program.

#1190 Italian Government Book Prize – A book prize is offered by the Istituto Italiano di Cultura in Vancouver to an undergraduate student in Italian, of a level above beginners' (200 or higher), on the recommendation of the Head of the Department of French, Hispanic & Italian Studies.

How amended: Added the Italian course level to the criteria

#1196 Leslie F. S. Upton Memorial Prize – A \$275 prize is awarded as a memorial to Professor Leslie F. S. Upton. He left a lasting impression about Canada's past on hundreds of undergraduates and contributed significantly to the written history of North America while a member of the History Department from 1964 to 1980. The award endowed by contributions from Professor Upton's colleagues and friends at UBC and several other universities, former students and family. It is made to a third or fourth year student majoring in History, Medieval Studies or International Relations (with a history emphasis) who has written the best essay in a competitive examination organized and adjudicated by the History Department.

How amended: Removed from last line reference to December 15 as the deadline for the organization and adjudication of the competitive examination.

#1443 International Community Achievement Awards – Awards of up to \$3,000 each are available to continuing international undergraduate students at The University of British Columbia, Vancouver Campus, who have demonstrated leadership in one or more of the following areas: community service, international engagement, intercultural understanding, promotion of diversity, intellectual pursuits, and artistic or athletic endeavours. Awards are made on the recommendation of a selection committee comprised of international student advisors from the Faculties, in consultation with International Student Development and the International Student Initiative.

How amended: Award amount has changed from \$2,000 to "up to \$3,000."

#1512 Harold A. JONES Memorial Scholarship – The Harold A. Jones Memorial Scholarship is donated by Seaspan ULC (an organization integrating Vancouver Tug Boat Co. Ltd. and Island Tug & Barge Limited, both pioneer companies in marine transportation on the B.C. coast) as a memorial to Harold A. Jones, who was President of Vancouver Tug Boat Co. Ltd. from 1924 to 1956. This scholarship serves not only to pay tribute to Mr. Jones' contribution to the company, but also to give recognition to his interest and participation, both public and personal, in all matters pertaining to coast-wise shipping. The scholarship for \$1,000 is to be awarded to an outstanding student entering the final year in the Bachelor of Commerce Program and majoring in the field of transportation in the Sauder School of Business.

How amended: Updated donor's and Faculty's name in the award description to reflect their current name.

#2728 KOOTENAY Bar Association Memorial Scholarship in Law – A \$1,000 scholarship is offered by the Kootenay Bar Association to a student in any year of study in the Juris Doctor (J.D.) Program of the Faculty of Law. While preference is to be given to students with ties to the Kootenays, such as graduation from a high school in the region, selection of a suitable recipient will remain at the discretion of the Faculty of Law.

How amended: Removed reference to honouring Association members who passed away in the description and revised wording regarding preference.

#3355 Erich Wagner Memorial Scholarship – A scholarship has been endowed in memory of Erich Wagner, a German violinist and music teacher, and his wife, Margarete, by their daughter. It is awarded to a student in violin performance on the recommendation of the School of Music and, in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Description has been revised to include the name of the donor's mother.

#3705 Canadian Pharmacists Association Centennial Leadership Award – This award enables a third year student to join with pharmacists and fellow students in attending the annual conference of the Canadian Pharmacists Association. Selection of the recipient is based on student affiliation with the Canadian Pharmacists Association, active promotion of the profession of pharmacy and the faculty and good academic standing.

How amended: Changed from membership to affiliation in the award criteria.

#4501 BC Association of Social Workers Prize – A \$250 prize and a one-year membership in the Association are offered by the British Columbia Association of Social Workers to an outstanding first year student in the School of Social Work, UBC Vancouver Campus. The award is made on the recommendation of the Director of the School.

How amended: Added one-year Association membership to the prize.

#5606 Roland W. Lauener Scholarship – A \$1075 scholarship has been endowed by friends, family and colleagues in memory of Roland W. Lauener. It is awarded to a fourth year student based on excellent communication skills and academic performance demonstrated in the third year internal medicine rotation. Dr. Lauener graduated from UBC's MD program in 1956, and specialized in internal medicine, with sub-specialties in endocrinology and nephrology. He returned to UBC as a professor in 1965 and proceeded to serve the university in many roles, including: Acting Head, Department of Medicine; Deputy Head, VGH Department of Medicine; Acting Head, Division of Internal Medicine; and Associate Dean, Undergraduate Medical Education (1973-1994), responsible for the MD undergraduate students and curriculum. Dr. Lauener was a passionate educator who received a number of teaching awards, including UBC's prestigious Killam Award in 1992. To Dr. Lauener, or "Rolly" as he was known to most of his colleagues, teaching was a priority and he made learning a pleasure. The award is made on the recommendation of the Faculty of Medicine.

How amended: Clarified that the award is to be made to a fourth year student and updated the biographical information, per the donor's wishes.

#6475 Ibn BATTUTA Award for Field Research – A \$3,000 travel award is offered to a graduate student in any field of study who wishes to conduct field research in the following Muslim-majority countries: Afghanistan, Algeria, Comoros, Iraq, Iran, Jordan, Libya, Maldives, Mauritania, Morocco, Palestine, Pakistan, Saudi Arabia, Somalia, Syria, Tajikistan, Tunisia, Turkey, Xinjiang (Western China) and Yemen. To be considered, graduate students must have a minimum overall GPA of 80% in their last two years of study. Candidates should also have completed at least one course in field research methods, or be able to demonstrate equivalent knowledge. Award is made on the

recommendation of the Faculty of Graduate Studies.

How amended: Updated name of Palestine in the award description.

#7954 Dr. H. R. MacCarthy Bursary in Plant Science – One or more bursaries totalling \$6,675 have been endowed for needy undergraduate or graduate students who have made good academic progress in studies or research in Plant Science. Adjudication is made by Enrolment Services.

How amended: Removed reference to the Department of Plant Science as it does not exist anymore; added last line to update description in compliance with current award adjudication process.



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

2 May 2014

To: Senate

From: Council of Senates' Budget Committee Vancouver Sub-Committee

Re: Annual Report of the Activities of the Sub-Committee

Attached please find for your information the 2013-14 Annual Report of the activities of the Council of Senates' Budget Committee Vancouver Sub-Committee.

If you have any questions, please contact Stephanie Oldford
at Stephanie.Oldford@ubc.ca.

Respectfully submitted,

Dr. William G. Dunford, Chair
Council of Senates' Budget Committee Vancouver Sub-Committee

**Council of Senates Budget Committee
Vancouver Subcommittee**

Report to Senate – May 14, 2014

Budget Committee Terms of Reference

The Budget Committee shall:

meet with the President and assist in the preparation of the University budget; and make recommendations to the President and to report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget.

In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

- **Background**

This is the 2013/2014 annual report of the Vancouver Senate Budget Sub-committee. The Budget Committee is a Council of Senates' committee, which has never met and is not scheduled to meet. The only mandate for the full committee would be to look at the distribution of funds between the campuses, but the allocations were largely agreed and ring fenced when UBCO was formed and there has not been further discussion.

At UBC's Okanagan Campus, our sub-committee's counterpart has coincidental membership with that Senate's Academic Building and Resources Committee. At the Vancouver campus, there has been discussion of combining various committees in similar manner, but at present the committees potentially involved have chosen to retain independent paths. However, there have been some successful joint meetings this year and more are planned, principally involving the Senate Academic Building Needs Committee.

It should be noted that the SBSC has no oversight role and no power to insist on any involvement in the budgeting process. If topics of concern were identified it would bring these to the attention of Senate,

- **Activities**

In addition to exploring common interest with other committees, the Sub-Committee has also continued to move away from its previous, confidential way of operating with the aims of opening the budget policy of the University to discussion with the community. The Sub-Committee website (<http://senate.ubc.ca/council/committees/budget>) lets the University community know what is being presented to the Sub-committee and provides a mechanism for the community to provide confidential feedback. The website was originally advertised in 2012 via mass mailings to both faculty and students. In the approximately eighteen months of operation so far the website has received six feedback messages. Essentially this level of response provides the Sub-committee with little evidence that the University community has any concerns about the present financial management of UBC's Vancouver Campus.

The Sub-committee has adopted a practice of meeting just before every Senate meeting. The meeting is in two parts. It begins with a private meeting of the committee to discuss any items which should be raised with the administration. It then moves into a second phase where representatives of the administration attend as guests. This provides a forum for ideas to be exchanged and presentations by various campus units.

A summary of the meetings this year is below:

Meeting Date	Subject	Presenters and Guests
May 14, 2014	IMANT; Recovering the Indirect Costs of Research	Roger Polishak; Sharon Wu, John Hepburn, Helen Burnt, Ian Burgess
April 16, 2014	Campaign Update	David Farrar, Heather McCaw
March 29, 2014	Capital Plans and Priorities; UBC Properties Trust (Joint with Senate Academic Building Needs Committee)	David Farrar, John Metras, Al Poettcker
February 19, 2014	Budget Update	Ian Burgess, David Farrar, , Pierre Ouillet
January 22, 2014	Vantage College	David Farrar, James Ridge, Pierre Ouillet, Susanne Schmiesing
December 18, 2012	Flexible Learning (Joint with Academic Building Needs, Teaching and Learning and Library Committees)	Simon Bates, Hugh Brock, David Farrar, Michelle Lamberson, Angela Redish
November 14, 2012	Classrooms and Teaching Laboratories (Joint with Senate Academic Building Needs Committee)	David Farrar, Shaun Filwok, John Metras, Pierre Ouillet, Jodi Scott
October 16, 2013	Strategic Decision Group – Program Costing and Tuition; Graduate Student Funding	Janet Wang, David Farrar and Susan Porter
September 18, 2013	Financial Outlook	David Farrar and Ian Burgess

In general the University is in a good financial situation compared to many peer institutions. There continue to be constraints on support from the Provincial Government and the fee income which can be raised from domestic students. Although the constraints on salaries have been lifted, there is no ready source of income to pay for increases and their ongoing effects. Two major possible sources are through expanded use of campus facilities, particularly through summer use of the campus and increasing the numbers of international students.

Over the course of the triennium, the Sub-Committee has been working with the Senate Academic Building Needs Committee and the administration to look into the issue of the maintenance and upkeep of the Campus' learning spaces and the funding thereof since the claw back of the Annual Capital Allowance from the Province. The two Committees plan to bring a report and presentation on these issues to the next Senates first meeting in September so that the awareness of these challenges can continue into the next triennium.

The Sub-committee plans to reduce the number of regular meetings next year and to increase joint meetings with related committees. The Sub-committee encourages input from Senate on how it might play a more useful role in future. In particular, changes to the terms of reference could mandate more active involvement in the budgeting process.

- **Conclusions**

In the absence of obvious problems or requests for advice the Sub-committee continues to operate in a largely reactive mode. Contacts with the administration are cordial and regular. The Sub-committee intends to continue with this approach, but will try to anticipate potential problems and welcomes any input which may come from interested parties.



2 May 2014

To: Senate

From: Academic Building Needs Committee

Re: Annual Report on the Activities of the Senate Academic Building Needs
Committee

Attached please find for your information the 2013-14 Annual Report of the activities of the Senate Academic Building Needs Committee. The report follows the format agreed upon by the Committee.

If you have any questions, please contact Stephanie Oldford at
Stephanie.Oldford@ubc.ca.

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Academic Building Needs Committee

**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate (Information)
September 2013- May 2014**

Members: Ken Baimbridge (Medicine), Julianne Jagdeo (Student Member), Stanley Knight (Convocation), Stephanie Oldford (Secretary), Nancy Perry (Education), Andrew Risemann (Land & Food Systems), Lance Rucker (Dentistry), Mark Prescott (Student Member), Paul Smith (Vice-Provost and AVP, Academic Facilities and Enrolment), Bob Sparks (Joint Faculties, Chair), Rhodri Windsor-Liscombe (Graduate Studies and Arts), (Mark Vessey (Arts), Nani Yahya (Student Member)

Overview: This document follows the reporting procedures initiated in November 2010 of submitting a written annual report to Senate. The report summarizes SABNC meetings as well as the participation of SABNC members on the Property and Planning Advisory Committee (PPAC).

Committee work plan for 2013-2014

The Committee agreed to the following priorities:

1. To participate actively on the Property and Planning Advisory Committee (PPAC)
2. To engage in consultations and assist with policy development in three targeted areas relating to the Vancouver campus:
 - a. Learning spaces, specifically classroom maintenance and upgrades, and classroom utilization.
 - b. Promoting better communication among University committees involved in capital and infrastructure development
 - c. Liaising with the Vancouver Sub-Committee of the Council of Senates Budget Committee and establishing a schedule of joint meetings.
3. To engage in the aspects of the Flexible Learning Strategy that affect learning spaces and classroom design.

Activities in 2013-14

This year the Committee has met six (6) times, three (3) times on its own, and three (3) times in joint meetings, including two (2) meetings with the Vancouver Sub-Committee of the Council of Senates Budget Committee in November and March, as well as another joint meeting with the Budget, Senate Library and Teaching and Learning committees in December.

SABNC members also participated in four (4) PPAC meetings and reviewed four (4) presentations, three (3) that led to recommendations for capital projects, and one for information.

Senate Academic Building Needs Committee (SABNC) Meetings

- 24 September 2013- Planning and review of potential alternative spaces on campus for Senate meetings
- 22 October 2013 - Summary of Recent Audits, Reviews and Studies on Learning Spaces (Jodi Scott, Senior Planner, Infrastructure Development)
- 20 November 2013 – *Joint with Budget Committee* – Classrooms and Teaching Laboratories (John Metras and Jodi Scott, Infrastructure Development)
- 18 December 2013 – *Joint with Budget, Library, and Teaching and Learning Committees* – Flexible Learning (Angela Redish, Vice Provost and Associate Vice President Enrolment and Academic Facilities; Hugh Brock, Associate-Provost Academic Innovation; and, Simon Bates, Senior Advisor Teaching and Learning and Academic Director, Centre for Teaching, Learning and Technology)
- 28 January 2014 – Heritage Policy Update (Gerry McGeough, University Architect)
- 19 March 2014 – *Joint with Budget Committee* – Capital Planning and Priorities (John Metras, Managing Director, Infrastructure Development); UBC Properties Trust (Al Poettcker, President and CEO)

Property and Planning Advisory Committee (PPAC) Meetings

- 17 September 2013 *Undergraduate Life Sciences Labs* (Simon Peacock, Dean of the Faculty of Science); *School of Architecture and Landscape Architecture Tall Wood Building* (Catherine Alkenbrack, Associate Director, Infrastructure Development)
- 15 October 2013 - *Residential Environmental Assessment Program* (Penny Martyn, General Building Manager, Campus Sustainability)
- 19 November 2013 – *Tour of Ponderosa Commons*
- 18 March 2014 – *Baseball Training Facility* (John Metras, Managing Director, Infrastructure Development)

Comments:

- The Committee found that the joint meetings with the Budget Committee this year were very fruitful, as was the combined meeting with the Budget, Teaching and Learning, and Library committees.
- The Committee is wrapping up the Senate triennium with a focus on classrooms and learning spaces, and proposes to bring this work forward to Senate early in the next triennium with the Budget Committee, potentially as a topic of broad academic interest.
- There is also continuing interest in aspects of the Flexible Learning Strategy that affect learning spaces and classroom design and in monitoring accessibility and sustainability standards in academic building planning and design.
- The search remains ongoing for alternative spaces on campus for Senate meetings. The 18 December 2013 meeting of the joint committees was held in Allard Hall (Law) Room 105 as a test site for Senate, and opinion was that the room was set up well for discussions but too small to accommodate both the Senate and its guests.
- The Committee would be pleased to receive comments and suggestions.



2 May 2014

To: Vancouver Senate

From: Admissions Committee

Re: a) Master of Arts Asia Pacific Policy Studies – Suspension of Admission (approval)
b) Bachelor of Dental Science (Dental Hygiene) – Changes in Admission Requirements (approval)
c) Bachelor of Applied Science – Changes in Admission Requirements (approval)
d) Master of Arts (Planning) and Master of Science (Planning) – Suspension of Admission (approval)

a) Master of Arts Asia Pacific Policy Studies – Suspension of Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval suspension of admission to the Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.), Master of Arts Asia Pacific Policy Studies with Juris Doctor (M.A.A.P.P.S./J.D.), Master of Arts Asia Pacific Policy Studies with Master of Business Administration (M.A.A.P.P.S./M.B.A.) and Master of Arts Asia Pacific Policy Studies with Master of Planning (M.A.A.P.P.S./M.A.P.) programs, effective the 2015 Winter Session. Due to low demand for the program and student demand for a program that includes professional policy training, the intent is to replace the M.A.A.P.P.S. program a two-year professional Master of Public Policy degree program.

***Motion:** That Senate approve suspension of admission to the Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.), Master of Arts Asia Pacific Policy Studies with Juris Doctor (M.A.A.P.P.S./J.D.), Master of Arts Asia Pacific Policy Studies with Master of Business Administration (M.A.A.P.P.S./M.B.A.) and Master of Arts Asia Pacific Policy Studies with Master of Planning (M.A.A.P.P.S./M.A.P.) programs, effective the 2015 Winter Session and thereafter.*

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, applicants to the Degree Completion and International Dental Hygiene Degree Completion admissions options who are selected for an interview will be required to attend an in-person interview. For the Entry-to-Practice admission option, applicants will be selected for an interview based on academic performance and the Personal Profile score. Once selected for an interview, successful



applicants will be admitted only on the interview score. Academic performance and the Personal Profile will not be used in making offers of admission.

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

c) Bachelor of Applied Science – Calendar Changes on Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval Calendar changes on admission for applicant to the Bachelor of Applied Science Program. The program is currently the only direct-entry program to require Physics 12 as an admission requirement. For entry to the 2015 and 2016 Winter sessions, outstanding applicants who are missing the Physics 12 requirement may be considered for admission. Such applicants may present Biology 12, Geology 12, Computer Science 12 or Calculus 12 (or equivalent) in lieu of Physics 12. Applicants will be identified via the on-line application process and will be assessed via the broad-based admission (BBA) process. The change is proposed on a pilot basis, for entry to the 2015 and 2016 Winter sessions only.

Motion: *That Senate approve changes in admission requirements for applicants to the Bachelor of Applied Science program, for admission to the 2015 Winter Session and 2016 Winter Session only.*

d) Master of Arts (Planning) and Master of Science (Planning) – Suspension of Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval suspension of admission to the Master of Arts (Planning) and Master of Science (Planning) programs, effective for the 2015 Winter Session only. The School of Community and Regional Planning has recently established a professional Master of Community and Regional Planning (MCRP, approved by Senate in April 2014). In light of the new program, the current Master of Arts (Planning) and Master of Science (Planning) will be restructured as research-based graduate programs. To allow for a detailed and timely review, it is proposed that admission to the Master of Arts (Planning) and Master of Science (Planning) be suspended for the 2015 Winter Session.

Motion: *That Senate approve suspension of admission to the Master of Arts (Planning) and Master of Science (Planning) programs, effective for admission to the 2015 Winter Session only.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Arts Department: Institute of Asian Research Effective Session (W or S): W Effective Academic Year: 2015 <i>**Note to Calendar Coordinator: Please include in the June 2014 Academic Calendar release.**</i></p>	<p>Date: March 12, 2014 Contact Person: Kerry Ross Phone: 822-3801 Email: kerry.ross@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NOTE: The Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.) program is not accepting applications for admissions until further notice. This also applies to the M.A.A.P.P.S. with Juris Doctor, M.A.A.P.P.S. with Master of Business Administration and the M.A.A.P.P.S. with Master of Arts in Planning.</p> <p>Asia Pacific Policy Studies</p> <p>Degrees Offered: M.A.A.P.P.S., M.A.A.P.P.S./J.D., M.A.A.P.P.S./M.B.A., M.A.A.P.P.S./M.A.P.</p> <p>Members</p> <p>Professors</p> <p>T. Brook, T. Cheek, P. Evans, M. Nakamura, P. Potter, I. Vertinsky.</p> <p>Associate Professors</p> <p>J. Dierkes, A. Kusno, H. G. Lynn, K. A. Park, T. Shakya, Y. Tiberghien.</p> <p>Assistant Professors</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1122#11182</p> <p>Present Calendar Entry:</p> <p>Asia Pacific Policy Studies</p> <p>Degrees Offered: M.A.A.P.P.S., M.A.A.P.P.S./J.D., M.A.A.P.P.S./M.B.A., M.A.A.P.P.S./M.A.P.</p> <p>Members</p> <p>Professors</p> <p>T. Brook, T. Cheek, P. Evans, M. Nakamura, P. Potter, I. Vertinsky.</p> <p>Associate Professors</p> <p>J. Dierkes, A. Kusno, H. G. Lynn, K. A. Park, T. Shakya, Y. Tiberghien.</p> <p>Assistant Professors</p>

<p>A. Cruz, J. Main.</p> <p>Program Overview</p> <p>The Master of Arts Asia Pacific Policy Studies program (M.A.A.P.P.S.), at the Institute of Asian Research (IAR), provides advanced training in practical research and analysis on policy issues relevant to the Asia and Pacific regions. The program prepares students for positions in government, non-profit organizations, or the private sector, as well as for doctoral programs. Students tailor coursework to fit specific interests within Asia Pacific policy, including a practicum, and complete the program 12, 18, or 24 months.</p> <p>The M.A.A.P.P.S. program is organized into six thematic streams that structure and guide students in their program element selections. The six thematic streams are:</p> <ol style="list-style-type: none"> 1. Economic and Social Change 2. Security 3. Gender and Development 4. Governance and Human Rights 5. Infrastructure Policy 6. Media Representations of Asia: Culture, Religion, Nation <p>M.A.A.P.P.S.</p> <p>Admission Requirements</p> <p>....</p> <p>Program Requirements</p> <p>....</p> <p>M.A.A.P.P.S. with Juris Doctor</p> <p>....</p> <p>Admission Requirements</p> <p>....</p>	<p>A. Cruz, J. Main.</p> <p>Program Overview</p> <p>The Master of Arts Asia Pacific Policy Studies program (M.A.A.P.P.S.), at the Institute of Asian Research (IAR), provides advanced training in practical research and analysis on policy issues relevant to the Asia and Pacific regions. The program prepares students for positions in government, non-profit organizations, or the private sector, as well as for doctoral programs. Students tailor coursework to fit specific interests within Asia Pacific policy, including a practicum, and complete the program 12, 18, or 24 months.</p> <p>The M.A.A.P.P.S. program is organized into six thematic streams that structure and guide students in their program element selections. The six thematic streams are:</p> <ol style="list-style-type: none"> 1. Economic and Social Change 2. Security 3. Gender and Development 4. Governance and Human Rights 5. Infrastructure Policy 6. Media Representations of Asia: Culture, Religion, Nation <p>M.A.A.P.P.S.</p> <p>Admission Requirements</p> <p>....</p> <p>Program Requirements</p> <p>....</p> <p>M.A.A.P.P.S. with Juris Doctor</p> <p>....</p> <p>Admission Requirements</p> <p>....</p>
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<p>Program Requirements</p> <p>M.A.A.P.P.S. with Master of Business Administration Admission Requirements</p> <p>Program Requirements</p> <p>M.A.A.P.P.S. with Master of Arts in Planning</p> <p>Admission Requirements</p> <p>Program Requirements</p> <p>Contact Information Institute of Asian Research C.K. Choi Building, 253-1855 West Mall Vancouver, BC, Canada V6T 1Z2 Tel: 604.822.3801 Fax: 604.822.5207 Email Web</p>	<p>Program Requirements</p> <p>M.A.A.P.P.S. with Master of Business Administration Admission Requirements</p> <p>Program Requirements</p> <p>M.A.A.P.P.S. with Master of Arts in Planning</p> <p>Admission Requirements</p> <p>Program Requirements</p> <p>Contact Information Institute of Asian Research C.K. Choi Building, 253-1855 West Mall Vancouver, BC, Canada V6T 1Z2 Tel: 604.822.3801 Fax: 604.822.5207 Email Web</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,903,0</p> <p>Homepage→ Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies→ Dual Program Options</p> <p>Asia Pacific Policy Studies</p> <p>NOTE: The Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.) program is not accepting applications for admissions until further notice. This also applies to the M.A.A.P.P.S. with</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,903,0</p> <p>Homepage→ Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies→ Dual Program Options</p> <p>Asia Pacific Policy Studies</p> <p>NOTE: The Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.) program is not accepting applications for admissions until further notice. This also applies to the M.A.A.P.P.S. with Juris Doctor,</p>

Juris Doctor, M.A.A.P.P.S. with Master of Business Administration and the M.A.A.P.P.S. with Master of Arts in Planning.

See [Master of Arts in Asia Pacific Policy Studies](#) for the:

- M.A.A.P.P.S. degree and the Juris Doctor (M.A.A.P.P.S./J.D.)
- M.A.A.P.P.S. degree and the Master of Business Administration (M.A.A.P.P.S./M.B.A.)
- M.A.A.P.P.S. degree and the Master of Planning (M.A.A.P.P.S./M.A.P.)

M.A.A.P.P.S. with Master of Business Administration and the M.A.A.P.P.S. with Master of Arts in Planning.

See [Master of Arts in Asia Pacific Policy Studies](#) for the:

- M.A.A.P.P.S. degree and the Juris Doctor (M.A.A.P.P.S./J.D.)
- M.A.A.P.P.S. degree and the Master of Business Administration (M.A.A.P.P.S./M.B.A.)
- M.A.A.P.P.S. degree and the Master of Planning (M.A.A.P.P.S./M.A.P.)

Type of Action:

Suspend admissions indefinitely to the Master of Arts Asia Pacific Policy Studies (M.A.A.P.P.S.) program, M.A.A.P.P.S. with Juris Doctor, M.A.A.P.P.S. with Master of Business Administration and the M.A.A.P.P.S. with Master of Arts in Planning.

Rationale for Proposed Change:

The MAAPPS program is facing very low demand because it is unable to accommodate current student needs. Students are increasingly looking for a degree that has both Asia content and professional policy training. Following on the academic infrastructural supports to the policy program provided by the Faculty of Arts, the Institute of Asian Research (IAR) MAAPPS program has entered a new phase. The existing hybrid program of MAAPPS which combined social scientific analysis with the relevance of problem-driven research in a specific regional setting needs to be scaled up and changed into a 2-year program that offers a more recognized professional Master of Public Policy (MPP) degree. Jointly developed with LIU and IRES, the new program will offer more robust training to strengthen the

	<p>capacity of people who aspire to work among policy-analysts and policy-makers in governments, NGOs, and the private sector. The MPP will offer courses that are deeper, broader and more explicit in making the validity of the policy program more explicit. Thematic streams within the MPP program will complement professionally oriented training through a range of clearly defined thematic specializations informed by local knowledge that has been the strength of the IAR. All these courses will involve students in applied classroom settings and in applied projects.</p> <p>Overall, the new MPP professional program has greater requirements and opportunities for engagement with policy problems and policy makers across public, private, and civil society domains. This innovation of moving from MAAPPS to MPP program demands a suspension of MAAPPS to facilitate the creation of a new MPP program. All dual degrees options in which MAAPPS is involved must also be suspended.</p>
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<p>Faculty: Dentistry Department: Dean's Office Faculty Approval Date: 14 April 2014 Effective Session (W or S): for June 2014 Calendar release Effective Academic Year: For students entering the Dental Hygiene Degree Program in September 2015</p> <hr/> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,315,0</p> <p>Proposed Calendar Entry:</p> <p><i>Dental Hygiene Degree Program</i></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, professionalism and abilities 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. 3. Dental Hygiene Degree Completion Admission Option The Dental Hygiene Degree 	<p>Date: 14 April 2014 Contact Person: Vicki Koulouris Phone: 2-4486 Email: vkoulouris@dentistry.ubc.ca</p> <hr/> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,315,0</p> <p>Present Calendar Entry:</p> <p><i>Dental Hygiene Degree Program</i></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. 3. Dental Hygiene Degree Completion Admission Option The Dental Hygiene Degree Completion admission option, open to dental hygienists who are
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<p>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.</p> <p>4. International Dental Hygiene Degree Completion Admission Option</p> <p>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.</p> <p>...</p>	<p>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.</p> <p>4. International Dental Hygiene Degree Completion Admission Option</p> <p>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.</p> <p>...</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 Profile • mandatory in-person interview <p>Among the factors considered in the application review are demonstrated leadership skills, critical thinking, problem solving, ethics, substantial volunteerism, active participation in extracurricular activities, and knowledge of the dental hygiene profession.</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, problem solving, ethics, substantial volunteerism, active participation in extracurricular activities, and knowledge of the dental hygiene profession.</p>

The admission process will consist of two phases:

Phase I

Applicants will be selected for an interview on the basis of academic performance (overall GPA) and the Personal Profile. Applicants not selected for an interview will not be admitted.

Phase II

Applicants selected for an interview will be considered for admission based only on their interview score. Academic performance (overall GPA) and the Personal Profile will not be considered in making offers during Phase II of admission to the program. For information on the format of the interview, please consult the [program website](#).

Successful applicants to the Dental Hygiene Degree Program via the Entry-to-Practice Admission Option will complete a full-time four-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 the UBC Vancouver Campus through on-campus, distributed learning, and community outreach instructional delivery. See [Entry-to-Practice program courses](#) for details.

See the Faculty's [website](#) 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

Successful applicants to the Dental Hygiene Degree Program via the Entry-to-Practice Admission Option will complete a full-time four-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 the UBC Vancouver Campus through on-campus, distributed learning, and community outreach instructional delivery. See [Entry-to-Practice program courses](#) for details.

See the Faculty's [website](#) 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

<p>policies. All applicants must complete the Dental Hygiene Degree Program on-line personal statement application.</p> <p>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.</p> <p>All inquiries relating to admission should be addressed to the Dentistry Admissions Office.</p> <p>....</p> <p>Degree Completion</p> <p>3. Dental Hygiene Degree Completion (Category 1 or 2) Admission Option (for Dental Hygiene Diploma graduates)</p> <p>Admission to the Dental Hygiene Degree Completion admission option is based upon:</p> <ul style="list-style-type: none"> • academic performance (overall GPA) • Personal Profile <p>An in-person admissions interview is mandatory. Only eligible candidates will be invited for an interview at the discretion of the admission committee.</p> <p>Applicants must meet the Admissions requirements of the University. See also youbc Vancouver.</p> <p>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</p>	<p>policies. All applicants must complete the Dental Hygiene Degree Program on-line personal statement application.</p> <p>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.</p> <p>All inquiries relating to admission should be addressed to the Dentistry Admissions Office.</p> <p>....</p> <p>Degree Completion</p> <p>3. Dental Hygiene Degree Completion (Category 1 or 2) Admission Option (for Dental Hygiene Diploma graduates)</p> <p>Admission to the Dental Hygiene Degree Completion admission option is based upon:</p> <ul style="list-style-type: none"> • academic performance (overall GPA) • personal statement <p>The eligible candidates may be invited for an interview at the discretion of the admissions committee.</p> <p>Applicants must meet the Admissions requirements of the University. See also youbc Vancouver.</p> <p>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</p>
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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.

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 Profile**
- 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

An in-person admissions interview is mandatory. Only eligible candidates will be invited for an interview at the discretion of the admission 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.

category may undertake studies on a full or part-time basis. Part-time students will have up to five years to complete the program.

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.

	<p>Type of Action:</p> <p><u>Entry-to-Practice:</u> Add language to indicate that applicants will be selected for an interview based on academic performance and the Personal Profile. Once selected for an interview, successful applicants will be admitted only on the interview score. Academic performance and the Personal Profile will not be used in making offers of admission.</p> <p>Update ‘personal statement’ to ‘Personal Profile.’</p> <p><u>Degree Completion:</u> Indicate that the interview must be attended in person.</p> <p><u>International:</u> Indicate that the interview must be attended in person.</p> <p>Rationale: Incorporating the two phases would allow the Dental Hygiene Degree Program to align itself with the Faculty of Dentistry programs’ current admission process. In utilizing the two- phased process the applicants having high and at times inflated GPA, can’t skew the scores by influencing the rankings. Higher GPA scores when combined with the interview allowed the applicants to always rank higher. Therefore, Phase I would allow applicants with the highest-ranking GPA and Personal Profile to obtain an interview. At Phase II and starting at zero, the non-cognitive traits evaluated by MMI interviews are highly structured and content relevant, which have defensible methods for attempting to admit those students most likely to succeed academically and for claiming objectivity in the process</p>
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UBC Curriculum Proposal Form Change to Course or Program

<p>Faculty: APSC Department: APSC Faculty Approval Date: Feb. 27, 2014 Effective Session (W or S): entry to 2015 W Term 1 Effective Academic Year: for publication in the June 2014 Academic Calendar</p>	<p>Date: March 10, 2014 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Admission from BC/Yukon Grade 12 (or equivalent) In addition to satisfying university admission requirements, applicants must have completed mathematics, physics, and chemistry at the BC Grade 12-level, or the equivalent. Students will be selected on the basis of their standing in Grade 12 courses in mathematics, chemistry, physics, and English. Applicants from schools where either Physics 12 or Chemistry 12 is not available may petition to be excused this deficiency. Candidates not having grade 12 Physics may still apply. A strong background in alternative grade 12 science courses¹ and/or additional preparation in mathematics² will be considered an asset in such cases, and will be used by the Faculty in conjunction with the personal profile statement to assess the candidate's preparedness for an engineering program. Candidates deemed outstanding by the Faculty may be admitted. Successful candidates lacking an admissions requirement would need to address any such deficiencies, either in the summer before commencing at UBC or by completing a modified first year program extending into the summer following first year, before proceeding with a second year program.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,28 Present Calendar Entry:</p> <p>Admission from BC/Yukon Grade 12 (or equivalent) In addition to satisfying university admission requirements, applicants must have completed mathematics, physics, and chemistry at the BC Grade 12-level, or the equivalent. Students will be selected on the basis of their standing in Grade 12 courses in mathematics, chemistry, physics, and English. Applicants from schools where either Physics 12 or Chemistry 12 is not available may petition to be excused this deficiency.</p>

UBC is prepared to offer early admission to secondary school students graduating in June based on interim or projected final grades submitted by the schools.

In addition to high academic standards, the Faculty recognizes the benefits of previous technical work, **advanced academic preparation^{1,2}**, and extracurricular activities. **The UBC application process includes a personal profile statement in which you will have the opportunity to provide additional information about yourself. For the most up to date information on the application process please see: <http://you.ubc.ca/admissions/how-to-apply/personal-profile/> and <http://engineering.ubc.ca/eng/students/admissions/high-school>.**

The personal profile statement, in conjunction with academic records, will be used by the Faculty in selecting a portion of the students entering engineering.

¹ e.g. Biology 12, Geography 12, Computer Science 12 or equivalent

² e.g. Calculus 12

UBC is prepared to offer early admission to secondary school students graduating in June based on interim or projected final grades submitted by the schools.

In addition to high academic standards, the Faculty recognizes the benefits of previous technical work and extracurricular activities. ~~Admissible applicants from BC and Yukon secondary schools whose interim grades (and final grades where applicable) fall below 85% must submit a supplementary [Application Form](#). The form requests information from the applicant in areas such as:~~

- ~~• career objectives in the context of the present application to enter engineering~~
- ~~• experiences related to athletic, cultural, family, community, or other activities requiring considerable personal initiative~~
- ~~• science projects requiring design, construction, and use of specialized equipment and/or software~~
- ~~• summer jobs in technical organizations or environments~~
- ~~• technical courses completed~~

~~This information will be used by the Faculty Admissions Committee in selecting a portion of the students entering engineering.~~

Type of Action:

Update calendar entry to indicate that secondary school applicants who do not have Physics 12 may be considered for admission.

	<p>Rationale for Proposed Change:</p> <p>The Faculty is interested in reaching out to a wider population of potential applicants for admission to Engineering, and is therefore initiating an admissions pilot project that would allow outstanding students lacking one prerequisite course (Physics 12) to be more readily considered for acceptance to the B.A.Sc. program. The proposed changes to the calendar entry do not represent a change to our existing requirements, but do give enough information to encourage students with alternative but otherwise outstanding academic backgrounds to apply so that they may be considered for our pilot program. We feel that the rewording in the calendar is an important step in ensuring that the information regarding this opportunity is equally available to all students. Potentially successful applicants to the B.A.Sc. program under this pilot program will be reviewed carefully before admission and will be tracked to ensure that enhanced academic advising is provided.</p>
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URL: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,68,0>

Program	Degree	Faculty/School	Average Calculated on the Following Required Courses or IB/AP Equivalents	Courses Required but not included in the Calculation of the Average
Engineering	B.A.Sc.	Applied Science	English 12 Chemistry 12 Principles of Mathematics 12 or Pre-Calculus 12 Physics 12 ¹	English 11 Language 11 Chemistry 11 One of Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12 Physics 11 Social Studies 1

1. The Faculty of Applied Science will accept applications from students missing Physics 12 (or equivalent). Applicants missing Physics 12 must present strong grades in one of the following courses (or equivalents): Biology 12, Geology 12, Computer Science 12 or Calculus 12.

Faculty of Applied Science - UBC Vancouver

**Proposal to amend wording of the Calendar Admissions Statement for the Bachelor of Applied Science
(Engineering)**

Summary

The attached proposal contains a wording change to the admissions statement for admission to the first year Engineering Program (B.A.Sc.) at UBC Vancouver. At this time we are not proposing a change in the current admissions requirements. However, the Faculty of Applied Science intends to initiate a pilot study allowing a small cohort of students with alternative backgrounds to be accepted to the first-year Engineering Program. These students would need to complete a modified first year program in which they complete a Physics 12 equivalent course in addition to the standard 1st year curriculum. In order to achieve the goals of the pilot study, we wish to signal to students of outstanding caliber who have developed an interest in engineering, but who are missing Physics 12, that they should consider applying to UBC Engineering. Students in this category would be identified through the on-line admissions process and would be assessed as part of the Broad Based Admissions (BBA) process. The proposed changes in the wording of the admissions statement provide prospective students with the assurance that they would not automatically be considered inadmissible to the program on the basis of not having taken Physics 12. This change would be effective for the admissions cycle for the coming year, i.e. applying to students beginning at UBC in September 2015.

Current Admissions Requirements

Admissions to the B.A.Sc. program is currently the only direct-entry program that specifies Physics 12 as an admission requirement. Many other direct-entry programs specify one of a number of grade 12 science courses (e.g. One of Biology 12, Chemistry 12, or Physics 12), but admission to Engineering currently requires both Physics 12 and Chemistry 12.

Proposed Wording Change

Please see the complete text in a two-column format at the end of this document.

Motivation for Reviewing our Admissions Practices

The motivation to review our admissions requirements is based on several different drivers:

- a) High school students are often required to choose a maximum of two sciences courses in grade 11 (which actually means they are making choices towards the end of grade 10). Equally likely is the fact that students may make choices about courses before they have a fully developed understanding of career paths, professions, and university prerequisites. Any student who chooses not to take Physics 12 (and by extension Physics 11 as the pre-requisite), currently

makes themselves inadmissible for direct admission to the first year Engineering Program at UBC.

- b) Programs such as the International Baccalaureate program require a broad based secondary school education and the structure of the program generally makes it difficult for students to take three grade 12 equivalent science courses, again resulting in students who choose not to take Physics 12 being ineligible for Engineering.
- c) Many programs in the United States have similar restrictions as in (a) and (b), and it would be desirable to be able to admit well qualified international students from our closest neighbour. We receive annual comments from US students who would have been interested in UBC Engineering.
- d) An increasing number of our programs have a biology component, which is not currently recognized in our admissions requirements. Though we do not wish to add Biology 12 as an admissions requirement, students who have an early interest in biology which then evolves into an interest in engineering will find an increasing number of opportunities to study both in our programs. Examples include the Chemical and Biological Engineering Program and Biomedical Engineering options in Electrical and Computer Engineering as well as in Mechanical Engineering. A number of our students also attempt to complete the pre-requisites for medical school in addition to their engineering programs, for which a strong background in biology is required.
- e) Data collected for us by the UBC Admissions Office shows that the percentage of male students who take Physics 12 is approximately double that of the percentage of female students who take Physics 12. The Faculty has a goal of increasing the number of female students in our Engineering programs. An eventual amendment to our admissions practices that relaxes the requirements on specific science courses while encouraging strong students with slightly different academic profiles is one way that we can encourage female students to apply to the engineering program. We have parallel plans to increase outreach efforts to all students in BC (and further afield if possible), in order to give prospective students a better understanding of the opportunities and fields of study in our engineering programs.
- f) Admissions averages for Applied Science are reaching such high values that we are concerned that students who would be a good fit for our programs are reluctant to apply. Equally important is the fact that despite such high entry averages, some students still struggle in first year. The value of the BBA process is compromised if students with diverse backgrounds do not apply on the basis of a concern that they will not stand a reasonable chance of acceptance. For that reason we are very interested in undertaking a further evaluation of additional activities, academic preparation, and other accomplishments that may be good indicators for success in first year engineering.

Specifying Physics 12 vs. Chemistry 12

While Physics plays a much larger role in our first year program than Chemistry (6, soon to be 7 credits, vs. 3 credits), the proposal to allowing a small cohort of students to be admitted without Physics 12, as opposed to without Chemistry 12, is based on two factors. The first is the existence of PHYS 100, a 3 credit course offered in the first term. PHYS 100 is equivalent to Physics 12 and serves as a prerequisite to the traditional first year physics courses for either science or engineering programs. While the

Department of Chemistry offers an alternate stream for students who do not have Chemistry 12 (CHEM 111 and CHEM 113), this option requires 5 credits over and above our standard first year program, whereas taking PHYS 100 requires only an additional 3 credits. The second reason is that Physics 12 appears to be the most limiting factor in our admissions process. One additional supporting piece of information is that we have identified at least one section of PHYS 100 that would be compatible such that we could create a modified first year timetable for the students selected for this pilot study.

It may possible for a student to complete Physics 12 in a summer school program between the end of grade 12 and the start of university. If this is the case, then a student who successfully completes Physics 12 in the summer would be eligible to take the standard first year engineering program.

Monitoring Students Admitted through this Pilot Study

Once admitted, it is our duty to ensure that all students have every opportunity to succeed. We would be particularly watchful over any student admitted as part of this pilot program, and we have the ability to 'tag' each of these students once admitted to ensure that we can track their progress. This would include term-based evaluation in first year in addition to routine sessional evaluation. This is a process that we currently apply to all students, so we are confident that we can provide timely feedback for this particular cohort in the pilot study. Further, these students would be encouraged if not required to have additional contact with Engineering Student Services to ensure that they have the advising necessary and are making the correct choices as regards course selection. As the proposed text indicates, we are expecting to accept only students who have demonstrated considerable strength, generally in the sciences or mathematics, to this pilot study as we expect this will be an indicator of capacity to succeed with the course requirements of first year. Because most (but not all) Canadian universities do include Physics 12 as an admissions requirement, we expect this pilot study to be relatively small. We would consider the pilot to be extremely successful if we were able to admit between 30 and 50 students. As a final comment, we note that many other programs in other faculties require only require one grade 12 science course for admissions purposes, but have degree requirements that include first year physics courses. It is evident from this, and from the significant enrollments in PHYS 100, that the Physics Department has a keen interest in both the delivery of the contents of Physics 12 in a one-term course and ultimately the preparation of incoming students to succeed in subsequent courses in the Physics Department.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form

<p>Faculty: Graduate and Postdoctoral Studies Department: School of Community and Regional Planning Faculty Approval Date: Effective Session: 2015 Winter Year for Change: for publication in the June 2014 Calendar release</p>	<p>Date: 1 May 2014 Contact Person: Rebecca Bateman (Program Manager, SCARP) Phone: 604.822.5725 Email: rbelle@mail.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,144</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Community and Regional Planning → Master's Degrees → Introduction</p> <p>Introduction</p> <p>NOTE: The Master of Arts (Planning) and Master of Science (Planning) programs are not accepting applications for admission to the 2015 Winter Session (September 2015).</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the undergraduate program the candidate has received.</p> <p>.....</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,144</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Community and Regional Planning → Master's Degrees → Introduction</p> <p>Introduction</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the undergraduate program the candidate has received.</p> <p>.....</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,145</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Community and Regional Planning → Master's Degrees → Admission</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,145</p> <p>Homepage → Faculties, Colleges, and Schools → The School of Community and Regional Planning → Master's Degrees → Admission</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>Proposed Calendar Entry:</p> <p><i>Admission</i></p> <p>NOTE: The Master of Arts (Planning) and Master of Science (Planning) programs are not accepting applications for admission to the 2015 Winter Session (September 2015).</p> <p>How to Apply</p> <p>Apply to a master's program for September 2015 via online application by December 1, 2014.</p> <p>A complete application for admission includes:</p> <ol style="list-style-type: none">1. A completed Faculty of Graduate Studies online application form.2. Application fee: for Canadian citizens and Permanent residents (CAD\$94.75); for International applicants (CAD\$153.00).3. Three official confidential letters of reference (the methods of submission can be found on our website).4. Two official copies of all post-secondary academic transcripts.5. A 600-word statement of interest indicating why the applicant wishes to study planning, the proposed study focus for each of the applicant's two focus areas/specializations and how the School will help to meet the candidates objectives (the statement is part of the online application).6. A resumé or list of your work, volunteer and travel experience	<p>Present Calendar Entry:</p> <p><i>Admission</i></p> <p>How to Apply</p> <p>Apply to a master's program for September 2015 via online application by December 1, 2014.</p> <p>A complete application for admission includes:</p> <ol style="list-style-type: none">1. A completed Faculty of Graduate Studies online application form.2. Application fee: for Canadian citizens and Permanent residents (CAD\$94.75); for International applicants (CAD\$153.00).3. Three official confidential letters of reference (the methods of submission can be found on our website).4. Two official copies of all post-secondary academic transcripts.5. A 600-word statement of interest indicating why the applicant wishes to study planning, the proposed study focus for each of the applicant's two focus areas/specializations and how the School will help to meet the candidates objectives (the statement is part of the online application).6. A resumé or list of your work, volunteer and travel experience
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THE UNIVERSITY OF BRITISH COLUMBIA

<p>(this is part of the online application).</p> <ol style="list-style-type: none"> 7. An official TOEFL (minimum 600 paper-based test or 100 for the internet-based test), if required. 8. Graduate Record Exam (GRE): highly recommended but not mandatory. 9. Record of Landing form (Canadian permanent residents). <hr/> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1405</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies → Degree Programs → Planning</p> <p>Proposed Calendar Entry:</p> <p>Planning</p> <p>Degrees Offered: Ph.D., M.A.P., M.Sc.P.</p> <p>Members Professors</p> <p>S.E. Chang, A. H. J. Dorsey, T. A. Hutton, P. C. Gurstein, T. L. McDaniels, W. E. Rees, L. Sandercock.</p> <p>Associate Professors L. C. Angeles, L. D. Frank, M. Leaf.</p> <p>Assistant Professor M. W. Senbel, M Stevens.</p> <p>Program Overview</p> <p>Doctor of Philosophy</p>	<p>(this is part of the online application).</p> <ol style="list-style-type: none"> 7. An official TOEFL (minimum 600 paper-based test or 100 for the internet-based test), if required. 8. Graduate Record Exam (GRE): highly recommended but not mandatory. 9. Record of Landing form (Canadian permanent residents). <hr/> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1405</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate and Postdoctoral Studies → Degree Programs → Planning</p> <p>Present Calendar Entry:</p> <p>Planning</p> <p>Degrees Offered: Ph.D., M.A.P., M.Sc.P.</p> <p>Members Professors</p> <p>S.E. Chang, A. H. J. Dorsey, T. A. Hutton, P. C. Gurstein, T. L. McDaniels, W. E. Rees, L. Sandercock.</p> <p>Associate Professors L. C. Angeles, L. D. Frank, M. Leaf.</p> <p>Assistant Professor M. W. Senbel, M Stevens.</p> <p>Program Overview</p> <p>Doctor of Philosophy</p>
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<p>Admission Requirements</p> <p>.....</p> <p>Master of Arts in Planning</p> <p>NOTE: The Master of Arts (Planning) program is not accepting applications for admission to the 2015 Winter Session (September 2015).</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the master's degree.</p> <p>Admission Requirements</p> <p>.....</p> <p>Master of Science in Planning</p> <p>NOTE: The Master of Science (Planning) program is not accepting applications for admission to the 2015 Winter Session (September 2015).</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the master's degree.</p> <p>Admission Requirements</p> <p>.....</p>	<p>Admission Requirements</p> <p>.....</p> <p>Master of Arts in Planning</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the master's degree.</p> <p>Admission Requirements</p> <p>.....</p> <p>Master of Science in Planning</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the academic background of the student and the course of studies chosen for the master's degree.</p> <p>Admission Requirements</p> <p>.....</p> <hr/> <p>Type of Action: add note to indicate that the Master of Arts (Planning) and Master of Science (Planning) programs will not be accepting applications for admission to the 2015 Winter Session (September 2015)</p> <p>Rationale: Currently, the School of</p>
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	<p>Community and Regional Planning offers Master of Arts and Master of Science in Planning degree programs which have historically been classified by UBC as research degrees, mainly because a thesis was required. In the early 2000s, SCARP added a professional project as an option for the capstone to the program, and made the thesis optional. In short, for over a decade, the SCARP Master's programs have become increasingly professional in orientation. The School has recently created a new professional program, the Master of Community and Regional Planning (MCRP). The MCRP was approved by Senate in April 2014. Therefore, the current Master of Arts and Master of Science programs will be restructured into thesis-required research Master's degrees.</p> <p>The accredited MCRP will be oriented to those who want to pursue a career as professional planners. The MCRP program does not include a thesis option and will be offered for the 2015 Winter Session.</p> <p>SCARP proposes to suspend admission to the MA & MSc. (Planning) degree programs for the 2015 Winter Session while the programs are restructured into a thesis-required research degrees, probably consisting of 30 required credits. The programs will not be accredited by Canadian or American planning accreditation boards.</p> <p>SCARP intends that the restructured MA/MSc in Planning degrees will appeal to those who wish to pursue PhD studies and practicing professionals who want to pursue a graduate degree but for whom accreditation is not an issue. The School is currently preparing the proposal for the restructured MA/MSc in Planning for submission to the university approvals</p>
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	<p>process. SCARP anticipates accepting students into the restructured research master's for September 2016.</p> <p>Students who have been admitted for the upcoming academic year (2014/15) will complete the existing degree according to current degree requirements. The September 2014 cohort of students will be the last to receive the MA/MS in Planning degree as currently configured.</p>
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2 May 2013

To: Senate

From: Admissions Committee

Re: e) Annual Report on Appeals and Other Matters of Delegated Authority
(information)

(i) Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2013 Winter Session, grades presented for admission were adjusted upwards by 4%.

(ii) Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since its last report to Senate, the Admissions Committee has approved student mobility agreements with the following institutions:

- Indian Institute of Management Ahmedabad (IIM-A) (UBC Faculty of Land and Food Systems)
- National Law School of India University (NLSIU) (UBC Faculty of Law)
- Kyoto University (UBC Faculty of Arts)
- Renmin University of China (UBC Faculty of Arts)
- King's College London (KCL) (UBC Vancouver, all Faculties)
- School of Pharmacy, Qatar University (UBC Faculty of Pharmaceutical Sciences, PharmD program specific)
- Hochschule Rosenheim University of Applied Science (Rosenheim UAS) (UBC Faculty of Forestry Co-op Program)



- Southwest University of Political Science and Law (SWUPL) (UBC Faculty of Law)
- Purdue University (UBC Vancouver Faculty of Applied Science, Engineering)
- Daito Banku University (UBC Faculty of Arts, limited to graduate students)
- University of Leeds (UBC Faculty of Commerce and Business Administration, undergraduate students)
- RWTH Aachen University (UBC Vancouver Faculty of Applied Science, undergraduate Engineering students)
- École polytechnique fédérale de Lausanne (EPFL) (UBC Faculty of Applied Science, Engineering)

(iii) Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2013 and 30 April 2014, the Admissions Committee heard 49 appeals:

- 48 appeals for admission to the University
- 1 appeal for readmission to the University

Of the appeals heard by the Committee, 19 were allowed and 30 were dismissed.

Of note is the number of appeals from revocations of offers of admission on the basis of the applicant failing to meet the University's English language admission standard. Direct entry applicants must present a minimum final grade of 70% in either English 11 or English 12 (or equivalent), including the provincial examination. In cases where there is significant discrepancy (20% or more) between the course grade and the provincial examination grade, the University may use the examination grade only.

Of the appeals considered by the Committee, 22 were from applicants who failed to meet minimum English requirements, 5 of which were due to the applicant failing to meet the 70% minimum requirement for English 11 or English 12 and 17 were due to the 70% minimum requirement and/or a 20% (or more) discrepancy between the course and provincial examination grades. Of these 22 appeals, 15 were dismissed and 7 were allowed with the proviso that the applicant complete the Intensive English Program (Level 600) prior to registration in the program of study.



(iv) Nominal Changes to Admission Requirements and Editorial Changes to Calendar Language

In May 2013, Senate delegated to the Committee final right of approval over nominal changes in admission requirements and editorial changes to Calendar language. From May 2013 until April 2014, the Committee has approved 37 proposals under delegated authority, 25 of which were nominal changes to admission requirements and 12 were student mobility agreements, as per Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*.

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Admissions Committee



2 May 2014

To: Vancouver Senate

From: The Committee on Appeals on Academic Standing

Re: Proposed changes to Committee Procedures

The Committee on Appeals on Academic Standing wishes to amend several of its written procedures as they relate to events occurring prior to an oral hearing and events unfolding during an oral hearing. The Committee has consulted with students through the VP Academic of the AMS and Chair of the Student Senate Caucus regarding these proposed changes to procedures and with the Office of the University Counsel.

Procedures Prior to the Hearing

It has become more and more common for student appellants to approach the Senate Secretariat after they have submitted their appeal documentation and once they have reviewed the Faculty's response, asking for the opportunity to submit supplementary written material. These requests are made despite clear correspondence from the Senate Secretariat that appellants should submit all material that they wish to rely on at the hearing together with their appeal documentation. The Senate Secretariat also makes it clear that after the initial appeal documentation has been submitted, the addition of any material submitted to the body of evidence before the Committee will be allowed only at the discretion of the Chair, in consultation with the Committee and taking into account the view of the respondent, on the day of the hearing. In order to minimize the Chair and Committee having to consider additional material on the day of the hearing, it is proposed that the Committee's procedures be amended (see the attached two-column form for proposed changes).

In particular, the Committee suggests allowing the appellant five days after the Faculty response has been received and forwarded to them to file a rebuttal. (There is currently no provision for a written rebuttal.) Five days to file a rebuttal is thought to be sufficient for the following reasons:

1. virtually all correspondence on appeals between the parties and the Senate Secretariat is done by email or over the telephone; therefore, it should be relatively easy to send Secretariat staff rebuttal material quickly;
2. the rebuttal should be fairly narrow (and therefore, easy to put together, in most cases) as it should only contain replies to any arguments raised by the respondent Faculty that were not addressed in the initial appeal; and



3. parties can always ask for extensions of time – these are never unreasonably refused.

Requests to submit additional material which does not fit the rebuttal criteria will continue to be assessed on a case-by-case basis.

Procedures at the Hearing

1. “No Shows”

Over the past year or more, the Committee has dealt with several instances of a party (normally a student appellant) either arriving late or simply not showing up to a hearing, without providing prior notice. In some cases, this has occurred despite correspondence from the party confirming his/her intention to attend, by phone and/or e-mail just prior to the hearing, and where efforts have been made by Senate Secretariat personnel to reach the party by phone on the day of the hearing. The suggested changes seek to maximize fairness to the parties, while preventing undue delay and ensuring the efficient work of the Committee.

2. *Committee Members’ Questioning of Parties*

The procedures as they currently appear in the calendar¹ do not include a formal opportunity for Committee members to question the appellant, Faculty, or witnesses during the hearing, despite the Committee’s standard practice of doing so. Given that the Committee’s hearings are directed at the gathering of information to allow the best informed decision-making, there has never been a restriction on the Committee members’ ability to examine the parties or their witnesses. However, the designation of specific periods for such examination has proven prudent and efficient. The suggested changes alert the parties to the fact that Committee members will have a specific opportunity to question them during the hearing, and indicate when the parties might expect this to happen. However, it remains the case that the Committee is not limited to questioning parties or witnesses only at these times during the hearing.

Motion: *That Senate approve the changes proposed by the Committee on Appeals on Academic Standing to its appeal procedures prior to the hearing and appeal procedures at the hearing*

Respectfully submitted,

Dr. Lance Rucker
Chair, Committee on Appeals on Academic Standing

¹ <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,108,0>



UBC Undergraduate Academic Standing Proposal Form Change to Procedures

Faculty: n/a Department: n/a Faculty Approval Date: n/a Effective Session: 2014 S Year for Change: 2014	Date: 2 May 2014 Contact Person: Amandeep Breen Phone: 2-8141 Email: amandeep.breen@ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,107,0 http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,108,0	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,107,0 http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,108,0
Proposed Calendar Entry: <i>3 Procedures Prior to the Hearing</i> 3.1 A student who wishes to appeal a decision of a Faculty shall lodge a written notice of appeal with the Registrar within 10 days of being informed in writing of the Faculty's final decision. 3.2 Within 5 days of receiving a notice of appeal, the Registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is entitled to appear before the Committee in person and may also be represented by counsel. 3.3 Within 15 days of the regulations being sent to the appellant by the Registrar , the appellant shall file with the Registrar a statement of appeal. This should contain each of the following: <ol style="list-style-type: none"> 1. a statement of the decision from which the appeal is being taken 2. a statement of the relief which the appellant seeks 3. a brief chronological statement of the circumstances relating to the appeal 	Present Calendar Entry: <i>3 Procedures Prior to the Hearing</i> 3.1 A student who wishes to appeal a decision of a Faculty shall lodge a written notice of appeal with the Registrar within 10 days of being informed in writing of the Faculty's final decision. 3.2 Within 5 days of receiving a notice of appeal, the Registrar shall send to the appellant a copy of these regulations, and in addition shall inform the appellant that he or she is entitled to appear before the Committee in person and may also be represented by counsel. 3.3 Within 15 days of receiving the regulations , the appellant shall file with the Registrar a statement of appeal. This should contain each of the following: <ol style="list-style-type: none"> 1. a statement of the decision from which the appeal is being taken 2. a statement of the relief which the appellant seeks 3. a brief chronological statement of the circumstances relating to the



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<p>4. copies of any documents which the appellant intends to rely on at the hearing</p> <p>5. the names of any witnesses the appellant proposes to call at the hearing (it is the appellant's responsibility to ensure that such witnesses are present at the hearing)</p> <p>3.4 Within 5 days of its receipt the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.</p> <p>3.5 Within 15 days of the appellant's statement of appeal being sent by the Registrar to the Dean of the faculty from which the appeal is being brought, the Dean shall file a response with the Registrar. This should contain each of the following:</p> <ol style="list-style-type: none"> 1. a confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision 2. a statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted 3. the Faculty's response to the grounds of appeal 4. the Faculty's comments on the chronological statements of events 5. copies of any documents which the faculty intends to rely on at the hearings 6. the names of any witnesses the Faculty proposes to call at the hearing <p>3.6 Within 5 days of its receipt, the Registrar shall send the Faculty's</p>	<p>appeal</p> <p>4. copies of any documents which the appellant intends to rely on at the hearing</p> <p>5. the names of any witnesses the appellant proposes to call at the hearing (it is the appellant's responsibility to ensure that such witnesses are present at the hearing)</p> <p>3.4 Within 5 days of its receipt the Registrar shall send the appellant's statement of appeal to the Dean of the faculty from which the appeal is being taken.</p> <p>3.5 Within 15 days of the receipt from the Registrar of the appellant's statement of appeal, the Dean shall file a response with the Registrar. This should contain each of the following:</p> <ol style="list-style-type: none"> 1. a confirmation of the nature of the decision from which the student is appealing or, if the decision is not properly stated in the appellant's statement of appeal, a statement as to the nature of the decision 2. a statement whether, assuming the appeal were to be allowed, the relief sought by the student ought properly to be granted 3. the Faculty's response to the grounds of appeal 4. the Faculty's comments on the chronological statements of events 5. copies of any documents which the faculty intends to rely on at the hearings 6. the names of any witnesses the Faculty proposes to call at the hearing <p>3.6 Within 10 days of the receipt of the</p>
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response to the appellant. The appellant shall have 5 days from the date that the Faculty's response is sent by the Registrar to file a rebuttal to any arguments raised in the Faculty's response which he or she has not already addressed in his or her statement of appeal.

3.7 Within 10 days of receipt of the appellant's rebuttal, or of the date on which the appellant's rebuttal would have been due had it been forthcoming, the Registrar shall set a date for the hearing. The hearing should usually take place within two months of the receipt of the appellant's rebuttal or of the date on which the appellant's rebuttal would have been due had it been forthcoming. Prior notice of a hearing is communicated to all parties, and hearing dates and times are scheduled having consulted the parties in advance.

3.8 Prior to the hearing, the Registrar shall circulate copies of material submitted by the appellant and the Faculty to the members of the Committee, the appellant, and the Faculty.

3.9 The time limits referred to in paragraphs 3.1-3.7 are intended as outside limits, and all parties are encouraged to make every effort to proceed more quickly if possible.

3.10 The Registrar may, of his or her own volition or at the request of the appellant or the Faculty, extend the time limits provided for in these regulations. If the Registrar refuses to extend the time limits following the request, then the refusal may be appealed to the Committee as a whole, and the Committee may, acting pursuant to its authority under the University Act, extend the time limits as it sees fit.

3.11 The Senate Committee may, at its discretion, dismiss an appeal for lack of

~~Faculty's response, the Registrar shall set a date for a hearing. The hearing should usually take place within two months of the receipt of the Faculty's response.~~

3.7 Prior to the hearing, the Registrar shall circulate copies of material submitted by the appellant and the Faculty to the members of the Committee, the appellant, and the Faculty.

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3.10 The Senate Committee may, at its discretion, dismiss an appeal for lack of timely prosecution.



timely prosecution.

4 Procedures at the Hearing

4.1 A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the Faculty.

4.2 A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of interest (e.g., conflict of duty).

4.3 At the hearing, subject to the rulings of the Committee, the following order should be followed:

1. The appellant may make an opening statement;
2. The appellant may call and examine such witnesses as the appellant sees fit;
3. The Faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;

4. Committee members may question any of the witnesses called by the appellant, including, where appropriate, the appellant;

5. The Faculty may make such opening statement as it sees fit;
6. The Faculty may call and examine such witnesses as it sees fit;
7. The **appellant** may cross-examine any of the Faculty's witnesses, **including, where appropriate, the Faculty;**

8. Committee members may question any of the Faculty's witnesses, including, where appropriate, the Faculty;

9. The appellant may make a closing

4 Procedures at the Hearing

4.1 A quorum for any hearing before the Committee shall consist of at least 5 voting members, or any lesser number if that is agreed to by the appellant and the Faculty.

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4.3 At the hearing, subject to the rulings of the Committee, the following order should be followed:

- ~~1-~~ The appellant may make an opening statement;
- ~~2-~~ The appellant may call and examine such witnesses as the appellant sees fit;
- ~~3-~~ The Faculty may cross-examine any of the witnesses called by the appellant, including, where appropriate, the appellant;

- ~~4-~~ The Faculty may make such opening statement as it sees fit;
- ~~5-~~ The Faculty may call and examine such witnesses as it sees fit;
- ~~6-~~ The ~~student~~ may cross-examine any of the Faculty's witnesses;

- ~~7-~~ The appellant may make a closing



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<p>statement;</p> <p>10. The Faculty may make a closing statement; and</p> <p>11. The appellant may respond to any matters arising out of the Faculty's statement to which the appellant has not yet spoken.</p> <p>4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the Faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case both the appellant and the Faculty must be given the opportunity of commenting on the information so supplied, before the Committee reaches a final decision.</p> <p>4.5. 1. In the event that any one of the parties, without prior approval of an adjournment, fails to appear within thirty (30) minutes of the scheduled hearing date and time, the Committee may proceed without the party who has failed to appear, based on its written submissions and documentation, and based on the submissions, documentation, witnesses and examination/questioning of the party and/or witnesses who did appear for the scheduled hearing. Once the Committee has started to proceed without the party who has failed to appear, that person shall not be permitted to participate in the hearing if he or she subsequently appears.</p> <p>2. Taking into account the particular circumstances of the case, if the appellant fails to appear within thirty</p>	<p>statement;</p> <p>8. The Faculty may make a closing statement; and</p> <p>9. The appellant may respond to any matters arising out of the Faculty's statement to which the appellant has not yet spoken.</p> <p>4.4 The Committee may request that it be provided with further information other than that supplied initially by the appellant or the Faculty. Without limiting this general power if, after a hearing, the Committee is of the opinion that it requires further information in order to reach a decision it may either ask that that information be supplied at a further hearing or, without a hearing, it may ask that the information be supplied to it in writing. In the latter case both the appellant and the Faculty must be given the opportunity of commenting on the information so supplied, before the Committee reaches a final decision.</p>
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(30) minutes of the hearing date and time, the Committee may dismiss the appeal without further consideration of the evidence.

3. If there are documented reasons for a party's failure to appear that are substantial and emergent, then that party may make an application to the Chair for the Committee to reconsider its decision at the next available opportunity. The Chair shall exercise his or her discretion in determining whether or not the Committee shall reconsider its decision.

Type of Action: To amend and clarify several of the Committee on Appeals on Academic Standing's written procedures as they relate to events occurring prior to an oral hearing and events unfolding during an oral hearing.

Rationale:

1. To minimize the Chair and Committee having to consider additional material on the day of the hearing;
2. To maximize fairness to the parties, while preventing undue delay and ensuring the efficient work of the Committee, in the context of no-show parties to the hearing; and
3. To alert the parties to the fact that Committee members will have a specific opportunity to question them during the hearing, and indicate when the parties might expect this to happen.



2 May 2014

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2013 – 30 April 2014) (information)

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing, sub-section 2.2*).

Students may also appeal to the Committee the refusal of the Registrar to extend the timeline for accepting an appeal, namely within 10 business days of being informed in writing of the Faculty's final decision.

As per section 40(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition, and the general nature of the appeals.

Since last reporting to Senate in May 2013, ten (10) appeals proceeded to Committee hearings (as compared with 9 in the prior reporting period), of which three (3) were allowed and seven (7) were dismissed.

In addition to the ten (10) appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional fifteen (15) appeals were presented to the Registrar, of which five (5) were resolved prior to a Committee hearing; five (5) were withdrawn by the appellant prior to a Committee hearing; one (1) was dismissed by the Registrar due to lack of timely prosecution and four (4) are in progress and are expected to be heard by the Committee in the upcoming weeks.



Appeals Allowed

- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee allowed the appeal on the basis that the Faculty's decision was arrived at through improper or unfair procedures and that as a result a wrong decision on the merits had been arrived at. The Committee quashed the decision of the Faculty and send the matter back to the Faculty to be dealt with in accordance with proper procedures.
- The student appealed a Faculty decision regarding academic standing in three courses. The Committee allowed the appeal on the basis that the Faculty's decision was arrived at through improper or incorrect procedures as it failed to consider information that ought properly to have been considered. The courses under appeal were removed from the appellant's academic transcript.
- The student appealed a decision of the Faculty concerning failed standing in the final examination of the course, thereby resulting in failed standing for the course. The Committee held that the Faculty's decision was not based on unfair or improper procedures but felt that some remedy was warranted given the circumstances. The course was removed from the appellant's academic transcript and the appellant was required to retake the course in a subsequent academic session.

Appeals Dismissed

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study for failing to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a Faculty concerning failed standing in a course. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a Faculty concerning failed standing in two courses. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any



information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Registrar to deny a request to extend the 10-day time limit to submit a written notice of appeal against a decision of the Faculty concerning the student's academic standing in a course. The Committee dismissed the appeal on the basis that the Registrar appropriately considered the student's extenuating circumstances and arrived at a decision in accordance with the Committee's rules and procedures.

Special thanks are due the well-organized, expeditious, and generally unheralded staff at Enrolment Services and Senate and Curriculum Services, who continue to assist the Committee in its valuable and confidential work.

Respectfully submitted,

Dr. Lance Rucker, Chair and
Dr. William Dunford, Vice-Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2013-2014;

Dr. Lance Rucker (Chair)
Dr. William Dunford (Vice-Chair)
Dr. Joe Belanger
Dr. Gwen Chapman
Mr. Casey Chan
Dr. Bikkar S. Lalli
Dr. Peter Leung
Mr. Tom MacLachlan
Ms. Kiran Mahal
Dr. Dan Simunic
Dr. Lawrence Walker



14 May 2014

To: Vancouver Senate
From: Senate Curriculum Committee
Re: May 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 courses, new programs, and revised programs brought forward by the faculties of Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies (Arts, Law, Medicine, and Science), Land and Food Systems, Law, and Pharmaceutical Sciences be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF ARTS (Page 4 of 100)

New and revised courses and programs

ARCL Course Code; ARCL 140 (3), 204 (3), 309 (3), 324 (3), 419 (3), 430 (3); ARTH 490 (3); ASIA 304 (3); CLAS Course Code; CLAS 401 (3); CNTO 301 (3), 303 (3), 305 (3), 307 (3); FNSP 451 (3), 452 (3); GERM 112 (3), 305 (3), 318 (3), 325 (3); HEBR 201 (3), 202 (3); HIST 108 (3), ITAL 104 (3), 206 (3); PUNJ 475 (3); RELG 210 (3), 211 (3), 316 (3), 317 (3), 330 (3); RUSS 316 (3); BA>Majors (Myth and Literature in Greece, Rome, and the Near East; Classical Studies; Archaeology and History of Greece, Rome, and the Near East; Classics; Religious Studies; Near Eastern Studies); BA> Honours (Classical Studies; Archaeology and History of Greece, Rome, and the Near East; Myth and Literature in Greece, Rome, and the Near East; Near Eastern Studies; Religious Studies); BA> Minors (Classical Studies; Greek; Latin; Near Eastern Studies; Archaeology and History of Greece, Rome, and the Near East; Myth and Literature in Greece, Rome, and the Near East; BA>Classical, Near Eastern, and Religious Studies>Honours, Major, Minor; HIST 235 (3), 236 (3), 256 (3), 280 (3), 282 (3), 327 (3), 328 (3), 334 (3), 335 (3); LING 345 (3); MDVL 210 (3), 310 (3/6)d; 490 (3/6)d; SOCI 423 (3), 480 (3/6)c, 490 (3)

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION (Page 54 of 100)

New courses and revised courses and programs

BCom Entrepreneurship Option; COMM 280 (3), 382 (3), 387 (3), 389 (3); COEC Course Code; BIE Program Requirements; COEC 126 (3), 293 (3), 298 (3), 371 (3), 377 (3), 394 (3), 498 (3); COMM 186 (1.5-12)d, 286 (1.5-12)d, 386 (1.5-12)d; COMM 395 (3); BCom>Chinook Option; COMM 184 (3), 284 (3), 285 (3), 384 (3), 385 (3); BCom>Degree Requirements>Chinook Option.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts (Page 68 of 100)

New courses and revised programs

Classical and Near Eastern Archaeology MA program name change and Program Requirements; FNSP 501 (3/6)d, 533 (3/6)d

Law (Page 72 of 100)

Revised program

Graduate + Postdoctoral Studies>Degree Programs>Law>LL.M. (Common Law)

Medicine (Page 80 of 100)

New and revised courses and revised program

PATH 501 (2), 502 (2); RHSC 516 (3); RSOT 519 (4), 549 (5), 528 (3), 538 (7), 558 (9); Master of Occupational Therapy Program Requirements

Science (Page 89 of 100)

New and revised courses

PHYS 573 (3); ZOOL 500 (1-6)c



a place of mind
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FACULTY OF LAND AND FOOD SYSTEMS (Page 91 of 100)

New or revised courses or programs

APBI 410 (3); FNH 335 (3), 430 (4), 474 (3); HMEC 352 (3), 360 (3), 366 (3), 450 (3)

FACULTY OF LAW (Page 97 of 100)

Revised program

Law>Juris Doctor>Academic Regulations>Examinations

FACULTY OF PHARMACEUTICAL SCIENCES (Page 100 of 100)

New course

PHAR 457 (3)



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

Category: (1)

Faculty: Arts Department: ANTH Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-15	Date: January 27, 2014 Contact Person: Andrew Martindale Phone: 2-2545 Email: andrew.martindale@ubc.ca
Proposed Calendar Entry: ARCL - Anthropological Archaeology	Present Calendar Entry: n/a Type of Action: Create new course code. Rationale for Proposed Change: The course code “ARCL” is needed to define the courses for the proposed Minor in Anthropological Archaeology and to permit Majors in Anthropology to take a Minor in Anthropological Archaeology. Since all of our current archaeological course codes exist as ANTH (anthropology) courses, we propose to change all archaeology courses within anthropology to the ARCL code (the ARCH code is already in use). This will permit anthropology students to take a minor in archaeology. It will also raise the visibility of this program within and beyond Anthropology.
Proposed Calendar Entry: ARCL 140 (3) Bones: The Origins of Humanity The origin and evolution of the human lineage and the emergence of human biological and cultural traits with emphasis on the fossil record before the Pleistocene. Credit will be granted for only one of ARCL 140 or ANTH 225.	URL: n/a http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ANTH Present Calendar Entry: ANTH 225 (3) Human Origins The origin and evolution of the human lineage. Type of Action: Convert our introductory bioarchaeology/bioanthropology course to a first year course from second year. Rationale: This course will help to fill increasing student demand for courses in biological anthropology and expand the number of courses available to students pursuing a minor in archaeology. The new title is more representative of the course content and is more engaging, as a means of attracting students from beyond Anthropology.
Proposed Calendar Entry: ARCL 204 (3) Great Archaeological Discoveries An examination of some momentous discoveries in archaeology that have shaped our knowledge of the ancient world and the history of humanity.	Type of Action: Create new course. Rationale: This course will help to fill increasing student demand for courses in archaeology at the second year and expand the number of courses available to students pursuing a minor in archaeology.



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<p>Proposed Calendar Entry:</p> <p>ARCL 309 (3) The Archaeology of Collapse and Sustainability</p> <p>An evaluation of the issues of sustainability and collapse of ecological and social systems through the archaeological study of the past.</p>	<p>Type of Action: Create new course.</p> <p>Rationale: This course will help to fill increasing student demand for advanced courses in thematic issues courses dealing with contemporary theory and expand the number of courses available to students pursuing a minor in archaeology.</p>
<p>Proposed Calendar Entry:</p> <p>ARCL 324 (3) Archaeological Foundations of South America</p> <p>The archaeology of South America with an emphasis on the emergence of economic, social, political, and religious organization, and a primary focus on the Andean region. Seminar format with lectures discussing recent research and current discoveries.</p> <p><i>Prerequisite:</i> ARCL 232.</p>	<p>Type of Action: Create new course.</p> <p>Rationale: This course will help to fill increasing student demand for advanced courses in regional archaeology courses dealing with the Americas and expand the number of courses available to students pursuing a minor in archaeology.</p>
<p>Proposed Calendar Entry:</p> <p>ARCL 419 (3) The Archaeology of Death</p> <p>A survey of methods, theory, and case-studies in mortuary archaeology.</p> <p><i>Prerequisite:</i> ARCL 203.</p>	<p>Type of Action: Create new course.</p> <p>Rationale: This course will help to fill increasing student demand for advanced courses in biological anthropology and expand the number of courses available to students pursuing a minor in archaeology.</p>
<p>Proposed Calendar Entry:</p> <p>ARCL 430 (3) Archaeological Survey Methods</p> <p>Analytical and practical skills in locating archaeological sites and data leading to spatial patterns and historical interpretation.</p> <p><i>Prerequisites:</i> ARCL 203.</p>	<p>Type of Action: Create new course.</p> <p>Rationale: This course will help to fill increasing student demand for advanced practical courses in archaeology and expand the number of courses available to students pursuing a minor in archaeology.</p>
<p>Faculty: Arts Department: Art History, Visual Art and Theory Faculty Approval Date: February 13, 2014 Effective Session (W or S): Winter Effective Academic Year: 2014-15</p>	<p>Date: November 29, 2013 Contact Person: T'ai Smith Phone: 604 822-4839 Email: tai.smith@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 490 (3) Art History Internship</p> <p>Supporting relevant internships connected to the field of Art History.</p> <p>Not eligible for Credit D/Fail grading.</p> <p>Prerequisite: ARTH 300 and departmental approval. Interested students may contact the department for details on how to proceed.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Internships are increasingly becoming a focal point of the Faculty of Arts. In some cases, the work being done by a student or the positions offered might merit credit.</p> <p>The department anticipates that each term as many as 5 students will pursue applying for ARTH 490 credit. There will be a cap at 3 students per term</p>



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	<p>within the department, based on eligibility and on a first-come, first-served basis.</p> <p>Implementation: The department will track numbers and student interest over a two-year period. If supported by numbers and student interest, we will explore running this as a full enrollment course with a dedicated instructor, rather than a one on one, directed-studies style basis.</p> <p>Students will only be allowed to take one such course for credit.</p> <p><input checked="" type="checkbox"/> 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.)</p> <p>Rationale for not being available for Cr/D/F: This course complements and supports relevant and approved arts internships. It is intended to function like a research intensive directed studies, whereby all students enrolled will be taking part in discussion and readings, as well as completing a research paper, that complements their relevant and approved internship position. As such, it would not be appropriate for this course to allow Audits or Cr/D/Fail standing options.</p>
<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 13, 2014 Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: November 27, 2013 Contact Person: Stephanie Lee Phone: 7-2635 Email: Stephanie.Lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 304 (3) Survey of South and Southeast Asian Performing Arts</p> <p>An historical perspective of the performing arts of South and Southeast Asia, highlighting the role of music, dance and the dramatic arts in the lives of actors and audiences. Option to complete a practicum performance.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new Course</p> <p>Rationale for Proposed Change:</p> <p>This course will augment other courses in the department of Asian Studies by providing a survey of the performing arts in South and Southeast Asia closely linked with courses on the languages, history, religions and cultures of the region. Study of the history and textual traditions of the performing arts will be combined with practicum workshops so that students benefit from both academic and experiential aspects of the course.</p> <p>This course will be useful for students in Asian Studies seeking a broad knowledge of the role of the</p>



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	<p>arts in Asian societies, with a particular focus on the larger cultural world of South and Southeast Asia and the great diversity that lies within this larger cultural zone. This course will broaden the selection of upper-division courses on South Asia for majors in the Department of Asian Studies and will be of particular interest to students interested in the music, performing arts and societies of South and Southeast Asia.</p> <p>The combination of traditional classroom study with practicum workshops in the musical and performing arts will add a valuable dimension to the student experience.</p> <p>By encouraging students to take part in participatory learning experiences this course will support the E3 objective of “[providing] an effective and efficient student learning environment”. Students will participate in workshops on the practical aspects of music and dance, learning for example, how to track the mathematically intricate rhythm cycles of Indian and Indonesian music. The Final Project assignment will allow students to participate individually as amateur performers in an art form, or as a group in the production of a play, video podcast or other appropriate project focused on a musical or performing art studied in the course.</p> <p>We envisage this as a large-format lecture class with a range between 100 and 150 students</p> <p>This course is available for Cr/D/F grading</p>
<p>Faculty: Arts Department: ASIA Faculty Approval Date: February 13, 2014 Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: November 20, 2013 Contact Person: Stephanie Lee Phone: 7-2635 Email: Stephanie.Lee@ubc.ca</p>
<p>Proposed Calendar Entry: CLAS – Classical Chinese</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course code</p> <p>Rationale for Proposed Change: The Department of Asian Studies seeks to launch a new subject code for Classical Chinese at UBC. This will help students differentiate between our Classical Chinese Language (CLAS) courses and our Mandarin Language courses (CHIN). We also currently have a small number of Classical Chinese courses that were incorrectly put into the ASIA course code that will require a change over to the new course code, if approved.</p>



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	The four-letter acronym that is the most logical and self-identifying short form is CLAS.
<p>Proposed Calendar Entry:</p> <p>CLAS 401 (3) Advanced Readings in Classical Chinese</p> <p>Focus on reading longer texts in Classical Chinese, producing careful and polished translation, using appropriate reference works and appreciating nuances of style and genre. Transition from textbook-based study to independent reading and scholarly translation necessary for advanced study and research.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This course will be part of the proposed CLAS (Classical Asian Languages) course coding in the Department of Asian Studies, offering a third term of Classical Chinese after the current two-term sequence (currently ASIA 389 and ASIA 399, to be reclassified as CLAS). This will offer Asian Studies majors and others interested in pre-modern China an opportunity to develop independent reading skills in Classical Chinese, which are necessary for undertaking serious research in the field. It will be especially valuable for majors interested in pursuing an advanced degree in Asian Studies, who will be able to begin graduate study at a level of proficiency that will enable them to undertake independent research. It could also be taken by students with some background in Classical Chinese who are too advanced for ASIA 389/399, including graduate students in Asian Studies and other related fields who enter with only one year's study of Classical Chinese (such students could then go on to take more specialized reading courses).</p> <p>In addition to being a reading course in primary material, this course integrates a methodological component that helps students to develop and reflect on the skills involved in reading a classical language. It will emphasize the techniques needed to become a researcher in the field, and more generally ways of making difficult material comprehensible and usable for other purposes (for example, making a document relevant to answering a historical question). It will also give students the opportunity to lead a class session, providing a taste of what is involved in teaching and giving them more ownership over the class.</p> <p>Based on current enrolment in other Classical Chinese classes at UBC, the department would expect this class to attract 25–30 students. (Particular constituencies are discussed in “role in the curriculum,” above.)</p> <p><input type="checkbox"/> 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.)</p>



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<p>Faculty: Arts Department: ASIA Faculty Approval Date: February 13, 2014 Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: November 27, 2013 Contact Person: Stephanie Lee Phone: 7-2635 Email: Stephanie.Lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CNTO 301 (3) Basic Cantonese I</p> <p>Elementary level (part I) course in Cantonese for non-heritage learners with no prior exposure to or background in Cantonese. Focus on training for basic oral skills in Cantonese. Open to speakers with no prior Cantonese speaking background.</p> <p>Pre-requisite: One of CHIN 107, CHIN 108, CHIN 117, CHIN 118.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: The course focuses on training for basic oral skills in Cantonese and is part of a new initiative in Cantonese and Hong Kong Studies in the Department of Asian Studies.</p> <p>-CNTO 301 is the first in a four-term 12-credit sequence (CNTO 301-303, CNTO 305-307) designed to bring a student to intermediate low proficiency level according to the ACTFL proficiency scale. -Completion of CNTO 307 would satisfy the Arts Language requirement. -CNTO 307 can be used to satisfy the 12 credits of language required for the Major in Asian Area Studies, and 6 credits of CNTO can be used to satisfy the language requirement for the Minor in Asian Area Studies. -For Asian Language and Culture Majors, CNTO courses should count as electives.</p> <p>UBC will become one of only a handful of select North American universities offering instruction in Cantonese. Offering Cantonese makes a strong statement about the importance of regional languages and cultures in what is otherwise typically presented as a monolithic Mandarin-speaking country.</p> <p>Of value to students pursuing exchange in Hong Kong and other Cantonese-speaking locations.</p> <p>Enrollment Expectations: 15~25 students. Possible constituencies are students who already speak or are studying Mandarin, or otherwise have a strong interest in China in general and Hong Kong or diasporic China in particular.</p> <div data-bbox="824 1625 880 1675" style="border: 1px solid black; padding: 2px; display: inline-block;">X</div> <p>Not available for Cr/D/F grading</p> <p>Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: n/a</p>



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<p>CNTO 303 (3) Basic Cantonese II</p> <p>Elementary level Cantonese for non-heritage learners. Continuation of CNTO 301.</p> <p><i>Prerequisite: CNTO 301</i></p>	<p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is an elementary level (part II) course in Cantonese for non-heritage learners who have completed CNTO 301 (or the equivalent). The course is part of a new initiative in Cantonese and Hong Kong Studies in the Department of Asian Studies.</p> <p>-CNTO 303 is the second in a four-term 12-credit sequence (CNTO 301-303, CNTO 305-307) designed to bring a student to intermediate low proficiency level according to the ACTFL proficiency scale.</p> <p>-Completion of CNTO 307 would satisfy the Arts Language requirement.</p> <p>- CNTO 307 can be used to satisfy the 12 credits of language required for the Major in Asian Area Studies, and 6 credits of CNTO can be used to satisfy the language requirement for the Minor in Asian Area Studies.</p> <p>-For Asian Language and Culture Majors, CNTO courses should count as electives.</p> <p>UBC will become one of only a handful of select North American universities offering instruction in Cantonese. Offering Cantonese makes a strong statement about the importance of regional languages and cultures in what is otherwise typically presented as a monolithic Mandarin-speaking country.</p> <p>Of value to students pursuing exchange in Hong Kong and other Cantonese-speaking locations.</p> <p>Enrollment Expectations: 15~25 students. Possible constituencies are students who already speak or are studying Mandarin, or otherwise have a strong interest in China in general and Hong Kong or diasporic China in particular.</p> <div data-bbox="824 1501 880 1554"> <div>X</div> </div> <p>Not available for Cr/D/F grading</p> <p>Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
<p>Proposed Calendar Entry:</p> <p>CNTO 305 (3) Intermediate Cantonese I</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change:</p>



<p>Intermediate Low level Cantonese for non-heritage learners.</p> <p><i>Prerequisite:</i> CNTO 303.</p>	<p>This is an Intermediate Low course in Cantonese for non-heritage learners who have completed CNTO 303 (or the equivalent). The course is part of a new initiative in Cantonese and Hong Kong Studies in the Department of Asian Studies.</p> <p>-CNTO 305 is the third in a four-term 12-credit sequence (CNTO 301-303, CNTO 305-307) designed to bring a student to intermediate low proficiency level according to the ACTFL proficiency scale.</p> <p>-Completion of CNTO 307 would satisfy the Arts Language requirement.</p> <p>-CNTO 307 can be used to satisfy the 12 credits of language required for the Major in Asian Area Studies, and 6 credits of CNTO can be used to satisfy the language requirement for the Minor in Asian Area Studies.</p> <p>-For Asian Language and Culture Majors, CNTO courses should count as electives.</p> <p>UBC will become one of only a handful of select North American universities offering instruction in Cantonese. Offering Cantonese makes a strong statement about the importance of regional languages and cultures in what is otherwise typically presented as a monolithic Mandarin-speaking country.</p> <p>Of value to students pursuing exchange in Hong Kong and other Cantonese-speaking locations.</p> <p>Enrollment Expectations: 15~25 students. Possible constituencies are students who already speak or are studying Mandarin, or otherwise have a strong interest in China in general and Hong Kong or diasporic China in particular.</p> <div data-bbox="824 1367 880 1419" style="border: 1px solid black; padding: 2px; display: inline-block;">x</div> <p>Not available for Cr/D/F grading</p> <p>Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
<p>Proposed Calendar Entry:</p> <p>CNTO 307 (3) Intermediate Cantonese II</p> <p>Intermediate Low level Cantonese for non-heritage learners. Continuation of CNTO 305.</p> <p><i>Prerequisite:</i> CNTO 305.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This is a continuation of CNTO 305 and is an Intermediate Low course in Cantonese for non-heritage learners who have completed CNTO 305 (or the equivalent). The course is part of a new</p>



initiative in Cantonese and Hong Kong Studies in the Department of Asian Studies.

- CNTO 307 is the fourth in a four-term 12-credit sequence (CNTO 301-303, CNTO 305-307) designed to bring a student to intermediate low proficiency level according to the ACTFL proficiency scale.

-Completion of CNTO 307 would satisfy the Arts Language requirement.

- CNTO 307 can be used to satisfy the 12 credits of language required for the Major in Asian Area Studies, and 6 credits of CNTO can be used to satisfy the language requirement for the Minor in Asian Area Studies.

-For Asian Language and Culture Majors, CNTO courses should count as electives.

UBC will become one of only a handful of select North American universities offering instruction in Cantonese. Offering Cantonese makes a strong statement about the importance of regional languages and cultures in what is otherwise typically presented as a monolithic Mandarin-speaking country.

Of value to students pursuing exchange in Hong Kong and other Cantonese-speaking locations.

Enrollment Expectations: 15~25 students. Possible constituencies are students who already speak or are studying Mandarin, or otherwise have a strong interest in China in general and Hong Kong or diasporic China in particular.



Not available for Cr/D/F grading

Our Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore students would not be able to progress through the language as we require a minimum 60% to move to the next class.



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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts Department: First Nations Studies Faculty Approval Date: February 13, 2014 Effective Session (W or S): Winter Effective Academic Year: 2014-2015	Date: November 28, 2013 Contact Person: Dory Nason Phone: 604-827-5688 Email: dory.nason@ubc.ca
Proposed Calendar Entry: FNSP 451 (3) Indigenous Feminisms The historical, cultural, political and activist roots of contemporary Indigenous feminisms. Indigenous feminist methodologies, theory and praxis in relation to contemporary Indigenous politics and social justice movements. Credit will be granted for only one of 401D or 451. Prerequisite: one of FNSP 200, 210, 220, or third-year standing.	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: FNSP 451 has been offered for two years as a topics seminar under FNSP 401D. This proposal will solidify it as an essential part of our curriculum and free up the 401 designation for other topics. <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">x</div> 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: FNSP 300/400 level courses are not offered for Cr/D/F/ We wish to keep this proposal consistent with our other courses. <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.)
Faculty: Faculty of Arts Department: FNSP Faculty Approval Date: February 13, 2014 Effective Session (W or S): Winter Effective Academic Year: 2014-2015	Date: November 28, 2013 Contact Person: Dr. Glen Coulthard Phone: (604) 822-2880 Email: gsc@mail.ubc.ca
Proposed Calendar Entry: FNSP 452 (3) Indigenous Social Movements Draws on Indigenous and non-Indigenous intellectual traditions to explore the theoretical, cultural, political, economic, and historical bases of Indigenous peoples' decolonization struggles in Canada. Credit will be granted for only one of 401A or 452. Prerequisite: one of FNSP 200, 210, 220, or third-year standing.	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: FNSP 452 has been offered for two years as a topics seminar under FNSP 401A. This proposal will solidify it as an essential part of our curriculum and free up the 401 designation for other topics.



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

Category: (1)

Faculty: Arts Department: CENES Faculty Approval Date: February 13, 2014 Effective Session (W or S): W_1 Effective Academic Year: 2014	Date: 28 November 2013 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: winthrop@mail.ubc.ca
Proposed Calendar Entry: GERM 112 (3) German for Singers Study of the German language in combination with the study of German lyric diction and musical culture. The course includes translation, phonetic transcription and the performance of vocal music. Prerequisite: GERM 100	Present Calendar Entry: none Type of Action: Create New course Rationale for Proposed Change: There is a high demand from students in the UBC Voice and Opera Program for training in German. This course caters to their specific needs and replaces the GERM 110-005 section originally designed for them. Available for Cr/D/F grading
Proposed Calendar Entry: GERM 305 (3) The Culture of Nazism (in English) Literature, film and ideology in the Third Reich.	Present Calendar Entry: none Type of Action: Create new course Rationale for Proposed Change: Responding to strong student interest, GERM 305 expands the course offerings for German (GERM) and German Studies (GMST) students. It reduces the pressure on GERM 301 ("German Literature 1900-1945") to also cover material from the Third Reich and fill in a gap created by the redesign of the Holocaust course CENS 303. Available for Cr/D/F grading
Proposed Calendar Entry: GERM 318 (3) Introduction to German Linguistics Basic theories and methodologies of modern German linguistics. Prerequisite: GERM 210.	Present Calendar Entry: none Type of Action: Create new course Rationale for Proposed Change: We currently offer no courses that focus on the linguistic aspects of German studies. This courses addresses student demand, especially from German degree students, and serves to expand our offerings on the upper level Available for Cr/D/F grading
Proposed Calendar Entry: GERM 325 (3) German Translation Theory, methodology and practice of translation from German into English. Prerequisite: GERM 210 or equivalent.	Present Calendar Entry: none Type of Action: Create new course Rationale for Proposed Change: We currently offer no courses that focus on the linguistic aspects of German studies. This courses addresses student demand, especially from German degree students, and serves to expand our offerings on the upper level Available for Cr/D/F grading



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

Category: (1)

Faculty: Arts Department: CNERS Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014	Date: November 27, 2013 Contact Person: Siobhán McElduff Phone: 7-4331 Email: siobhan.mcelduff@ubc.ca
Proposed Calendar Entry: HEBR 201 (3) Intermediate Biblical Hebrew I The second year of Biblical Hebrew with emphasis on rapid reading of poetry and prose along with grammar. Prerequisite HEBR 102. <i>This course is eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: none Type of Action: create new course Rationale for Proposed Change: The 6-credit HEBR 405 course is being replaced by 2 3-credit courses: HEBR 201 (this course) and 202, which will cover the same material as HEBR 405 did. The 200 level course code will more appropriately match the second year nature of the material and be less threatening to first and second years. The split of the course will create more flexibility for students, allowing them to stagger the year if necessary, or only to take the first half of the second year if that meets their requirements. The new course code better reflects the introductory nature of the material and brings this, as an introductory course, in line with the codes assigned other language classes at UBC. No other second year language class in any department has a 400 level course code; having Hebrew with this code has created serious inequity both within and outside our department as students were receiving 400 level credit for a second year language class.
Proposed Calendar Entry: HEBR 202 (3) Intermediate Biblical Hebrew II The second year of Biblical Hebrew with emphasis on rapid reading of poetry and prose along with grammar. Prerequisite HEBR 201. <i>This course is eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: none Type of Action: create new course Rationale for Proposed Change: The 6-credit HEBR 405 course is being replaced by 2 3-credit courses: HEBR 201 and 202 (this course), which will cover the same material as HEBR 405 did. The 200 level course code will more appropriately match the second year nature of the material and be less threatening to first and second years. The split of the course will create more flexibility for students, allowing them to stagger the year if necessary, or only to take the first half of the second year if that meets their requirements. The new course code better reflects the introductory nature of the material and brings this, as an introductory course, in line with the codes assigned other language classes at UBC. No other second year language class in any department has a 400 level course code; having Hebrew with this code has created serious inequity both within and outside our department as students were receiving 400 level credit for a second year language class.



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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts Department: History Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015	Date: 26 April 2013 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca
Proposed Calendar Entry: HIST 108 (3) Global History of Capitalism The history of capitalism in its global dimension from the beginnings to the age of industrialization. An investigation of economies — in both their practices and cultures — around the world and across the ages from ancient times to the modern era.	Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: HIST 108 would provide first-year students with an introduction to the economic history of the world from antiquity through the end of the 19th century. HIST 108 would add an economic history option to our popular series of global history courses. It is designed to have broad interdisciplinary appeal, not only to potential History majors but also to lower division students in Anthropology, Economics, and Sociology – and especially to students in the B.Comm program, where it will serve as a “recommended elective.”
Faculty: Arts Department: FHIS Faculty Approval Date: February 13, 2014 Effective Session 2014 S Term 1	Date: December 5, 2013 Contact Person: Ralph Sarkonak Phone: 2 4005 Email: ralph.sarkonak@ubc.ca
Proposed Calendar Entry: ITAL 104 (3) Italian for Singers The study of the Italian language with the study of Italian lyric diction and musical culture; practice in translation, phonetic transcription and the performance of vocal music. Prerequisite: ITAL 101.	Present Calendar Entry: None Type of Action: Create a New Course Rationale: The UBC School of Music’s Voice and Opera Programs are among the foremost in North America. Under the guidance of Nancy Hermiston, graduates of these programs have achieved international recognition, won important prizes and secured major engagements. A significant component of the Voice and Opera Programs involves training in the three most frequently used languages on the national and international stage: Italian, French and German. Students in the Voice and Opera Programs are required to earn a minimum of six units of credit in Italian as well as in French and German. The Italian Language Program offers a comprehensive course of language study from the beginners’ (or 100) level to the advanced level, with courses in both Italian and Italian Studies. Despite the diversity and comprehensiveness of our existing program, however, our courses do not meet the very

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	<p>distinctive needs of students from the Opera Program.</p> <p>ITAL 104 is designed to fill this void by providing an intensive, three-week, combined course of training in language and diction to form part of a broader summer programme, in which it will be incorporated into the rehearsal period for an opera to be sung in Italian.</p> <p>The course itself has already been taught in a more standard format as a special section of Italian 102 in 2010 and then again in 2011. The experience gained on these occasions makes us feel confident that this form of training is of value to the Opera students and that it will become even more so with an intensive, three-week format of its own that will permit its incorporation into the broader, combined summer programme of training and performance.</p> <p>It is for this reason that we propose that it be made a permanent part of our course offerings in Italian, with a number of its own.</p>
<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 13, 2014 Effective Session 2014S Term 1</p>	<p>Date: Oct 24, 2013 Contact Person: Ralph Sarkonak Phone: 2-4005 Email: ralph.sarkonak@ubc.ca Proponent: Luisa Canuto</p>
<p>Proposed Calendar Entry:</p> <p>ITAL 206 (3) Conversational Italian for Intermediate Learners</p> <p>The development of spoken proficiency. Contemporary Italy will be presented and discussed through a variety of multimedia resources in this highly interactive environment.</p> <p>Prerequisite: ITAL 201.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create a New Course</p> <p>Rationale:</p> <p>ITAL 206 is the next step for students who have completed ITAL 201. It is the logical next course for students who have spent three semesters on the grammar and vocabulary and it allows them to put into practice their linguistic knowledge and therefore build their communicative skills. Students will be strongly encouraged to take this course simultaneously with ITAL 202.</p> <p>ITAL 206 is a transitional oral course, designed to enhance communication skills and prepare students to move confidently to the upper intermediate ITAL 301. The curriculum will be based on the B1 level of the Common European Framework of Reference for Languages and will therefore provide the most appropriate preparation for those students who are planning an exchange program in Italy.</p> <p>It will also be the most suitable choice for those students who join UBC and our courses after having spent one or two years in Italy, or who have a solid Italian heritage.</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:</p>



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	<input type="checkbox"/> Pass/Fail <input type="checkbox"/> Honours/Pass/Fail grading
Faculty: Arts Department: ASIA Faculty Approval Date: February 13, 2014 Effective Session (W or S): S Effective Academic Year: 2014	Date: November 28, 2013 Contact Person: Stephanie Lee Phone: 7-2635 Email: Stephanie.Lee@ubc.ca
Proposed Calendar Entry: PUNJ 475 (3) Oral histories in Punjabi Develops students' oral expression and listening comprehension in Punjabi through Community Based Learning. Students engage in oral history collection in the Punjabi-speaking community and develop short video or sound projects. Analytical reading and writing required. Prerequisite: PUNJ 300.	Present Calendar Entry: n/a Type of Action: Create New Course Rationale for Proposed Change: <p>It has been observed among our Punjabi language students that they are generally comfortable opening conversations in Punjabi; soon, however, the switch to English occurs. This class is designed to move beyond this "switch" by providing for meaningful and sustained Punjabi-language use in authentic settings, to enable students to break the habit of switching to English, and help them to sustain their language use in new arenas. A pilot project in PUNJ 300 has been conducted for two years along these lines, but was ambitious in scope. By separating the oral history initiative into two stages (PUNJ 300, then this class), we allow for students to develop basic skills more fully at the 300-level, and develop more advanced skills at the 400-level.</p> <p>This course is designed as an upper-level intensive Punjabi-language course to further develop methods utilized in PUNJ 300 and allow for further development of students' oral communication skills (speaking and listening). We are committed at this stage in the development of the Punjabi program at UBC to developing our fourth-year level courses, offering them for credit on a more consistent basis and providing more variety of courses. Since other courses we offer at the 400-level focus on written and reading skills, this course provides a meaningful addition. It is being proposed alongside a related ASIA course that provides broad historical grounding in the history of the Punjabi-Canadian community, an introduction to aspects of its cultural production, and the opportunity to explore oral history methods in the English language with this community. This PUNJ <i>language-learning oriented course</i> allows for Punjabi language development to progress in tandem with related content knowledge for those interested in taking both courses.</p> <p>This class features the research and community based learning components of the E3 initiative, as well as group learning and multimedia projects.</p> <p>Up to 25 possible, but it will be a lower enrolment course, particularly in initial years.</p>



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

Category: (1)

Faculty: Arts Department: CNEERS Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014	Date: November 22, 2013 Contact Person: Siobhán McElduff Phone: 7-4331 Email: siobhan.mcelduff@ubc.ca
Proposed Calendar Entry: RELG 210 (3) History of Christianity I (1st C CE - 14th C CE) An introduction to the history of Christianity from the post-Biblical period to the colonial expansion of Christianity under Spain and Portugal.	Present Calendar Entry: None: course replaces the first half of RELG 205 (6) Type of Action: Create new course Rationale for Proposed Change: This course covers the material taught in the first semester of RELG 205; the later material will be taught in RELG 211, also a new course. This will allow students more flexibility and choice, as they will now have the option to study the history of the Christian church until the Reformation (this material) or that of the post-Reformation church or both as their interests and academic needs dictate. As considerable changes have been made to the previous courses in terms of subject matter and approach, we propose this as a Category 1 change.
Proposed Calendar Entry: RELG 211 (3) History of Christianity II (15th C CE - present) The history of Christianity from the Reformation to the present day. Provides an historical overview of Christian thought and its institutions and significant people during the rise of the Reformation in various locales of Europe and beyond (Germany, France, Great Britain, Switzerland, and Scandinavia).	Present Calendar Entry: None: course replaces the second half of RELG 205 (6) Type of Action: create new course Rationale for Proposed Change: This course covers the material taught in the second semester of RELG 205; the earlier material will be taught in RELG 210, also a new course (see previous submission). This will allow students more flexibility and choice, as they will now have the option to study the history of the Christian church until the Reformation (this material) or that of the post-Reformation church or both as their interests and academic needs dictate. As considerable changes have been made to the previous courses in terms of subject matter and approach, we propose this as a Cat 1 change.
Proposed Calendar Entry: RELG 316 (3) The Origins of Christianity: Literary Contexts. The origins of Christianity as reflected in the New Testament and contemporaneous literature. This course is eligible for Credit/D/Fail grading.	URL: none: this course replaces the second half of RELG 314. Type of Action: create new course Rationale for Proposed Change: This course will replace the first half of RELG 314 (6), covering the same material. Offering the material in 2 3-credit courses will enable students to concentrate on the material they are most interested in and allow for great flexibility in scheduling and staffing while still retaining academic integrity and covering the material fully.



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<p>Proposed Calendar Entry:</p> <p>RELG 317 (3) The Origins of Christianity: Social, Religious, and Political Milieux</p> <p>The origins of Christianity as reflected in early Christian literature of the first and early second centuries (including the New Testament). <i>This course is eligible for Credit/D/Fail grading.</i></p>	<p>URL: none: this course replaces the first half of RELG 315.</p> <p>Type of Action: create new course</p> <p>Rationale for Proposed Change: This course will replace the second half of RELG 314 (6), covering the same material. Offering the material in 2 3-credit courses will enable students to concentrate on the material they are most interested in and allow for great flexibility in scheduling and staffing while still retaining academic integrity and covering the material fully.</p>
<p>Faculty: Arts Department: CNERS Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2013-14</p>	<p>Date: Aug. 30, 2013 Contact Person: Gregg Gardner Phone: 604-827-3703 Email: gregg.gardner@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RELG 330 (3) The Origins of Judaism</p> <p>Surveys the history of Jews and Judaism in the Second Temple era, from the destruction of the First Jerusalem Temple (586 B.C.E.) to the beginnings of the rabbinic movement (200 C.E.).</p>	<p>Present Calendar Entry: None. Type of Action: Create new course</p> <p>Rationale for Proposed Change: Offering a course on Second Temple Judaism brings UBC in line with religious studies offerings at other Tier 1 universities in North America. Within the Department of Classical, Near Eastern, and Religious Studies, this course will be included among the courses that students could take to fulfill the requirements for the Major and Minor in Religious Studies. This course bridges the chronological gap between courses on the Hebrew Bible (RELG 305, 306, and the proposed 307) and courses on Judaism in late antiquity (RELG 308, 335). If my course is approved, CNERS would be able to offer the complete sequence of courses on the history of Jews and Judaism at the 300-level: from ancient Israel and the First Temple period (RELG 305, 306, 307), to the Second Temple era (my proposed RELG 330), to late antiquity (RELG 308), to the middle ages (RELG 331), to the modern era (RELG 332). This course also complements RELG 314 on the Origins of Christianity. It builds upon RELG 206, expanding upon 206's brief overview of the period, and prepares students for 400-level offerings in early Judaism (e.g. RELG 407, 485). Because my proposed RELG 330 would focus a great deal on the Greco-Roman era, it would also complement CNERS's offerings in classics and ancient history. This proposal is part of a package of proposals that includes the deletion of RELG 336, and the re-naming of RELG 308.</p>



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

Category: (1)

Faculty: Arts Department: CENES Faculty Approval Date: February 13, 2014 Effective Session (W or S): W_1 Effective Academic Year: 2014	Date: 28 November 2013 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: Winthrop@mail.ubc.ca
Proposed Calendar Entry: RUSS 316 (3) Russian through Film (in Russian) Conversation and composition using Russian film. Prerequisite: RUSS 200 or equivalent.	Present Calendar Entry: None Type of Action: create new course Rationale for Proposed Change: There is strong student demand for a greater variety of Russian language courses that would target oral practice and essay writing. The advantage of this course is that it that can accommodate both regular language students and the growing number of heritage students who would like to expand their vocabulary and enhance their writing skills. Available for Cr/D/F grading



EXECUTIVE SUMMARY

Bachelor of Arts in Classical, Near Eastern and Religious Studies

- Major in Classical, Near Eastern and Religious Studies
- Minor in Classical, Near Eastern and Religious Studies
- Honours in Classical, Near Eastern and Religious Studies

FACULTY OF ARTS
UNIVERSITY OF BRITISH COLUMBIA
March 17, 2014

Overview

The Department of Classical, Near Eastern and Religious Studies (CNRS) has for many years offered majors, minors and honours programs for a BA. These are (1) CLST (Classical Studies) major, CLST minor, CLST honours; (2) CLAS (Classics) major, CLAS honours, LATN (Latin) minor, GREK (Greek) minor; (3) ARGR (Archaeology and History of Greece, Rome and the Near East) major, ARGR minor, ARGR honours; (4) GRNE (Myth and Literature of Greece, Rome and the Near East) major, GRNE minor, GRNE honours; (5) NEST (Near Eastern Studies) major, NEST minor, NEST honours; (6) RELG (Religious Studies) major, RELG minor, RELG honours.

What we have proposed as a curriculum change is not really the creation of any new major, minor, or honours program, but, rather a consolidation (streamlining) of all programs under one new title (BA in CNRS), with the preservation of specializations in 'emphases'. This will be easier for students to navigate and to take a range of courses across the department while still allowing them to specialize.

Credentials

B.A. in CNRS, with a choice of five emphases (Classical Studies; Classical and Near Eastern Archaeology; Classics; Near Eastern Studies and Egyptology; Religious Studies).

Honours in CNRS

Minor in CNRS

Location: The Vancouver campus of UBC.

Faculty Offering Program

The program will be offered in the Faculty of Arts by the Department of Classical, Near Eastern and Religious Studies.

Program Start Date

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

Program Completion Time: Anticipated time for completion of the program is four years.

Objectives

UBC encourages units in the Arts faculty constantly to refine and update their curricular offerings in keeping with the fast changing pedagogical climate and delivery of course materials. We are an interdisciplinary unit of Classical Studies, Near Eastern Studies and Religious Studies embarking on one



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such exercise of curricular and program refinement. This exercise is not the creation of a new program per se but the streamlining and rationalizing of our program offerings in such a way that they make better sense to students. This is a streamlining exercise, which the Dean of the Faculty of Arts has encouraged us to do, the objectives of which are to:

- simplify the structure of our programs and reduce the multiplicity of current offerings (six different majors and honours programs, and seven different minors);
- create a single major, minor and honours program, which will better reflect the interrelatedness of the various fields researched and taught in our department, and which will permit students to apply credits taken in a wide variety of course codes within our department, thereby enhancing program outcomes

Contribution to UBC's Mandate and Strategic Plan

UBC's Strategic Plan, Place and Promise, identifies three aspects of making UBC one of the world's best universities: preparing students to become exceptional global citizens, promoting the values of a civil and sustainable society, and conducting outstanding research to serve people. The proposed streamlining of our undergraduate programs will contribute to the realization of each of these goals. Simplified program structures help us to design *smart courses* calculated to expose students to the plurality in economics, politics, languages, literatures, habits of thinking, religions, and social mobility in the ancient world that have parallels in the modern world. Exceptional global citizens must have knowledge and experience of the past in order to understand the current modern forces driving the global community. Civility and sustainability develop with an awareness of the embeddedness of human society – ancient and modern – and also of what profoundly divides humans. The promotion of the values of a civil and sustainable society works best when students develop an acute awareness of competing global discourses and have the skills to address them. Students enrolling in this streamlined program will be exposed to these competing global discourses that will help them to think about how to achieve a sustainable and more just society. At the same time, they will be exposed to new research ideas in courses concerning civilizations in antiquity, in which great thinkers and philosophers also struggled with notions of what constitutes civility and sustainability. What is learned extends itself to the modern world and traverses the whole spectrum of economics, environment, religious institutionalism, and politics – thus contributing effectively to UBC's Place and Promise vision.

Program Learning Outcomes and Linkages Between Outcomes and Curriculum Design

Some outcomes and linkages with curriculum design are:

- an appreciation of the significance of the study of the Latin, Greek, Hebrew, and Arabic languages, and what it meant for ancients to write in a languages thoroughly immersed in value systems, ideological frameworks, world views, and customary ways of thinking – habits of thinking that permitted meaningful social/cultural exchange between people;
- an understanding of the origins of many languages such as Arabic, Persian and Hebrew;
- an understanding of the lived world of the Greeks, Romans and Near Eastern populations in terms of spectacle, ideas, book production and translation, monuments and iconography, political invective, and religious plurality and the ability to apply this understanding to current projects, contexts, and contemporary global events;
- a knowledge of the Greek philosophical writings and the ideas that have profoundly influenced the concepts, practices, and structures of the Western World;
- a historically grounded perspective on the legal and cultural heritage of modern cultures;



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- the possession of a high degree of applied creativity in the analysis of such social and political issues as the rise and fall of nations, erosion of political structures, and the will of the people expressed in the overthrow of dictators;
- a capacity to participate successfully in communicative projects in appropriate media such as newspapers, blogs, video podcasts, and other social media;
- the skills and experience necessary to analyze complex social phenomena, both ancient and modern, and to talk (communicate) about them in meaningful ways to friends, neighbors, family, and other important constituencies;
- development of an understanding of global ethnic, cultural, and national identities;
- investigation of the origins and a range of interpretations of sacred texts both from an insider's and outsider's perspective;
- an understanding of a range of faith influenced practices, social structures, and societies;
- familiarity with the material remains of ancient religions in the Near East;
- an understanding of Islamic and Jewish legal structures and texts and how these texts play out in particular historical and cultural circumstances;
- the ability to write with flourish the narrative of a degree in CNRS when applying for work, convincing parents and employers of the merits of this Arts degree, and to produce a resume.

Delivery Methods

The major, minor, and honours in CNRS each comprise a program of coursework.

Program Strengths

The programs have not been changed except to simplify their structure. As noted above, this will make it easier for students to navigate them and help them make sensible choices based on a simplified menu of options. We expect that an already strong program will grow even stronger and attractive and, at the same time, fulfil the educational commitments of the Faculty of Arts.

Overview of the Level of Support and Recognition from Other Post-Secondary Institutions

Not applicable (no new program is proposed).

Related Programs at UBC of Other BC Post-Secondary Institutions

Not applicable (no new program is proposed).

Contact Information

Dr. Dietmar Neufeld
BUCH C227B – 1866 Main Mall
Vancouver, BC V6T 1Z1
604-822-4065



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UBC Curriculum Proposal Form
Change to Program

Category: (1)

<p>Faculty: Arts Department: CNERS Faculty Approval Date: February 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: November 27, 2013 Contact Person: Siobhán McElduff Phone: 7-4331 Email: siobhan.mcelduff@ubc.ca</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1539</p> <p>Present Calendar Entry:</p> <p>Major in Myth and Literature in Greece, Rome, and the Near East</p> <p>42 credits, which normally include:</p> <p><i>First and Second Years</i></p> <p>Students take 9-12 credits of lower level CLST, RELG, and/or NEST courses, which must include CLST 105 (3), and RELG 201 (3) and RELG 203 (3).</p> <p><i>Third and Fourth Years</i></p> <p>Students take 30-33 credits of third- and fourth-year courses.</p> <p>These must include 18 credits chosen as follows:</p> <ul style="list-style-type: none"> • 3 credits from CLST 333 (3), or 334 (3) • 6 credits from CLST 313 (3), 314 (3), 317 (3), or 318 (3) • 3 credits from RELG 302 (3), 304 (3), or 305 (3) • CNRS 370 (3) • at least 3 credits of a fourth-year seminar, either CLST 402 (3) or 404 (3) <p>The remaining 12-15 credits may be chosen from any upper-level literature or myth courses in NEST or CLST; or from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6), 315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3); or from CNRS 316 (6); or from HEBR 405 (6); or any GREK or LATN</p>



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	<p>course numbered 301 or higher.</p> <p>Type of Action: Delete major</p> <p>Rationale for Proposed Change: As part of a package of reforms Classical, Near Eastern, and Religious Studies is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors [6 in total] and this is part of that process</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Present Calendar Entry:</p> <p>Major in Classical Studies</p> <p>Students take 42 credits, which normally include the following:</p> <p><i>First and Second Years</i></p> <p>Students take 6-12 credits of first- and second-year Classical Studies courses:</p> <p><i>Third and Fourth Years</i></p> <p>Students take 30-36 credits of third- and fourth-year Classical Studies courses:</p> <p>These must include 21 credits chosen as follows:</p> <ul style="list-style-type: none"> • 6 credits from CLST 330 (6) • 6 credits of third-year literature courses, chosen from CLST 313 (3), 314 (3), 317 (3), 318 (3) • 6 credits of third-year history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3) • at least 3 credits of a fourth-year seminar, chosen from CLST 401 (3), 402 (3), 403 (3), 404 (3) <p>The remaining 9-15 credits may be chosen</p>



	<p>from: upper-level CLST courses (CLST 333 (3) and 334 (3) are highly recommended); CNRS 316 (6), 335 (3/6), 370 (3); PHIL 310 (3), 311 (3); GREK or LATN courses numbered 301 or higher.</p> <p>Type of Action: Delete major</p> <p>Rationale for Proposed Change: As part of a package of reforms CNERS is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors [6 in total] and this is part of that process.</p>
<p>Proposed Calendar Entry:</p> <p>none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Present Calendar Entry:</p> <p>Major in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 42 credits which normally include the courses listed below:</p> <p><i>First and Second Years</i></p> <p>Students take 6-12 credits chosen from CLST 110 (3), 111 (3), 204 (3), 231 (3), 232 (3), NEST 101 (3).</p> <p><i>Third and Fourth Years</i></p> <p>Students take 30-36 credits of third- and fourth-year courses.</p> <p>These must include 21 credits chosen as follows:</p> <ul style="list-style-type: none"> • CLST 330 (6) • 6 credits of upper-level history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3) • NEST 302 (6)



	<p>at least 3 credits of a fourth-year seminar, chosen from CLST 401 (3), 403 (3), 404 (3)</p> <p>The remaining 9-15 credits may be chosen from any upper-level art and archaeology or history CLST courses; or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3); or from NEST 301 (3), 303 (3), 304 (3); or from CNRS 335 (3/6). HEBR 405 (6) or any GREK or LATN course numbered 301 or higher may be used for any or all of these 9-15 credits.</p> <p>Rationale for Proposed Change: As part of a package of reforms CNERS is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors [6 in total] and this is part of that process</p>
<p>Proposed Calendar Entry:</p> <p>none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,66#1670</p> <p>Present Calendar Entry:</p> <p>Major in Classics</p> <p>Students take 42 credits, which normally include the following:</p> <p><i>First and Second Years</i></p> <p>12 credits of GREK or 12 credits of LATN.</p> <p><i>Third and Fourth Years</i></p> <p>30 credits of upper-level courses, which must include at least 18 credits of GREK and/or LATN numbered 301 and above, at least 3 of which must come from a fourth-year GREK or LATN course. The remaining 12 credits may be chosen from: upper-level (301 and above) GREK or LATN courses; Classical Studies courses at</p>



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	<p>the 300 level and above; PHIL 310 and 311.</p> <p>Rationale for Proposed Change: As part of a package of reforms CNERS is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors [6 in total] and this is part of that process</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,104</p> <p>Present Calendar Entry:</p> <p>Major in Religious Studies</p> <p>First and Second Years</p> <p>Students must take a minimum of 6 credits from RELG 100, 201, 203, 204, or 205.</p> <p>Third and Fourth Years</p> <p>Students must take 36 credits to be selected from Religious Studies credits numbered 300 or above, including NEST 310, the courses outside Religious Studies listed in the streams below, and canonical language courses (Arabic and Hebrew) or up to 12 credits of Greek and Latin from 100 and 200 levels. Subject to the approval of the Department, a maximum of 12 credits of the following courses may be accepted for credit toward a Major in Religious Studies: ANTH 329, 415; ARTH 352, 353, 354, 355, 364, 365; ASIA 308, 379, 382, 383; CLST 333, 334; ENGL 354, 417; HIST 372; ITST 310; MUSC 329, 350; PHIL 349.</p> <p>Rationale for Proposed Change: As part of a package of reforms CNERS is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors [6 in total] and this is part of that process</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,949#10663</p>



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	<p>Present Calendar Entry:</p> <p>Major in Near Eastern Studies</p> <p>42 credits as follows:</p> <p>First and Second Years</p> <p>Students take 6 credits, chosen from these courses: NEST 101 (3); RELG 201 (3); RELG 203 (3).</p> <p>Third and Fourth Years (36 credits)</p> <p>(A) 18 credits of the following:</p> <ul style="list-style-type: none"> • NEST 301 (3), 302 (6), 303 (3), 304 (3), 310 (3), 311 (3), 312 (3), 313 (3) • RELG 304 (3), 305 (3), 306 (3), 314 (3), 340 (6), 341 (3/6), 385 (3), 475 (3/6)* <p>(B) 18 additional credits from the list above, and/or the following:</p> <ul style="list-style-type: none"> • CNRS 316 (6) • CLST 356 (3) • RELG 302 (3), 309 (3), 310 (3), 311 (3), 331 (3), 332 (3), 335 (3), 403 (3), 407 (3), 408 (3), 414 (3), 448 (3), 485 (3) • GREK 100 (6), 325 (6) • HEBR 305 (6), 405 (6), 479 (3-12) • ARBC 300 (6), 400 (6), 420 (3-12) <p>*When appropriate, and with the approval of the department.</p> <p>Rationale for Proposed Change: As part of a package of reforms CNERS is simplifying its major and minor programs. This new major in CNERS will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major. Hence we are deleting our old majors (6 in total) and this is part of that process</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Present Calendar Entry:</p> <p>Honours in Classical Studies</p>



~~Students take 60 credits which normally include the courses listed below. Admissions into the Honours Program requires an overall average of 76%, an average of at least 80% in program related courses already taken and the permission of the Department. Students are required to maintain an 80% average in the program.~~

~~*First and Second Years Students take 12 credits of first and second year Classical Studies courses.*~~

~~*Third and Fourth Years Students take 48 credits of upper level Classical Studies courses.*~~

~~These must include 27 credits chosen as follows:~~

- ~~• 6 credits from CLST 330 (6)~~
- ~~• 6 credits of third year literature courses, chosen from CLST 313 (3), 314 (3), 317 (3), 318 (3)~~
- ~~• 6 credits of third year history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3)~~
- ~~• at least 3 credits of a fourth year seminar, chosen from CLST 401 (3), 402 (3), 403 (3), 404 (3)~~
- ~~• CLST 449 (6)~~

~~The remaining 21 credits may be chosen from any CLST course numbered 300 and higher (CLST 333 (3) and 334 (3) are highly recommended). NEST 301 (3), 302 (6), 303 (3) and 304 (3), CNRS 316 (6), 335 (3/6), and 370 (3), and PHIL 310 (3) and 311 (3) may be substituted for up to 12 of these optional 21 credits. GREK or LATN courses numbered 301 or above may be substituted for up to 15 of these optional 21 credits.~~

Type of Action: Delete honours program

Rationale for Proposed Change: As part of curriculum reform in CNEERS we are simplifying and streamlining our honours programs, reducing our 6 honours options to one. This requires deleting



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	our current honours programs.
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Present Calendar Entry:</p> <p>Honours in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours program requires an overall average of 76%, an average of at least 80% in program related courses already taken, and the permission of the department. Students are required to maintain an 80% average in the program.</p> <p><i>First and Second Years Students take 12 credits chosen from CLST 110 (3), 111 (3), 204 (3), 231 (3), 232 (3), NEST 101 (3).</i></p> <p><i>Third and Fourth Years Students take 48 credits of third and fourth year courses.</i></p> <p>These must include 27 credits chosen as follows:</p> <ul style="list-style-type: none"> • CLST 330 (6) • 6 credits of upper-level history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3) • NEST 302 (6) • at least 3 credits of a fourth-year seminar, chosen from CLST 401 (3), 402 (3), 403 (3), 404 (3) • either CLST 449 (6), or RELG 499 (6) <p>The remaining 21 credits may be chosen from any upper-level art and archaeology; or history CLST courses; or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3); or from NEST 301 (3), 303 (3), 304 (3); or from CNRS 335 (3/6). HEBR 405 (6) or any GREK or LATN course numbered 301 or higher may be used for any or all of these 21 credits.</p>



	<p>Type of Action: Delete honours program</p> <p>Rationale for Proposed Change: As part of curriculum reform in CNERS we are simplifying and streamlining our honours programs, reducing our 6 honours options to one. This requires deleting our current honours programs.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Present Calendar Entry:</p> <p>Honours in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours Program requires an overall average of 76%, and average of at least 80% in program related courses already taken, and the permission of the Department. Students are required to maintain an 80% average in the Program.</p> <p><i>First and Second Years Students take 12 credits of lower level CLST and RELG courses which must include CLST 105 (3) and RELG 201 (3) and RELG 203 (3).</i></p> <p><i>Third and Fourth Years Students take 48 credits of third and fourth year courses.</i></p> <p>These must include 24 credits chosen as follows:</p> <ul style="list-style-type: none"> • 3 credits from CLST 333 (3) or 334 (3) • 6 credits from CLST 313 (3) or 314 (3) or 317 (3) or 318 (3) • 3 credits from RELG 302 (3) or 304 (3) or 305 (3) • 3 credits from CNRS 370 (3) • at least 3 credits from CLST 402 (3) or 404 (3) • 6 credits from either CLST 449 (6) or RELG 499 (6) <p>The remaining 24 credits may be chosen from any upper level literature or myth courses in NEST or CLST; or from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6);</p>



	<p>315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3); or from CNRS 316 (6); or from HEBR 405 (6); or any GREK or LATN course numbered 301 or higher.</p> <p>Type of Action: Delete honours program</p> <p>Rationale for Proposed Change: As part of curriculum reform in CNERS we are simplifying and streamlining our honours programs, reducing our 6 honours options to one. This requires deleting our current honours programs.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,949#10664</p> <p>Present Calendar Entry:</p> <p>Honours in Near Eastern Studies</p> <p>Students take 60 credits which normally include the courses listed below.</p> <p>Admission into the Honours Program requires an overall average of 76%, and average of at least 80% in program related courses already taken, and the permission of the Department. Students are expected to maintain an 80% average in the Program.</p> <p>First and Second Years Students take 6 credits, chosen from these courses: NEST 101 (3); RELG 201 (3); RELG 203 (3).</p> <p>Third and Fourth Years (54 credits) (A) 30 credits of the following: <ul style="list-style-type: none"> • NEST 301 (3), 302 (6), 303 (3), 304 (3), 310 (3), 311 (3), 312 (3), 313 (3) • RELG 304 (3), 305 (3), 306 (3), 314 (3), 340 (6), 341 (3/6), 385 (3), 475 (3/6)* <p>Honours students are encouraged to take courses in Hebrew, Arabic, or New Testament Greek.</p> <p>(B) 18 additional credits from the list above, and/or the following:</p> <ul style="list-style-type: none"> • CLST 356 (3) • RELG 302 (3), 309 (3), 310 (3), 311 (3), </p>



	<p>331 (3), 332 (3), 335 (3), 403 (3), 407 (3), 408 (3), 414 (3), 448 (3), 485 (3)</p> <ul style="list-style-type: none"> • GREK 100 (6), 325 (6) • HEBR 305 (6), 405 (6), 479 (3-12) • ARBC 300 (6), 400 (6), 420 (3-12) • CNRS 316 (6) <p>(C) NEST 499 (6) Near Eastern Studies Honours Essay</p> <p>Type of Action: Delete honours program</p> <p>Rationale for Proposed Change: As part of curriculum reform in CNERS we are simplifying and streamlining our honours programs, reducing our 6 honours options to one. This requires deleting our current honours programs.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,104#3190</p> <p>Present Calendar Entry:</p> <p>Honours in Religious Studies</p> <p>Students take 60 credits which normally include the courses listed below.</p> <p>Admission into the Honours program requires an overall average of 76%, an average of at least 80% in program-related courses already taken and the permission of the department. Students are required to maintain an 80% average in the program.</p> <p>Students require a minimum of 6 credits from RELG 100, 201, 203, 204, or 205 to be considered for the Honours program in Religious Studies.</p> <p><i>Third and Fourth Years A program will be devised for each student, consisting of 54 credits and including a graduation essay (RELG 499). Subject to the approval of the Department, a maximum of 18 credits may be chosen from the list of courses outside the Department (see list in "Major in Religious Studies" above). NEST 310 and courses in Arabic and Hebrew, as well as up to 12 credits of 100- and 200-level Greek and Latin, may also be included.</i></p> <p>Areas of Concentration for Majors and Honours</p>



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	<p>Students who intend to do graduate work are advised (but not required) to choose an area of concentration in the third and fourth years, and to acquire some proficiency in the appropriate canonical language(s). For languages other than Arabic, Hebrew, Greek, or Latin, see the listings of the appropriate departments.</p> <ul style="list-style-type: none"> Asian Religions: RELG 204, 354, 364, 365, 366, 367, 368; ASIA 308, 341, 348, 352, 358, 371, 372, 378, 379, 382, 387, 388, 398, 488 Christianity (post Biblical): CNRS 316; RELG 205, 315, 320, 321, 323, 324, 325, 326, 327, 328, 385, 420, 449, 480, 485; ENGL 354; PHIL 385 Hebrew Bible and the Ancient Near East: RELG 201, 203, 300, 304, 305, 306, 403; CLST 339; HEBR 305, 405, 479; NEST 301, 302, 303, 304 Islamic Studies: RELG 201, 203, 340, 341, 420, 448, 449, 480, 485; ARBC 300, 400, 420; NEST 310 Judaic Studies: RELG 201, 203, 309, 310, 311, 312, 313, 331, 332, 335, 336, 385, 407, 408, 409, 420, 480, 485; HEBR 305, 405, 479 Near Eastern Languages and Literature: RELG 201, 203, ARBC 300, 400, 420; HEBR 305, 405, 479 and appropriate language courses from above on Hebrew Bible, Islamic Studies, and Judaic Studies. New Testament: RELG 201, 203, 304, 305, 314, 414, 415, 485; GREK 325; CNRS 316 <p>Type of Action: Delete honours program</p> <p>Rationale for Proposed Change: As part of curriculum reform in CNERS we are simplifying and streamlining our honours programs, reducing our 6 honours options to one. This requires deleting our current honours programs.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1539</p> <p>Present Calendar Entry: Minor in Classical Studies</p>



	<p>Students take 30 credits which normally include the following:</p> <p><i>First and Second Years</i></p> <p>6-12 credits of first and second year Classical Studies courses.</p> <p><i>Third and Fourth Years</i></p> <p>18-24 credits chosen from Classical Studies courses numbered 300 and higher. CNRS 316 (6), 335 (3/6), 370 (3), and PHIL 310 (3) and 311 (3) may be substituted for up to 6 of these credits.</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,66#1670</p> <p>Minor in Greek</p> <p>Students take 30 credits, which normally include the following.</p> <p>First and Second Years</p> <p>Students take 12 credits of lower level Greek.</p> <p>Third and Fourth Years</p> <p>Students take 18 credits, chosen as follows:</p> <p>1. 6 credits of upper level GREK 2. 12 credits chosen from GREK or LATN courses numbered 301 and above, or</p>

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	<p>from CLST courses numbered 300 and above (except Classical Studies 301, which may not be used for credit in the Greek minor), or from PHIL 310 and 311.</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,66#1670</p> <p>Minor in Latin</p> <p>Students take 30 credits, which normally include the following:</p> <p><i>First and Second Years</i></p> <p>12 credits of Latin.</p> <p><i>Third and Fourth Years</i></p> <p>18 credits, which must include 6 credits of upper-level LATN courses. The remaining 12 credits may be chosen from: GREK or LATN courses numbered 301 and above; CLST courses numbered 300 and above; PHIL 310 and 311.</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor program across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
	<p>URL:</p>



<p>Proposed Calendar Entry: none</p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,949</p> <p>Minor in Near Eastern Studies</p> <p>30 credits as follows:</p> <p>First and Second Years</p> <p>Students take 6 credits, chosen from these courses: NEST 101 (3); RELG 201 (3); RELG 203 (3).</p> <p>Third and Fourth Years (24 credits)</p> <p>(A) 12 credits of the following:</p> <ul style="list-style-type: none"> • NEST 301 (3), 302 (6), 303 (3), 304 (3), 310 (3), 311 (3), 312 (3), 313 (3) • RELG 304 (3), 305 (3), 306 (3), 314 (3), 340 (6), 341 (3/6), 385 (3), 475 (3/6)* <p>(B) 12 additional credits from the list above, and/or the following:</p> <ul style="list-style-type: none"> • CLST 309 (3) • CNRS 316 (6) • RELG 302 (3), 309 (3), 310 (3), 311 (3), 331 (3), 332 (3), 335 (3), 403 (3), 407 (3), 408 (3), 414 (3), 448 (3), 485 (3) • GREK 100 (6), 325 (6) • HEBR 305 (6), 405 (6), 479 (3-12) • ARBC 300 (6), 400 (6), 420 (3-6) <p>*When appropriate, and with the approval of the department.</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor program across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Minor in Archaeology and History of Greece, Rome, and the Near East</p>



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	<p>Students take 30 credits which normally include the following:</p> <p><i>First and Second Years</i></p> <p>Students take 6-12 credits chosen from CLST 110 (3), 111 (3), 204 (3), 231 (3), 232 (3), NEST 101 (3).</p> <p><i>Third and Fourth Years</i></p> <p>Students take 18-24 credits, chosen as follows: 6 credits from either NEST 302 (6) or CLST 330 (6).</p> <p>The remaining 12-18 credits may be chosen from any upper level art and archaeology and/or history courses in CLST; or from NEST courses; or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3).</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor program across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
<p>Proposed Calendar Entry: none</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,65#1523</p> <p>Minor in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 30 credits, which normally include the following:</p> <p><i>First and Second Years</i></p> <p>Students take 6-12 credits of lower level CLST and RELG courses, which must include CLST 105 (3), and RELG 201 (3) and RELG 203 (3).</p>



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	<p><i>Third and Fourth Years</i></p> <p>Students take 18-24 credits of third- and fourth-year courses, which must include CNRS 370 (3). The remaining 15-21 credits may be chosen from any upper-level literature or myth courses in NEST or CLST; or from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6), 315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3); or from CNRS 316 (6).</p> <p>Type of Action: delete minor</p> <p>Rationale for Proposed Change: CNERS is creating one minor program across our department; we are thus deleting the current seven different minors we offer and replacing them with one. This will be easier for students to navigate, less confusing, and enable more students to take advantage of their credits and declare minors in CNERS.</p>
<p>Faculty: Arts Department: CNERS Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: December 12, 2013 Contact Person: Siobhán McElduff Phone: 7-4331 Email: siobhan.mcelduff@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Honours in Classical, Near Eastern, and Religious Studies</p> <p>Admission into the honours program requires an overall average of 76%, an average of at least 80% in program-related courses already taken, and the permission of the department. Students are expected to maintain an 80% average in the program. An Honours in Classical, Near Eastern, and Religious Studies requires the completion of 60 credits, at least 48 of which must be at the 300 or 400 level. As part of the completion of these 48 credits, students must choose one of five available streams, each of which requires the completion of at least 27 credits in a certain course code. Remaining credits may come from any CNERS department offerings; this will normally include the completion of a six-credit honours essay (CNRS 499).</p> <p>a. Classical Studies. The study of archaeology, history, and/or literature of the Greek and Roman worlds.</p> <p>At least 27 credits in CLST, including at least 3</p>	<p>Present Calendar Entry: see deletions of honours programs</p> <p>Type of Action: Create new honours program</p> <p>Rationale for Proposed Change: As part of curriculum reform in CNERS we are simplifying and streamlining our honours offerings, reducing our six options to one with five emphases. This will be easier for students to navigate and to take a range of courses across the department while still allowing them to specialize.</p>



<p>credits selected from CLST 401–404. Remaining credits may include PHIL 310 and 311.</p> <p>b. Near Eastern Studies and Egyptology. The study of the archaeology, history, and languages of Egypt and the Near East.</p> <p>At least 27 credits in NEST (this may include up to 6 credits in courses selected from RELG 304–306, and 6 credits in HEBR courses), including at least 3 credits selected from NEST 400–402.</p> <p>c. Religious Studies. The study of the texts and traditions of Judaism, Christianity, and Islam.</p> <p>At least 27 credits in RELG, including at least 3 credits of RELG 475. Remaining credits may include courses selected from department offerings or from courses in Asian Studies that deal primarily with religion (ASIA). Courses in Asian Studies require prior written approval from the undergraduate advisor.</p> <p>d. Classics. The study of Greek and Latin language and literature.</p> <p>At least 27 credits in either GREK and/or LATN.</p> <p>e. Classical and Near Eastern Archaeology. The study of the material culture and major sites of Greece, Rome, and the Near East in the context of the history and societies that produced them.</p> <p>At least 27 credits in CLST or NEST, including CLST 330 (CLST 331 and 332 may be substituted for 330), NEST 302, 319 and at least 3 credits chosen from CLST 401, CLST 403, NEST 400, NEST 402, or CNRS 410. Remaining credits may include ANTH 305.</p> <p>Important: Students intending to pursue graduate work in these fields are strongly encouraged to begin studying ancient languages at the earliest opportunity, and to consult with an advisor. Students interested in archaeology are strongly encouraged to include a field school as part of their program (e.g. a course such as ANTH 306 or CNRS 335).</p>	
<p>Proposed Calendar Entry: Classical, Near Eastern, and Religious Studies</p> <p>Major</p>	<p>Present Calendar Entry: see deletion requests for current majors</p> <p>Type of Action: Create new major</p>



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<p>A Major in Classical, Near Eastern, and Religious Studies requires the completion of 42 credits, at least 30 of which must be at the 300 or 400 level. As part of the completion of these 30 credits, students must choose one of five available streams, each of which requires the completion of at least 18 upper-level credits in a certain course code.</p> <p>Available streams:</p> <p>a. Classical Studies. The study of archaeology, history, and/or literature of the Greek and Roman worlds.</p> <p>At least 18 credits in CLST, including at least 3 credits selected from CLST 401–404. Remaining credits may include PHIL 310 and 311.</p> <p>b. Near Eastern Studies and Egyptology. The study of the archaeology, history, and languages of Egypt and the Near East.</p> <p>At least 18 credits in NEST (this may include up to 6 credits in HEBR courses), including at least 3 credits selected from NEST 400–402.</p> <p>c. Religious Studies. The study of the texts and traditions of the Ancient Near East, Judaism, Christianity, and Islam.</p> <p>At least 18 credits in RELG, including at least 3 credits of RELG 475. Remaining credits may include courses selected from department offerings or from courses in Asian Studies that deal primarily with religion (ASIA). Courses in Asian Studies require prior written approval from the undergraduate advisor.</p> <p>d. Classics. The study of Greek and Latin language and literature.</p> <p>At least 18 credits in GREK and/or LATN</p> <p>e. Classical and Near Eastern Archaeology. The study of the material culture and major sites of Greece, Rome, and the Near East in the context of the history and societies that produced them.</p> <p>At least 18 credits in CLST or NEST, including CLST 330 (CLST 331 and 332 may be substituted for 330), NEST 304, NEST 319, and at least 3 credits chosen from CLST 401, CLST 403, NEST 400, or NEST 402. Remaining credits may include ANTH 305.</p>	<p>Rationale for Proposed Change:</p> <p>As part of a package of reforms CNER is simplifying its major and minor programs, from 6 to 1. This new major in CNER will be less confusing, easier for students to navigate and simplify our degree structure considerably. It will also allow students to apply credits taken in a wide variety of course codes within our department towards their major, while still retaining an emphasis in areas according to their interests.</p>
<p>Proposed Calendar Entry: Classical, Near Eastern, and Religious Studies</p>	<p>Present Calendar Entry: none</p>



Minor

A Minor in Classical, Near Eastern, and Religious Studies requires the completion of 30 credits, at least 18 of which must be at the 300 or 400 level.

Courses may be selected freely from the following course codes, as long as students meet course prerequisites: ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, and RGLA. Students may choose to include up to 6 credits from PHIL 310, 311.

Type of Action: Create new minor to replace current 7 minors in CNERS

Rationale for Proposed Change:

This single minor will replace the current seven different minors in CNERS (see deletion documents attached). This will result in a less confusing, easier to navigate, and open system for students. It will enable more students to use a range of credits taken across the various course codes in our department towards a CNERS minor, something which is currently impossible.



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

Category: 1

Faculty: Arts Department: HIST Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015	Date: 11 October 2013 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca
Proposed Calendar Entry: HIST 235 (3) History of Canada: Moments that Matter An introduction to major turning points in Canadian history. Exploration of the social, political, cultural, and environmental transformations/revolutions that have shaped Canada from early European colonialism to the twenty-first century.	Present Calendar Entry: HIST 235 (6) History of Canada Canadian politics, society, and economy in their intellectual and cultural contexts. Type of Action: Conversion of HIST 235 from a 6-credit to a 3-credit course; updating of Canadian history curriculum and 235 content; title modification. Rationale for Proposed Change: HIST 235 (6), a Pre- and Post-Confederation survey course, has been a staple of history curricula in Canada for generations. Traditionally this course focused on covering all the important events and developments of Canada's past, an exercise that is now recognized as unrealistic and undesirable from a pedagogical point of view. We intend to replace this 6-credit course with two courses (HIST 235 and HIST 236) that we believe better reflect our current pedagogical aims and the state of the Canadian history field. HIST 235 (3) will be designed as an introduction to major turning points or critical moments in Canada's past. Eschewing the outdated survey course's focus on coverage the revised HIST 235 examines key developments (10-12 in a 13-week term) that help students understand periodization, evidence, interpretation, change over time, and history's relationship to the present. Each major theme of the course will be presented in lecture and investigated through primary and secondary sources. The idea is to deepen the students' understanding of these important moments and to introduce them to how historians think: that conclusions about the past are based on evidence and argument and that historians diverge in opinion about the past. Focused on developing historical skills related to reading, researching, and writing, this new format will enable us to better prepare students for complementary upper year courses. On a practical note, recently we have found History students and others interested in gaining a background in how to think about Canadian history in the 21 st century (from education, journalism, other Arts and Science programs, etc) would prefer



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	<p>a 3-credit introduction. At the same time, students are now more likely to do coop, foreign study, and the like, in their 2nd and/or 3rd year; having 3 credit options at the 200 level will facilitate co-curricular choices and will be more flexible (and thus be more attractive) for potential students.</p>
<p>Proposed Calendar Entry:</p> <p>HIST 236 (3) Public History in Canada: Memory, Representation, and Interpretation</p> <p>An introduction to public history in Canada. An exploration of the politics and practice of representing the past in a variety of sites, and questions of historical interpretation, memory, and audience.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: In updating our Canadian history offerings at the second year, the History Department has reduced HIST 235 – History of Canada from a 6-credit survey to a 3-credit course focused on key moments in the nation's past. [See Course change for HIST 235]. We seek to maintain 6-credits in Canadian History at the second year with HIST 236.</p> <p>Specialists in the area are keen to add a complement to the renewed HIST 235 in the form of a public history course that examines how the History of Canada engages the present. This course will help students develop a critical awareness of how history gets made and disseminated, used and abused.</p> <p>The History Department's second year courses offer students a unique learning environment focused on methods of historical practice, research skills, historical writing, and public history. HIST 236 is a public history course that will be an excellent venue for teaching and learning Canadian history.</p>
<p>Faculty: Arts Department: HIST Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015</p>	<p>Date: 27 September 2013 Contact Person: Julie MacArthur Phone: 822-4101 Email: julie.macarthur@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 256 (3) History of Africa</p> <p>An introduction to selected themes and historical approaches in African history. These may include African geography and identities, sources and methodology, pre-modern state formation, gender relations, world religions, labour systems, colonialism and post-colonialism.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This course will provide an introduction to the History of Africa to students. It is proposed as a permanent addition to the existing regional surveys at the 200-level, which at present does not include any study of the African continent. It will provide a foundation for students looking to take upper-level courses in African history. A significant portion of the course will also be dedicated to the pre-modern era of African history, for which we currently have</p>



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	no other courses.
Faculty: Arts Department: History Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015	Date: 18 September 2013 Contact Person: Sebastian R. Prange Phone: 822-6152 Email: s.prange@ubc.ca
Proposed Calendar Entry: HIST 280 (3) Islamic World History The history of the Islamic world in its global dimensions from its origins to the present day through the themes of religion, law, politics, culture, and modernity.	Present Calendar Entry: None Type of Action: Create New Course Rationale for Proposed Change: This course is taught in 2013/14 as a thematic Hist104 "Topics in World History" to 90 students. It is proposed as a permanent addition to the existing regional surveys at the 200-level, which at present does not include any course focused on the history of the Middle East or the wider Muslim world. Note that because of the historical evolution of the "Islamic world" (from Arabia to Asia, Africa, and Europe), no regional designator (such as "Middle East") can adequately encompass the remit of this course. Also note that this is not a course on religion but about the historical development of Islamic states and societies.
Faculty: Arts Department: History Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015	Date: 20 November 2013 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca
Proposed Calendar Entry: HIST 282 (3) Cultural Histories of Media: From Writing to Tweeting The history of different forms of media in global perspective, with particular attention to audiovisual electronic media.	Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: There is currently no course that covers this material in a comprehensive way. The course will expand the department's new thematic offerings at the 200 level and appeal to a wide range of constituencies across the university.
Faculty: Arts Department: HIST Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014	Date: Nov. 25, 2013 Contact Person: Daniel Vickers Phone: 7-5178 Email: Daniel.vickers@ubc.ca
Proposed Calendar Entry: HIST 327 (3) Colonial America: Encounter & Settlement, 1607-1763 Encounters between European, African, and Indigenous North American peoples as well as the history of the colonies within the Atlantic world, from the late sixteenth century to the eve	Present Calendar Entry: HIST 327 (3) American Colonial History, 1607-1763 A comparative study of the social, economic and political characteristics of the thirteen colonies as they changed from small European outposts to more mature societies.

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<p>of the American Revolution.</p>	<p>Type of Action: Change title and description</p> <p>Rationale for Proposed Change: The current title and description were written many years ago by Alan Tully, who now lives in Texas. The course is now taught alternately by two professors, one of whom specializes in aboriginal history, the other of whom is an historian of the Atlantic region. The old title and description no longer apply to the subject matter taught in the course.</p>
<p>Faculty: Arts Department: HIST Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-2015</p>	<p>Date: 11 October 2013 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 328 (3) Rebels in America: Revolution to Civil War, 1763-1865</p> <p>Issues in U.S. history from the colonial era through the Civil War, including the causes of the American Revolution; slavery; aboriginal peoples; labour, gender, and industrialization.</p>	<p>Present Calendar Entry:</p> <p>HIST 328 (3) Revolutionary America and the Formation of the United States</p> <p>This course will examine both the origins of the American Revolution and its social and political consequences. It will focus on the breakdown of the old imperial system, the war for independence, the transformation of the colonies into republican polities, the creation of a national government, and the impact of the Revolution on slavery, social relations and political culture in the new nation.</p> <p>Type of Action: Change of title and description.</p> <p>This will consolidate 2 courses (HIST 328 and 330) into a single course (HIST 328)</p> <p>Rationale for Proposed Change: To rationalize our course offerings and to eliminate from the calendar a course we no longer teach. We would expect that there will be enhanced enrollments as a result of this change, and that our students will find our offerings logically more consistent and rational.</p>
<p>Proposed Calendar Entry:</p> <p>HIST 334 (3) Senegambia to South Carolina, Ghana to Georgia: African-American History, 1450-1850</p> <p>The history of African Americans from the beginnings of the African slave trade in the 15th Century through the mid-1800s and the coming of the U.S. Civil War.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new course, but note that HIST 332, African-American History, a 6-credit, year-long course, is being divided into HIST 334 & HIST 335, two, 3-credit courses.</p> <p>Rationale for Proposed Change: HIST 332 (6 cr) has been suffering from declining enrolments over the past several years. We propose</p>



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	<p>to divide the course into two 3-credit courses, HIST 334 & HIST 335, in order to better meet student and faculty scheduling needs. This also opens up the possibility of offering each half of the chronology in alternate years, better reflecting UBC student demand for African American history. Given the fundamental shift in the history of African-Americans starting with the US Civil War, this course is well suited to division into 2 parts—before and after the Civil War.</p>
<p>Proposed Calendar Entry:</p> <p>HIST 335 (3) From Slavery to Citizenship and Beyond: African-American History, 1850 to the Present</p> <p>The history of African-Americans from the Civil War and emancipation through the present. Topics include the “Jim Crow” system; the Harlem Renaissance; the Civil Rights Movement; and the current economic and political status of Americans of African ancestry.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new course, but note that HIST 332, African-American History, a 6-credit, year-long course, is being divided into HIST 334 & HIST 335, two, 3-credit courses.</p> <p>Rationale for Proposed Change: HIST 332 (6 cr) has been suffering from declining enrolments over the past several years. We propose to divide the course into two 3-credit courses, HIST 334 & HIST 335, in order to better meet student and faculty scheduling needs. This also opens up the possibility of offering each half of the chronology in alternate years, better reflecting UBC student demand for African American history. Given the fundamental shift in the history of African-Americans starting with the US Civil War, this course is well suited to division into 2 parts—before and after the Civil War.</p>
<p>Faculty: Arts Department: Linguistics Faculty Approval Date: February 13, 2014 Effective Session (W or S): Winter Effective Academic Year: 2014</p>	<p>Date: November 27, 2013 Contact Person: Lisa Matthewson Phone: 2-3571 Email: lisa.matthewson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LING 345 (3) Pragmatics</p> <p>Selected topics in pragmatics and information structure, including variations in their cross-linguistic expression and the corresponding influence of sentence form on context.</p> <p>Prerequisites: LING 201 or ENGL 331 or PHIL 220.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Pragmatics (the study of how language meaning and form reflect and influence sentence context) is one of the core areas of linguistics. At the current time, pragmatics is taught within Linguistics only in a small module in LING 327, Introduction to Semantics, and in occasional offerings in LING 447, Topics in Linguistics. The Department of Linguistics now has the capacity and expertise to offer a full course in pragmatics. This pragmatics course will expand our upper-level course offerings for Linguistics majors, and will help balance the number of courses offered for students interested in the syntax/semantics area, as opposed to the phonetics/phonology area. Since this topic of study is by nature interdisciplinary, the course will be of</p>



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	interest not just to Linguistics and Speech Science majors, but also to students from other departments within Arts and possibly beyond the Arts faculty.
Faculty: Arts Department: Medieval Studies Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014-15	Date: November 28, 2013 Contact Person: Chantal Phan Phone: 604-822-4038 Email: chantal.phan@ubc.ca
Proposed Calendar Entry: MDVL 210 (3) Introduction to Medieval Studies A survey of the study of the medieval period in Western Europe (400-1550), integrating history, literature, and the arts; topics vary from year to year; interested students should consult the Medieval Studies advisor	Present Calendar Entry: None Type of Action: Create new course. Rationale for Proposed Change: Medieval Studies is reconstructing its curriculum offerings into a series of 3-credit core courses at the second-, third-, and fourth-year level to build on each other and create a cohort of students across 3 years. MDVL 210 is a lecture course that provides an introduction to Medieval Studies, emphasizing writing, methodology and interdisciplinarity.
Proposed Calendar Entry: MDVL 310 (3/6)d Topics in Medieval Studies Interdisciplinary approaches to selected topics in medieval history, literature, and the arts; topics vary from year to year; interested students should consult the Medieval Studies advisor.	Present Calendar Entry: None Type of Action: Create new course. Rationale for Proposed Change: Medieval Studies is reconstructing its curriculum offerings into a series of 3-credit core courses at the second-, third-, and fourth-year level to create a cohort of students across 3 years. MDVL 310 is a lecture course that focuses on a particular topic in Medieval Studies, emphasizing writing, methodology and interdisciplinarity, building on the proposed MDVL 210 Introduction to Medieval Studies.
Proposed Calendar Entry: MDVL 490 (3/6) d Research Seminar in Medieval Studies An intensive research seminar in a specific period, area, or issue integrating topics in medieval history, literature, and the arts; topics vary from year to year; interested students should consult the Medieval Studies advisor.	Present Calendar Entry: None Type of Action: Create new course. Rationale for Proposed Change: Medieval Studies is reconstructing its curriculum offerings into a series of 3-credit core courses at the second-, third-, and fourth-year level to create a cohort of students across 3 years. MDVL 490 is a seminar course that provides a research intensive experience in Medieval Studies, culminating in the production of an original research project that satisfies the Faculty of Arts Research requirement.



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<p>Faculty: ARTS Department: Sociology Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: November 21, 2013 Contact Person: Amy Hanser Phone: Email: hanser@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SOCI 423 (3) Sociology of Food</p> <p>Cultural, economic, and political aspects of food production and consumption, including connections to class, ethnicity and gender. Food-related social movements will be included. Prerequisite: SOCI 100.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new Course</p> <p>Rationale for Proposed Course: Studies of food, including its production, distribution and consumption, represent a growing area of research within sociology. The course provides an opportunity to broaden course offerings within sociology as well as to complement other university programs that address food-related themes but may not take up specifically sociological frameworks for understanding inequality, culture and identity, and the economic and political organization of food production and consumption.</p> <p>Food and the activities associated with food—its production, distribution, and its preparation and consumption—represent one of the most mundane and yet simultaneously most significant elements of our society. This course will explore food in society through a variety of perspectives and approaches. The course will consider the cultural aspects of food production and especially consumption, considering the ways in which class and status hierarchies are expressed through food, how ethnic identities are often closely tied to food, as well as the ways in which cultural constructions of gender relate to food preparation and consumption. Second, the course will examine the politics of food production and consumption, starting with the case of North America and the industrial and organic food chains and then considering the profoundly global context in which much food is produced and sold. The course will also take a look at the “food politics” of food regulation as well as the politics of debates about the “obesity epidemic” and eating in North America. Third, the course will consider social movements that have emerged in recent decades in relation to food production and consumption: Social movements promoting alternative food systems, for example, as well as the rise of a local food movement and movements advocating ethically-produced foods.</p>
<p>Faculty: ARTS Departments: SOCI Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: 9/24/2013 Contact Persons: Alexia Bloch, Thomas Kemple Phone: 604-822-4635, 2-3579 Email: abloch@mail.ubc.ca, kemple@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: None</p>



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<p>SOCI 480 (3/6) c Urban Ethnographic Field School (UEFS)</p> <p>The class combines approximately 50 hours of volunteering and fieldwork based in community organizations with theoretical approaches to urban spaces. Students will engage in collaborative research while considering a range of theoretical and methodological approaches.</p> <p><i>Prerequisite:</i> SOCI100, or by permission of the instructor(s). Equivalency ANTH480.</p>	<p>Type of Action: Create new course</p> <p>Rationale for Proposed Course: The course has run as a field school for the past four years (2009-2012) and has used the course numbers Anth409A/Soci495A (Topics in Applied Anthropology and Special Topics, respectively). This new course number will provide greater visibility for the course in the University Calendar. Students will now be able to choose to have 6 credits from either ANTH or SOCI registered on their transcripts, or 3 credits from each discipline.</p> <p>The course will continue to be field based and focused on Vancouver as a site of study. Students will learn how to use ethnographic methods and how to conduct collaborative research in urban settings with community partners. In class, students will discuss the intersections of space, diverse histories, and political projects, in order to understand communities that comprise urban Vancouver. Class work will include dialogues about theoretical and methodological problems surrounding ethnographic research. Students will engage in approximately 50 hours of ethnographic research through volunteer placements with community organizations. In regularly scheduled workshops we will explore specific techniques of ethnographic inquiry in relation to the students' fieldwork experiences, and in seminar discussions students will examine the theory and method of ethnography in urban settings, as well as theoretical directions especially pertinent to urban research, such as questions of cosmopolitanism, gentrification, freedom and social exclusion, how people inhabit a place, immigration, and diaspora. Classes may also include guest speakers, films, and fieldtrips to Vancouver neighbourhoods and community organizations.</p>
<p>Faculty: ARTS Department: SOCI Faculty Approval Date: February 13, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: November 4, 2013 Contact Person: Amy Hanser Phone: Email:</p>
<p>Proposed Calendar Entry:</p> <p>SOCI 490 (3) Contemporary Chinese Society Current social topics in Chinese society; perspectives on gender, inequality, culture and social relations. <i>Prerequisite:</i> SOCI 100.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Course: This course is intended to fill a significant gap in the UBC course offerings related to China. The university has identified China as a key strategic area, and the growing significance of China economically, politically and culturally makes understanding of contemporary social issues in the country critical. A sociology course focused</p>



	<p>substantively on Chinese society would provide an important complement to courses in Political Science on Chinese politics and courses in Asian Studies on Chinese culture, art and literature while at the same time covering distinct terrain, including gender and economic stratification, demographic issues, and social movement topics that are well addressed within a sociology framework.</p> <p>Topics will include: Gender relations, economy/labour/stratification, family/aging/population, popular culture/consumer culture, the Internet and state-society relations, and contemporary social movements.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: Faculty Approval Date: March 13, 2014</p> <p>Effective Session : 2014W Year: 2014W for Change</p>	<p>Date: March 1, 2014 Contact Person: Pam Lim Phone: 604-822-9216 Email: pam.lim@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Entrepreneurship</p> <p>Third Year</p> <p>Third year of this option requires that students complete:</p> <ul style="list-style-type: none"> • COMM 382, 387 <p>Fourth Year</p> <p>Fourth year of this option requires that students complete:</p> <ul style="list-style-type: none"> • COMM 466 • 6 credits from approved Entrepreneurship courses listed on BCom website 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,0</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create New Entrepreneurship Option in the BCOM program</p> <p>Rationale: There is high demand among BCOM students for an Entrepreneurship Option. This will replace the existing Entrepreneurship Concentration which will be discontinued after current students in the Concentration have completed the program.</p> <p>All of the courses are either existing COMM courses, or have been run as pilot courses. The pilot courses are included below for approval with this proposal.</p>
<p>Proposed Calendar Entry:</p> <p>COMM 280 (3) Entrepreneurship</p> <p>Entrepreneurial essentials from creating viable opportunities through building a founding team, strategic planning, going to market, fleshing out an organization and planning the future of the business.</p> <p>Cannot be taken for Credit/D/Fail</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale: This course is not part of the proposed BCOM Entrepreneurship Option; it is available to all undergraduate students at UBC in response to demands from many programs. This course has been offered previously as a pilot course (COMM 486A). Four sections were offered as a pilot in 2013W – all four sections filled to capacity quickly.</p> <p>X Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>Rationale for not being available for Cr/D/F: This course may be used in the future to satisfy required credits in commerce minor programs.</p>
<p>Proposed Calendar Entry:</p> <p>COMM 382 (3) Economics of Entrepreneurship and Innovation</p> <p>Fundamental economic issues faced by entrepreneurs who want to commercialize innovations within start-ups and established firms.</p> <p>Cannot be taken for Credit/D/Fail</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale: This is a required course to satisfy the new Bachelor of Commerce Entrepreneurship option.</p> <p>This course has been offered previously as a pilot course (COMM 486T).</p> <p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a required course in the BCOM Entrepreneurship Option</p>
<p>Proposed Calendar Entry:</p> <p>COMM 387 (3) Entrepreneurial Finance</p> <p>Financial issues encountered by those active on the investing side of entrepreneurship, such as working for banks, venture capital firms or corporate venture organizations, or anyone interacting with entrepreneurs and private equity investors.</p> <p>Cannot be taken for Credit/D/Fail</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale: This is a required course to satisfy the new Bachelor of Commerce Entrepreneurship option.</p> <p>This course has been offered previously as a pilot course (COMM 486K).</p> <p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a required course in the BCOM Entrepreneurship Option</p>
<p>Proposed Calendar Entry:</p> <p>COMM 389 (3) Creativity in Business</p> <p>The role and importance of creativity in developing successful business solutions.</p> <p>Cannot be taken for Credit/D/Fail</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create New Course</p> <p>Rationale: This is a required course to satisfy the new Bachelor of Commerce Entrepreneurship option.</p> <p>This course has been offered previously as a pilot course (COMM 486K).</p>

	<p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This may be used to meet the BCOM Entrepreneurship Option requirements</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: Faculty Approval Date: March 13, 2014 Effective Session 14W Term 1 Year 2014 for Change	Date: January 30, 2014 Contact Person: Brian Bemmels Phone: 604-822-0156 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: COEC – Commerce and Economics	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code Present Calendar Entry: None Type of Action: Introduce a new course code COEC, for Commerce and Economics, to be used for all Commerce courses in the Bachelor of International Economics program. Rationale: Several commerce courses are included in the Bachelor of International Economics introduced by the Faculty of Arts last year. These courses are the same as courses included in the BCOM program. However, using these courses with the COMM course code has resulted in several administrative problems: Arts schedulers do not have access to COMM courses for scheduling; and BCOM students were trying to register for sections open only to BIE students. Changing the course code will clearly differentiate the sections of these courses in the BIE program from the sections of the courses in the BCOM program. This will avoid scheduling problems for BIE and Arts schedulers who do not have access to COMM courses for scheduling, but still allow a portion of the tuition for the courses to flow to Sauder as the teaching faculty. Arts will have access to COEC for scheduling, but Sauder will be the teaching faculty for budgets. This arrangement has been worked out with the Faculty of Arts and VSE.
Proposed Calendar Entry:	URL: Present Calendar Entry: http://www.calendar.ubc.ca/vancouver/index.cfm



<p>Program Requirements</p> <p>First Year</p> <p>ECON 101, 102^{1,2}</p> <p>COEC 126</p> <p>WRDS 150</p> <p>MATH 104 (or 184), 105</p> <p>Electives</p> <p>Second Year</p> <p>ECON 204</p> <p>ECON 205</p> <p>ECON 227 and 228</p> <p>ECON 255</p> <p>COEC 293</p> <p>Electives</p> <p>Third Year</p> <p>ECON 370</p> <p>3 additional credits of Economics numbered 300 or higher</p> <p>COEC 298, 371, 394</p> <p>Electives</p> <p>Fourth Year</p> <p>ECON 493, 494, 441, 455</p> <p>COEC 377, 498</p> <p>Electives</p>	<p>x.cfm?tree=12,304,932,1509</p> <p>Program Requirements</p> <p>First Year</p> <p>ECON 101, 102^{1,2}</p> <p>COMM 126</p> <p>WRDS 150</p> <p>MATH 104 (or 184), 105</p> <p>Electives</p> <p>Second Year</p> <p>ECON 204</p> <p>ECON 205</p> <p>ECON 227 and 228</p> <p>ECON 255</p> <p>COMM 293</p> <p>Electives</p> <p>Third Year</p> <p>ECON 370</p> <p>3 additional credits of Economics numbered 300 or higher</p> <p>COMM 298, 371, 394</p> <p>Electives</p> <p>Fourth Year</p> <p>ECON 493, 494, 441, 455</p> <p>COMM 377, 498</p> <p>Electives</p> <p>Type of Action: Update BIE program requirements to reflect new COEC course code</p> <p>Rationale: Update of program requirements to include new COEC course code for commerce courses in BIE program.</p> <p>This arrangement has been worked out with the Faculty of Arts and VSE.</p>
<p>Proposed Calendar Entry:</p> <p>COEC 126 (3) Data: Description, Display, and Inference</p> <p>Use of data and statistics to convey information on important issues of the world economy. Credit will be given for only one of COEC 126</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE</p>



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<p>or COMM 126.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>program.</p> <p>This course is the same as the existing course COMM 126.</p>
<p>Proposed Calendar Entry:</p> <p>COEC 293 (3) Financial Accounting</p> <p>Construction and interpretation of financial reports prepared primarily for external use. Credit will be given for only one of COEC 293 or COMM 293.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 293.</p>
<p>Proposed Calendar Entry:</p> <p>COEC 298 (3) Introduction to Finance</p> <p>Basic principles of financial valuation, including the time-value of money and the risk/return tradeoff. Develops tools for the quantitative analysis of corporate and/or individual financing and saving decisions, and of capital budgeting decisions. Credit will be given for only one of COEC 293 or COMM 293.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i></p> <p><i>Prerequisite:</i> COEC 293 and ECON 204.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 298</p>
<p>Proposed Calendar Entry:</p> <p>COEC 371 (3) Investment Theory</p> <p>Basic concepts of finance, including security valuation, security markets, and financial decisions concerning risk and return. Credit will be given for only one of COEC 371 or COMM 371.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> COEC 298.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 371.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: None</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>COEC 377 (3) International Financial Markets and Institutions</p> <p>Structure, nature and institutions of foreign exchange markets, including spot, forward, futures, options, and offshore currency markets. Factors affecting exchange rates are also discussed. Credit will be given for only one of COEC 377 or COMM 377.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> COEC 371.</p>	<p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 377.</p>
<p>Proposed Calendar Entry:</p> <p>COEC 394 (3) Government and Business</p> <p>Roles of government and business in the Canadian economy including effects of public policy on the business environment. Ethical foundations of government, business and personal decision-making.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> ECON 204.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 294.</p>
<p>Proposed Calendar Entry:</p> <p>COEC 498 (3) International Business Management</p> <p>Development of general environmental framework for international business studies by drawing on international and development economics, research into government-business relations and studies in comparative socio-cultural systems and political systems. Credit will be given for only one of COEC 498 or COMM 498.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course code and number for commerce courses included in BIE.</p> <p>Rationale: This new course code and number is being introduced to avoid administrative issues with using COMM courses in the BIE program.</p> <p>This course is the same as the existing course COMM 498.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: March 13, 2014 Effective Session 14W Year 2014-15	Date: March 21, 2014 Contact Person: Pam Lim Phone: 604-822-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: COMM 186 (1.5-12) d Topics in Business 1	Present Calendar Entry: None Type of Action: Create New Course Rationale: To serve as a first year level course number for first year level special topics or pilot courses. Currently Sauder has only COMM 486 for pilot courses, and this number has been confusing for students if the pilot course is in earlier years of the program.
Proposed Calendar Entry: COMM 286 (1.5-12)d Topics in Business 2	Present Calendar Entry: None Type of Action: Create New Course Rationale: To serve as a second year level course number for second year level special topics or pilot courses. Currently Sauder has only COMM 486 for pilot courses, and this number has been confusing for students if the pilot course is in earlier years of the program.
Proposed Calendar Entry: COMM 386 (1.5-12) d Topics in Business 3	Present Calendar Entry: None Type of Action: Create New Course Rationale: To serve as a third year level course number for third year level special topics or pilot courses. Currently Sauder has only COMM 486 for pilot courses, and this number has been confusing for students if the pilot course is in earlier years of the program.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: February 2014 Effective Session 2014W Term 1 Year 2014 for Change	Date: January 29, 2014 Contact Person: Pam Lim Phone: 604-822-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: COMM 395 (3) Business Communications Understanding non-written communications in day-to-day business. Cannot be taken for Credit/D/Fail	URL: http://www.students.ubc.ca/calendar/courses.cfm?code=C OMM Present Calendar Entry: None Type of Action: New Course Rationale: This is a required course to satisfy the Bachelor of Commerce Business Communications requirement starting in 2013W. This course has been offered previously as a pilot course. The course outline is attached.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: COMM Department: Faculty Approval Date: Effective Session Winter Term 1 Year 2014 for Change	Date: April 10, 2013 Contact Person: Pam Lim Phone: 2-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.199.295.776 Present Calendar Entry: <i>Chinook Option</i> <i>Third Year</i> Third year of this option requires that students complete: <ul style="list-style-type: none">• COMM 384• 6 credits of 300 or 400 level Commerce <i>Fourth Year</i> Fourth year of this option requires that students complete: <ul style="list-style-type: none">• COMM 385• 6 credits of 300 or 400 level Commerce Type of Action: <i>Delete option</i> Rationale: <i>Option has been suspended due to lack of demand. After 10 years we have not had one student in the option.</i>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date:</p> <p>Effective Session 14W Term 1 Year 2014 for Change</p>	<p>Date: February 13, 2014 Contact Person: Leanne Kearns Phone: 2-8447 Email: Leanne.kearns@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry:</p> <p>COMM 184 (3) Chinook I An applied overview of the functional areas of business, business practice evaluations, and Aboriginal values on business practices. Restricted to students who are currently enrolled in the Chinook Diploma Program at Chinook Partner Institutions. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Delete COMM 184 (3).</p> <p>Rationale: Course is part of the Ch'nook option, which will no longer be offered.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry:</p> <p>COMM 284 (3) Chinook Work Placement Supervised work experience, normally taken in the summer prior to the final year of studies.</p>

	<p>Restricted to students who are currently enrolled in the Chinook Diploma Program at Chinook Partner Institutions. Pass/Fail. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Delete COMM 284 (3).</p> <p>Rationale: Course is part of the Ch'nook option, which will no longer be offered.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry:</p> <p>COMM 285 (3) Ch'nook 2 Applied Business Problems Business problems of concern to Aboriginal business. Particular attention will be given the identification and application of best practices in an Aboriginal context.</p> <p>Type of Action: Delete COMM 285 (3).</p> <p>Rationale: Course is part of the Ch'nook option, which will no longer be offered.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry:</p> <p>COMM 384 (3) Chinook III Industry Analysis & Opportunity Identification Detailed analysis of an industry of the student's choice focusing on</p>

	<p>issues of key success factors, industry segmentation, and opportunity identification-evaluation. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Delete COMM 384 (3).</p> <p>Rationale: Course is part of the Ch'nook option, which will no longer be offered.</p>
Proposed Calendar Entry:	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry:</p> <p>COMM 385 (3) Chinook IV New Business Planning The development of a new business plan, from new business idea through to implementation planning. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Delete COMM 385 (3).</p> <p>Rationale: Course is part of the Ch'nook option, which will no longer be offered.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: COMM Department: Faculty Approval Date: March 7, 2013 Effective Session Winter Term 1 Year 2014 for Change	Date: December 5, 2013 Contact Person: Pam Lim Phone: 2-9216 Email: pam.lim@sauder.ubc.ca
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URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,133>

Present Calendar Entry:

Degree Requirements

...

Bachelor of Commerce

...

Chinook Option

Third Year	
Three of COMM 290, 295, 392, 393, 394, and 399 ¹	9
Electives, including at least 6 credits of non-Commerce Electives ²	12
Option Requirements (as specified below)	9
Total Credits	30
Fourth Year	
COMM 497	3
COMM 491 or COMM 498	3
Electives, including at least 6 credits of non-Commerce electives ²	15
Option Requirements (as specified below)	9
Total Credits	30

¹ Whichever courses were not taken in first and second year of the Chinook Business Diploma.

² The Bachelor of Commerce requires a minimum of 12 credits of non-Commerce electives in third and fourth years combined. Additional electives in third and fourth years may be either Commerce or non-Commerce courses. See Electives for more information.

The Chinook Option is being discontinued due to lack of demand. After 10 years we have not had one student in this option. Sauder is developing/piloting other program initiatives to encourage and support Aboriginal students in the BCOM program, and provide enhanced coverage of Aboriginal issues related to business in the curriculum.



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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts Department: CNERS Faculty Approval Date: February 13, 2014 Effective Session (W or S): W14	Date: November 30, 2013 Contact Person: Thomas Schneider Phone: 74316 Email: thomas.schneider@ubc.ca
Enrolment Services: The program has requested a new specialization code of CNAR for the renamed program.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1136
Proposed Calendar Entry: Classical and Near Eastern Archaeology ... Members ... Associate Professors L. Bablitz, E. Cooper, R. Cousland, F. De Angelis, S. McElduff , R. Menkis, D. Neufeld. ... Master of Arts Admission Requirements Prerequisites for the M.A. program include a Bachelor of Arts in Classics (Greek and Latin), Classical Studies (non-language program), Near Eastern Studies, Religious Studies, or a related discipline. For details on language prerequisites, see the Program .	Present Calendar Entry: Classical Archaeology ... Members ... Assistant Professors R. Ahmed, A.S. Chaudhry, K. Fisher, G. E. Gardner, M. Griffin, S. McElduff , S. J. Milstein, F. Yoon. ... Master of Arts Admission Requirements Prerequisites for the M.A. program include a Bachelor of Arts in Classics (Greek and Latin), Classical Studies (non-language program), Near Eastern Studies, Religious Studies, or a related discipline. For details on language prerequisites and requirements , see the Program.
Program Requirements The M.A. program requires 24 credits of coursework, the writing of an MA thesis worth 6 credits (CNRS 549) , and two comprehensive examinations. The 24 credits of coursework must include CNRS 500, and 18 must be numbered 500 or above (graduate courses), while the remaining 6 may, at the discretion of the program, be at the 300- or 400-level. Students who come into the program without any archaeological field training are also required to take part in an approved archaeological field project. Ancient Language Requirements	Program Requirements The M.A. program requires a minimum of 30 credits of coursework and two comprehensive examinations. Of the 30 credits, 24 must be numbered 500 or above (graduate courses), while the remaining 6 may, at the discretion of the program, be at the 300- or 400-level. Students have the option of writing a major piece of guided research. Students interested in this option must consult with the Archaeology Graduate Committee. Students who come into the program without any archaeological field training are also required to take part in an approved archaeological field project.

Comment [I1]: Enrolment Services: Please note hyperlink. The one currently in the Calendar is broken.



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Students who enter without a reasonable competence in one of the ancient languages (Greek, Latin, Hebrew, Akkadian, or Egyptian hieroglyphs) at the intermediate level are required to attain a reasonable competence during their two years of study. Any courses taken to satisfy this requirement do not count toward the 30 credits required for the program.

Modern Language Requirements

Students are required to demonstrate reading knowledge of an approved modern language (usually French, German or Italian). This requirement must be met before the end of the first year of study. Any courses taken to satisfy this requirement do not count towards the 30 credits required for the program.

Contact Information

...

Ancient Language Requirement

~~Students who come into the program without already having attained a reasonable competence in one of the ancient languages (Greek, Latin, Hebrew, Akkadian, or Egyptian hieroglyphs) at the intermediate level are also required to do so during their two years of study.~~ Any courses taken to satisfy this requirement do not count toward the 30 credits ~~of coursework~~ required by the program.

Modern Language Requirement

~~Students are required to demonstrate a reading knowledge of an approved modern language (usually French, German or Italian). This requirement must be met before the end of the first year of study. It may be met by the successful completion of reading courses (such as French 341 and German 433 and German 434) offered by the modern language departments, or by challenge.~~ Any courses taken to satisfy this requirement do not count towards the 30 credits ~~of coursework~~ required by the program.

Contact Information

...

Type of Action:

Change program name; assign new specialization code of CNAR to renamed program; change Program Requirements; simplification of the Calendar entry.

Rationale for Proposed Change:

The name change was approved by the Department as early as 2003 and has been in use since but has never been formally implemented. Under "Program Overview", the Calendar itself refers to the graduate program "in Classical and Near Eastern Archaeology". The proposed name change gives formal acknowledgment to the interdisciplinary nature of the program as it has been taught for the past ten years.

In April 2013, the department approved a mandatory 6 cr. thesis for all of its MA programs. The option of a "major paper" worth 3 cr. has been abolished. This is reflected in the changed amounts of credits. The new text also clarifies language requirements.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts Department: First Nations Studies Program Faculty Approval Date: February 13, 2014 Effective Session: Winter Effective Academic Year: 2014/2015	Date: November 28, 2013 Contact Person: Dr. Glen Coulthard Phone: (604) 822-2880 Email: gsc@mail.ubc.ca
Proposed Calendar Entry: FNSP 501 (3/6) d Special Topics	URL: N/A Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: There is a growing demand on FNSP faculty to offer graduate courses for their students, either as a “directed study” or “special topics.” We have decided to add both to our course listings to accommodate this demand as we begin to develop graduate programming, which we do not have at this time. As FNSP transitions to “institute status,” faculty and staff will undergo the development of a full graduate program, beginning at the MA level. We have included a proposal for FNSP 501 and FNSP 533 because there is a demand for both among our students and faculty.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts Department: First Nations Studies Program Faculty Approval Date: February 13, 2014 Effective Session: Winter Effective Academic Year: 2014/2015	Date: November 28, 2013 Contact Person: Dr. Glen Coulthard Phone: (604) 822-2880 Email: gsc@mail.ubc.ca
Proposed Calendar Entry: FNSP 533 (3/6) c Directed Study	URL: N/A Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: There is a growing demand on FNSP faculty to offer graduate courses for their students, either as a “directed study” or “special topics.” We have decided to add both to our course listings to accommodate this demand as we begin to develop graduate programming, which we do not have at this time. As FNSP transitions to “institute status,” faculty and staff will undergo the development of a full graduate program, beginning at the MA level. We have included a proposal for FNSP 501 and FNSP 533 because there is a demand for both among our students and faculty.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Law Department: Law Faculty Approval Date: December 12, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p>	<p>Date: December 13, 2013 Contact Person: Chira Perla Phone: 2-0308 Email: perla@law.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Law</p> <p>...</p> <p>Program Overview</p> <p>The following provides a general overview of the graduate programs offered at the Faculty of Law. For more comprehensive information please refer to the Faculty of Law.</p> <p>UBC's Faculty of Law is rich in the spirit of enquiry, committed to scholarship of the highest calibre, and ranks as one of Canada's longest-established graduate programs in law. Its faculty and students at all levels, ranging from the professional degree program through LL.M. or LL.M. (Common Law) studies to the Ph.D. program, combine to make it one of the world's most intellectually exciting, challenging, and rewarding places to pursue graduate studies in law.</p> <p>UBC graduate students in law are a culturally, ethnically, and linguistically diverse body of outstanding students from Canada and around the world. All share common facilities and enjoy the benefit of a collegial life organized both formally</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1186</p> <p>Present Calendar Entry:</p> <p>Law</p> <p>...</p> <p>Program Overview</p> <p>The following provides a general overview of the graduate programs offered at the Faculty of Law. For more comprehensive information please refer to the Faculty of Law.</p> <p>UBC's Faculty of Law is rich in the spirit of enquiry, committed to scholarship of the highest calibre, and ranks as one of Canada's longest-established graduate programs in law. Its faculty and students at all levels, ranging from the professional degree program through LL.M. or LL.M. (Common Law) studies to the Ph.D. program, combine to make it one of the world's most intellectually exciting, challenging, and rewarding places to pursue graduate studies in law.</p> <p>UBC graduate students in law are a culturally, ethnically, and linguistically diverse body of outstanding students from Canada and around the world. All share common facilities and enjoy the benefit of a collegial life organized both formally</p>



<p>through the Faculty and informally through the Graduate Law Student's Association, creating an unsurpassed graduate school experience. Each of our graduate degree programs is carefully structured around a core seminar providing essential foundations of knowledge appropriate for LL.M. (Common Law), LL.M., or Ph.D. studies, as the case may be. Faculty supervisors work closely with students in thesis-based degrees, and course instruction is provided by enthusiastic, highly qualified law teachers who together teach one of the most wide-ranging law school programs in Canada.</p> <p>The deadlines for application to all graduate programs in the Faculty of Law are: January 15 for the thesis-based LL.M. and Ph.D. programs; December 1 for the LL.M. (Common Law). Early application is encouraged.</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> <p>Admission to the Ph.D. program requires an LL.B. or J.D., as well as an LL.M. or equivalent, from a recognized institution indicating a superior level of academic performance in a field of specialization that will support the applicant's Ph.D. research. In exceptional circumstances applicants who do not meet these requirements, but who, in the opinion of the Faculty of Law Graduate Committee, possess qualifications appropriate for admission to the doctoral program, may be considered for provisional acceptance dependent upon successful completion of one or more law courses prior to formal acceptance. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission. External or correspondence degrees are not eligible</p>	<p>through the Faculty and informally through the Graduate Law Student's Association, creating an unsurpassed graduate school experience. Each of our graduate degree programs is carefully structured around a core seminar providing essential foundations of knowledge appropriate for LL.M. (Common Law), LL.M., or Ph.D. studies, as the case may be. Faculty supervisors work closely with students in thesis-based degrees, and course instruction is provided by enthusiastic, highly qualified law teachers who together teach one of the most wide-ranging law school programs in Canada.</p> <p>The deadlines for application to all graduate programs in the Faculty of Law are: January 15 for the thesis-based LL.M. and Ph.D. programs; and December 1 for the LL.M. C.L. Early application is encouraged.</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> <p>Admission to the Ph.D program requires an LL.B. or J.D., as well as an LL.M. or equivalent, from a recognized institution indicating a superior level of academic performance in a field of specialization that will support the applicant's Ph.D. research. In exceptional circumstances applicants who do not meet these requirements, but who, in the opinion of the Faculty of Law Graduate Committee, possess qualifications appropriate for admission to the doctoral program, may be considered for provisional acceptance dependent upon successful completion of one or more law courses prior to formal acceptance. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission. External or correspondence degrees are not eligible for</p>
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<p>for consideration.</p> <p>...</p> <p>Master of Laws (Common Law)</p> <p>The LL.M. (Common Law) is a one-year, full-time non-thesis degree, with a two-year part-time option. The program is designed to provide academic training introducing accomplished lawyers from other legal systems to Canadian law and to common law concepts and methods.</p> <p>Admission Requirements</p> <p>To enter the LL.M. (Common Law) program, students must possess either a foreign or a non-common law Canadian professional law degree.</p> <p>Program Requirements</p> <p>Students are required to successfully complete 30 credits of coursework, consisting of one of LAW 505 Canadian Public Law, LAW 515 Canadian Private Law: Contractual Obligations and Remedies, or LAW 525 Canadian Criminal Law (5 credits); LAW 560 Seminar in Topics in Common Law Theory and Practice (4 credits); and at least 21 credits of graduate-level courses or seminars (including up to 6 credits from designated 300- or 400-level J.D. courses or seminars).</p> <p>It is expected that full-time students will complete the program in 12 months (May – April or September – August). Part-time students will normally complete the program in 24 months.</p> <p>Contact Information</p> <p>Graduate Program, UBC Faculty of Law Allard Hall</p>	<p>consideration.</p> <p>...</p> <p>Master of Laws in Common Law</p> <p>The LL.M. (Common Law) degree is a one-year professional program designed to provide academic training introducing accomplished lawyers from other legal systems to Canadian law and to common law concepts and methods.</p> <p>Admission Requirements</p> <p>To enter the LL.M. (Common Law) program, students must possess either a foreign or a non-common law Canadian professional law degree.</p> <p>Program Requirements</p> <p>Students are required to successfully complete 30 credits of coursework, consisting of one of LAW 505 Canadian Public Law, LAW 515 Canadian Private Law: Contractual Obligations and Remedies, or LAW 525 Canadian Criminal Law (5 credits); LAW 560 Seminar in Topics in Common Law Theory and Practice (4 credits); and at least 21 credits of graduate-level courses or seminars (including up to 6 credits from designated 300- or 400-level J.D. courses or seminars).</p> <p>It is normally expected that students will complete their program of study in 12 months (May - April).</p> <p>Contact Information</p> <p>Graduate Program, UBC Faculty of Law Allard Hall 1822 East Mall Vancouver, BC, Canada V6T 1Z1 Email: graduates@law.ubc.ca</p>
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1822 East Mall

Vancouver, BC, Canada V6T 1Z1

Email: graduates@law.ubc.ca

Web: www.law.ubc.ca/graduate/p-programs.html

Joanne Chung, Graduate Program
Administrator (for LL.M. and Ph.D.)

Tel: 604.822.6449

Fax: 604.822.9486

Helene Love, Director, Graduate
Certificate and Professional Programs (For
LL.M. **(Common Law)**)

Tel: 604.822.03098

Fax: 604.822.4781

Web: www.law.ubc.ca/graduate/p-programs.html

Joanne Chung, Graduate Program
Administrator (for LL.M. and Ph.D.)

Tel: 604.822.6449

Fax: 604.822.9486

Helene Love, Director, Graduate
Certificate and Professional Programs (For
LL.M. ~~(CL)~~)

Tel: 604.822.03098

Fax: 604.822.4781

Type of Action:

Update Calendar to reflect introduction of a part-time option for the LL.M. (Common Law) degree. Also to fix some typos and inconsistent program nomenclature.

Rationale for Proposed Change:

UBC Law submits this Category 2 change to introduce a two-year part-time option for the LL.M. (Common Law) (LLM CL) degree. The LLM CL is presently offered only as a full-time, 12-month program. UBC Law is submitting this change with another proposal to the Board of Governors to move the LLM CL degree from program-based tuition to per-credit tuition of \$804.40 per-credit for domestic students and \$938.47 per-credit for international students. Both part-time and full-time LLM CL students will be subject to the same per-credit tuition.

The rationale for the part-time option is five-fold:

1. Increased Flexibility: A part-time option will open the program to students who are unable to study full-time (in particular, students with work commitments, family obligations and/or health or disability constraints). On a weekly



basis, we field inquiries from potential applicants interested in a part-time program, indicating a strong appetite for a part-time option. Based on these inquiries and consultation with students, it appears that the part-time option will be particularly attractive to:

- a. international students who plan to work in Canada in order to finance their education; and
 - b. domestic or international students with familial obligations that preclude full-time study.
2. Consistency: All other course-based degree programs at UBC Law provide part-time options:
 - a. The J.D. program admits a maximum of 10 part-time students per year on a special needs basis (for factors such as family responsibilities or financial or health problems). Part-time J.D. students must take between 50-80% of the full-course load each year. Part-time J.D. students are charged the same per-credit tuition as full-time J.D. students.
 - b. The LL.M. in Taxation program is offered on a full- or part-time basis. Part-time students must complete the program within 5-years and are charged the same per-credit tuition as full-time students.
3. Competitor Programs: Offering a part-time option will make UBC's LLM CL program more competitive with similar programs in Canada. In September 2013, Osgoode Hall



	<p>introduced an LLM CL degree. Students in that program have the option of completing program in one year as a full-time student, or over two years as a part-time student.</p> <p>4. <u>Program Continuation Fees:</u> With no part-time option, a student that requires an additional term to complete the LLM CL program pays a program continuation fee (currently set at \$675.57 for domestic students and \$2,597.84 for international students), which is significantly lower than either the LLM CL program-based tuition or proposed per-credit tuition. Offering a part-time option would resolve this anomaly.</p> <p>5. <u>Student Performance:</u> Some students enroll in the LLM CL even though they do not have enough time to complete the program on a full-time basis. This is potentially damaging to the individual student and the program as a whole. Introducing a part-time option would reduce the chance that students take more credits than they can successfully manage.</p> <p>UBC Law considered a number of part-time options, ultimately approving a two-year program: part-time LLM CL students will be expected to complete the program in two years (leaves of absence excepted). This two-year duration has the benefit of preserving the LLM CL class cohort, ensuring continuous enrollment (as required by Graduate and Postdoctoral Studies), and is consistent with UBC Law's J.D. part-time option. It is also less administratively burdensome than a part-time option with a longer timeline.</p> <p>The change to introduce a two-year part-</p>
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time option was reviewed, discussed, and eventually approved as follows:

1. Graduate Committee review (September 30, 2013);
2. Introduced and discussed at UBC Law Faculty Council Meeting (October 17, 2013);
3. Consultation with current LLM CL students (November 14, 2013);
4. Graduate Committee review and recommendation (November 18, 2013);
5. UBC Law Faculty Council vote to approve an LLM CL part-time option, approved by acclamation (November 21, 2013; and
6. UBC Law Faculty Council consultation on limiting the LLM CL part-time option to two years (December 12, 2013).

Students were directly involved in every stage of review and discussion. In particular:

- The Graduate Law Student Society (GLSS) appoints student members to the Graduate Committee, and student representatives were present at and participated in the Graduate Committee meetings of September 30, 2013 and November 18, 2013;
- The GLSS and the Law Students Society (LSS) have representatives on Faculty Council, and student representatives were present at and participated in the Faculty Council meetings of October 17, 2013, November 21, 2013 and December 12, 2013;
- The Graduate Program provided all current LLM CL students with a detailed description of the proposal via e-mail on October 28, 2013; and Douglas Harris, Associate Dean Graduate Studies and Research, and

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	<p>Chira Perla, Director Graduate Professional and Certificate Programs, held a lunch meeting in the Law Faculty for LLM CL students to discuss the proposal on November 18, 2013, with 8 of the 17 students in the program attending.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: February 17, 2014 Effective Session (W or S): Winter Effective Academic Year: 2014</p>	<p>Date: February 7, 2014 Contact Person: Aleya Abdulla Phone: 604.875.4111 ext. 21075 Email: aabdulla@pathology.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PATH 501 (2) Foundations of Human Histopathology</p> <p>Microscopic anatomy of human tissues and organs in health and disease. Principles of histological analysis and applications in pathology.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PATH</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: PALM currently runs a two-term course, PATH 500A (total 4 credits), which is split into two parts. These two parts are offered separately as PATH 500A in term 1 (2 credits) and PATH 500A in term 2 (2 credits).</p> <p>As each part has different course content, and students with a lab background are not required to take the first section, PATH 500A should be formally separated into two distinct courses, PATH 501 and 502. PATH 501 will cover the first section of PATH 500A and PATH 502 will cover the second section.</p> <p><input type="checkbox"/> 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.)</p> <p>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</p>



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	<p>why it should not be so.</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>
<p>Proposed Calendar Entry:</p> <p>PATH 502 (2) Current Topics in Pathology Research</p> <p>General principles of etiology, pathogenesis, disordered physiology and anatomic pathology of common disease processes.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PATH</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: PALM currently runs a two-term course, PATH 500A (total 4 credits), which is split into two parts. These two parts are offered separately as PATH 500A in term 1 (2 credits) and PATH 500A in term 2 (2 credits).</p> <p>As each part has different course content, and students with a lab background are not required to take the first section, PATH 500A should be formally separated into two distinct courses, PATH 501 and 502. PATH 501 will cover the first section of PATH 500A and PATH 502 will cover the second section.</p> <p><input type="checkbox"/> 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.)</p> <p>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.</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)

Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014	Date: February 14, 2014 Contact Person: Michael Hunt Phone: 604-827-4721 Email: michael.hunt@ubc.ca
Proposed Calendar Entry: RHSC 516 (3) Biomechanics in Musculoskeletal Rehabilitation Biomechanical analysis of human movement as it pertains to musculoskeletal disorders. Hands-on human movement assessment.	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: Assessment of human movement and the understanding of the biomechanical mechanisms of injury and overuse pathology are an integral component or orthopaedic rehabilitation. There is currently no course at UBC that combines discussion of orthopaedic biomechanics literature with laboratory-based assessment of human movement. This course is designed for students with an interest in human movement analysis as it pertains to normal and abnormal function as well as the development of rehabilitation programs designed to treat musculoskeletal impairments.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: October 22, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: March 3, 2014 Contact Person: Michael Lee Phone: 604.822.7029 Email: michael.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RSOT 519 (4) Professional Practice I</p>	<p>Present Calendar Entry:</p> <p>RSOT 519 (10) Professional Practice I</p> <p>Type of Action: Reduce credits from 10 to 4.</p> <p>Rationale for Proposed Change: The Department proposes to streamline RSOT 519 Professional Practice I and RSOT 549 Professional Practice II and reduce course credits. The revised courses will address specific learning objectives rather than multiple learning objectives from diverse course content with a large credit value. This is in response to feedback from instructors, faculty members and students.</p> <p>RSOT 519 Professional Practice I (Year 1) and RSOT 549 Professional Practice II (Year 2) will address course content that is related to knowledge and skills of professional practice; while content related to integrating knowledge to clinical practice in fieldwork settings will be addressed in newly developed fieldwork courses (RSOT 528, RSOT 538 and RSOT 558).</p> <p>As a result of realigning course content between different courses, course credit for RSOT 519 should be reduced from 10 to 4, allowing the remaining credits to be allocated into the newly developed fieldwork courses.</p> <p>Currently, this 10-credit course has 12 hours of lecture (1 credit), 105 hours of small group seminar sessions (4 credits), 20 days of level 1 fieldwork (2 credits) and 28 days of level 2 fieldwork (3 credits). In revising this course to a 4 credit course, there are 105 hours of class</p>



	based seminars: 45 hours of small group tutorial for the 3 terms (1.7 credits) and 60 hours of clinic visits, interprofessional learning activities in the form of class based seminars (2.3 credits).
Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: October 22, 2013 Effective Session (W or S): W Effective Academic Year: 2015	Date: March 3, 2014 Contact Person: Michael Lee Phone: 604.822.7029 Email: michael.lee@ubc.ca
Proposed Calendar Entry: RSOT 549 (5) Professional Practice II	Present Calendar Entry: RSOT 549 (18) Professional Practice II Type of Action: Reduce credits from 18 to 5. Rationale for Proposed Change: The Department proposes to streamline RSOT 519 Professional Practice I and RSOT 549 Professional Practice II and reduce course credits. The revised courses will address specific learning objectives rather than multiple learning objectives from diverse course content with a large credit value. This is in response to feedback from instructors, faculty members and students. RSOT 519 Professional Practice I (Year 1) and RSOT 549 Professional Practice II (Year 2) will address course content that is related to knowledge and skills of advanced professional practice; while content related to integrating knowledge to clinical practice in fieldwork settings will be addressed in newly developed fieldwork courses (RSOT 528, RSOT 538 and RSOT 558). As a result of realigning course content between different courses, course-credit for RSOT 549 should be reduced from 18 to 5 thus allowing the remaining credits to be allocated into the newly developed fieldwork courses. Currently, this 18-credit course has 32-34 hours of lecture (3 credits), 56 hours of small group seminar sessions (2.4 credits), 30 days of level 2 fieldwork (3.6 credits) and 70 days of level 3



	fieldwork (9 credits). In revising this course to a 5 credit course, there are 32 -34 hours of lecture (3 credits) and 52 hours of class based seminars (2 credits): 31 hours of small group tutorials for the 3 terms and 21 hours of interprofessional learning activities in the form of class based seminars.
Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: October 22, 2013 Effective Session (W or S): W Effective Academic Year: 2014	Date: March 3, 2014 Contact Person: Michael Lee Phone: 604.822.7029 Email: michael.lee@ubc.ca
Proposed Calendar Entry: RSOT 528 (3) Fieldwork Education I Pass/fail.	Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: The Department proposes the creation of three new fieldwork courses to correspond with Levels 1, 2, and 3 fieldwork placements (as defined per the Canadian Association of Occupational Therapy accreditation standards). This proposed structure creates a clear application of these standards within our courses. Fieldwork was previously included in RSOT 519 and RSOT 549, but those courses have been restructured to specifically focus on academic content, so new courses that address the removed fieldwork component are needed. The Fieldwork Level 1 course, RSOT 528 Fieldwork Education I, will allow students to integrate knowledge and skills learned in term 1 of the Master of Occupational Therapy program into clinical practice in a fieldwork setting for 5 weeks. Course credits reflect the contact hours and number of weeks of fieldwork. Fieldwork is an opportunity for students to integrate academic learning into a clinical setting. Separate fieldwork courses enable the learning outcomes to be targeted specifically towards this integration. These proposed courses create a better organized curriculum where it is much clearer



	<p>to students the expectations for success when fieldwork is separated from academic content.</p> <p>X 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>
<p>Proposed Calendar Entry:</p> <p>RSOT 538 (7) Fieldwork Education II</p> <p>Pass/fail.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: The Department proposes the creation of three new fieldwork courses to correspond with Levels 1, 2, and 3 fieldwork placements (as defined per the Canadian Association of Occupational Therapy accreditation standards). This proposed structure creates a clear application of these standards within our courses. Fieldwork was previously included in RSOT 519 and RSOT 549, but those courses have been restructured to specifically focus on academic content, so new courses that address the removed fieldwork component are needed.</p> <p>The Fieldwork Level 2 course, RSOT 538 Fieldwork Education II, will allow students to integrate knowledge and skills learned in terms 1, 2 and 3 of the Master of Occupational Therapy program with clinical practice in a fieldwork setting for 12 weeks. Course credits reflect the contact hours and number of weeks of fieldwork.</p> <p>Fieldwork is an opportunity for students to integrate academic learning into a clinical setting. Separate fieldwork courses enable the learning outcomes to be targeted specifically towards this integration.</p> <p>These proposed courses create a better organized curriculum where it is much clearer to students the expectations for success when fieldwork is separated from</p>



	<p>academic content.</p> <p>X 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>
<p>Proposed Calendar Entry:</p> <p>RSOT 558 (9) Fieldwork Education III</p> <p>Pass/fail.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: The Department proposes the creation of three new fieldwork courses to correspond with Levels 1, 2, and 3 fieldwork placements (as defined per the Canadian Association of Occupational Therapy accreditation standards). This proposed structure creates a clear application of these standards within our courses. Fieldwork was previously included in RSOT 519 and RSOT 549, but those courses have been restructured to specifically focus on academic content, so new courses that address the removed fieldwork component are needed.</p> <p>The Fieldwork Level 3 course, RSOT 558 Fieldwork Education III, will allow students to demonstrate synthesis and integration of the knowledge and skills acquired throughout all aspects of the Master of Occupational Therapy program during their final 14 weeks of fieldwork placement. Course credits reflect the contact hours and number of weeks of fieldwork.</p> <p>Fieldwork is an opportunity for students to integrate academic learning into a clinical setting. Separate fieldwork courses enable the learning outcomes to be targeted specifically towards this integration.</p> <p>These proposed courses create a better organized curriculum where it is much clearer to students the expectations for success when fieldwork is separated from academic content.</p> <p>X 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: Faculty of Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: March 3, 2014 Effective Session: W14</p>	<p>Date: March 3, 2014 Contact Person: Michael Lee Phone: 604-822-7029 Email: michael.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Occupational Therapy ... Master of Occupational Therapy ... Program Requirements</p> <p>The Master of Occupational Therapy degree provides the professional education necessary to obtain a license to practice occupational therapy. It differs from the advanced or research master's degree in Rehabilitation Sciences which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</p> <p>Successful completion of all academic requirements (66 credits), including RHSC 420, RSOT 511, 513, 515, 519, 521, 525, 527, 528, 538, 558, 545, 547, 549, 551, and 553, as well as fieldwork requirements as outlined by the Program.</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1207</p> <hr/> <p>Present Calendar Entry:</p> <p>Occupational Therapy ... Master of Occupational Therapy ... Program Requirements</p> <p>The Master of Occupational Therapy degree provides the professional education necessary to obtain a license to practice occupational therapy. It differs from the advanced or research master's degree in Rehabilitation Sciences which prepares practitioners with advanced research skills and requires completion and defense of a thesis.</p> <p>Successful completion of all academic requirements (66 credits), including RHSC 420, RSOT 511, 513, 515, 519, 521, 525, 527, 545, 547, 549, 551, and 553, as well as fieldwork requirements as outlined by the Program.</p> <p>...</p> <p>Type of Action: Revise Program Requirements to include the proposed new fieldwork courses.</p> <p>Rationale: To update the UBC Calendar Program Requirements to reflect the addition of the new fieldwork education courses to The Master of Occupational Therapy program. RSOT 528, 538 & 558.</p>

Category: 1

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: February 27, 2014
Email: wramey@mail.ubc.ca

PHYSICS

Effective Date for Change: 14S

Proposed Calendar Entry:

PHYS 573 (3) Modeling and Simulation of Quantum Materials

A background in undergraduate solid state physics such as covered in PHYS 474 is highly recommended.

Present Calendar Entry:

Action: Create new course.

Rationale: Computer simulations have become an integral part of modern materials research. They help identify the operative physics behind phenomena in many-body systems, form a bridge between theory and experiment and serve as a guide for the design of new materials. This course will provide graduate students with a hands-on experience of several widely used computational approaches in condensed matter systems: density functional theory for electronic structure, molecular dynamics in and out of equilibrium, Monte Carlo methods, as well as strategies for modeling electronic transport, optical properties, and pattern formation in device fabrication. Assignments will challenge the students to implement the core ideas of each method in a computer program and a term project/presentation will expose them to a specific topic leading into current research literature. The curriculum is expected to reflect somewhat the expertise and research program of the individual instructor(s). This course is being created as part of the CREATE-QuEST initiative, which aims to provide a broad graduate experience for students in areas of Quantum Materials and devices. There is currently no graduate level course on computational methods offered by our department.

Supporting Documents: SCI-13–2-PHYS 573

Category: 1

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: February 27, 2014
Email: wramey@mail.ubc.ca

ZOOLOGY

Effective Date for Change: 14S

Proposed Calendar Entry:

ZOOL 500 (**1-6**) c Directed Studies in Zoology

Present Calendar Entry:

ZOOL 500 (**3/6**) c Directed Studies in Zoology

Action: Change the range of possible credits for this course from 3/6 to 1-6.

Rationale: We require the 1+ credit option for this course in order to develop shorter directed studies that are very focused in nature and allow our PhD students (who have no formal requirement to take a certain number of credits) to do a directed project without the commitment of a 3 or 6 credit course. This will also make it easier for our MSc students to complete exactly 12 credits of coursework, because other graduate courses are offered in non-multiples of 3 credits. One credit will correspond to the equivalent of 12 lecture hours of instruction.

Supporting Documents: SCI-13-2-ZOOL 500



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: N/A Faculty Approval Date: March 20, 2014 Effective Session (W or S): Winter Term 2 Effective Academic Year: 2014</p>	<p>Date: January 28, 2014 Contact Person: Ronaldo Cerri Phone: 604-822-5056 Email: ronaldo.cerri@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 410 (3) Applied Animal Health and Physiology</p> <p>Application of physiology and pathology principles to health and disease of domestic animals. [3-0-0]</p> <p>Pre-requisites: BIOL 201; APBI 311 or CAPS 301</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course is intended primarily for students in degree programs in the Faculty of Land and Food Systems (Applied Biology and Nutrition) and the Faculty of Science (Biology or Whole Animal Biology), who wish to increase their understanding of basic and applied physiological processes related to common disorders in production and companion animals, including zoonotic diseases. It will be particularly welcomed by students in the Applied Animal Biology major of the BSC (Applied Biology), which is the fastest growing major in Land and Food Systems. The primary objective of the course is to focus on knowledge application, interventions and case studies. It will be a valuable elective for students with an interest in pursuing veterinary medicine.</p> <p>The course is expected to integrate different areas (physiology, biochemistry, pathology, pharmacology, animal welfare); no current APBI courses provide this kind of integration. The course will use a combination of traditional classes and problem based learning, using case scenarios that highlight current application of knowledge, in keeping with the active learning pedagogies used in the Faculty of Land and Food Systems.</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: Land and Food Systems Department: Faculty Approval Date: Effective Session (W or S): Winter I Effective Academic Year: 2014</p>	<p>Date: February 10, 2014 Contact Person: David McArthur Phone: 604-209-5243 Email: david.mcarthur@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FNH 335 (3) Introduction to Wine Science 2</p> <p>Review of diverse styles of wine with consideration of classic wine-producing areas. Concepts in wine microbiology/chemistry; overview of steps in grape processing for diverse wine styles. Comparison of regulations for Canadian VQA systems with international systems. Wine sensory analysis. [2-1-0]</p> <p>Pre-requisites: 3rd year standing or higher, and FNH 330</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty of Land and Food Systems has a well-established Wine Research Centre, but thus far the Faculty has offered only one Wine course (FNH 330 Introduction to Wine Science 1), which has been a popular course that attracts students from many UBC programs. Many students have asked for further courses in this area.</p> <p>FNH 335 Introduction to Wine Science 2 is intended for students from FNH 330 who wish to increase their understanding of wine, wine regulations and basic and applied processes related to diverse wine styles. This course builds on the basic viticulture, enology sensory analysis, and regulatory issues introduced in FNH 330 and further applies these to the many diverse styles of wine produced both in Canada and internationally.</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: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: March 20, 2014 Effective Session (W or S): Summer Effective Academic Year: 2014/15</p>	<p>Date: January 7th, 2014 Contact Person: Hennie JJ van Vuuren Phone: 2-0418 Email: hjjvv@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FNH 430 (4) Enology and Wine Biotechnology</p> <p>Yeasts and bacteria involved in wine making, metabolic pathways leading to the production of flavour and spoilage compounds, genetic improvement of wine yeasts, and red and white wine fermentations. Approaches and technologies for the improvement of wine safety. Sensory evaluation of wines. [3-3-0]</p> <p>Prerequisites: BIOL 335 or MICB 325</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty of Land and Food Systems has a well-established Wine Research Center, but thus far the Faculty has offered only one Wine course (FNH 330 Introduction to Wine Science), which has been a popular course that attracts students from many UBC programs. Many students have asked for further courses in this area.</p> <p>FNH 430 Enology and Wine Biotechnology will be a specialized course focusing on cutting-edge research and laboratory techniques. The course will introduce students to the basic biology of wine yeasts, non-Saccharomyces yeasts that act as spoilage yeasts, and killer yeasts that cause stuck alcoholic fermentations. The production of undesirable compounds, and the genetic improvement of wine yeasts to prevent the formation of these toxic compounds will be appraised. Lactic acid and acetic acid bacteria involved in winemaking and white and red wine manufacturing will be critically evaluated. FNH 430 is designed for students interested in pursuing a research career in enology and wine biotechnology or who wish to become winemakers.</p> <p>XXX Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: FNH 430 includes a sophisticated laboratory component, so will have limited enrolment. It will only be available to students with strong interest in this area.</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: Land and Food Systems Department: Food, Nutrition & Health Faculty Approval Date: March 20, 2014 Effective Session (W or S): W Effective Academic Year: 2014	Date: March 15, 2014 Contact Person: Susan Barr Phone: 2-6766 Email: susan.barr@ubc.ca
Proposed Calendar Entry: FNH 474 (3) Sport Nutrition Nutritional needs of athletes, including energy, carbohydrate and protein; hydration; pre-and post-event nutrition, weight management and body composition issues; ergogenic aids; sports-specific guidelines; and special athlete populations. Prerequisites: FNH 350 and FNH 351.	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course has been piloted as a “Current Topics” course (FNH 490) for the past two years and is now being submitted as a regularly-offered course. This topic fills a gap in our nutrition curriculum and is of strong interest to students. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



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

Category: (1)

<p>Faculty: Land and Food Systems Department: APBI Faculty Approval Date: March 20, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: January 28, 2014 Contact Person: Gwen Chapman Phone: 2-6874 Email: gwen.chapman@ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: (http://www.calendar.ubc.ca/vancouver/proof/edit/courses.cfm?page=name&code=HMEC)</p> <p>Present Calendar Entry:</p> <p>Faculty of Land and Food Systems</p> <p>HMEC: Home Economics</p> <p>HMEC 352 (3) Introductory Textile Science Textile performance concepts. Interrelationships of fibres, yarns, fabric construction, dyes and finishes with a focus on consumer apparel and household textile products. Textile legislation. [3-0]</p> <p>HMEC 360 (3) Design Fundamentals Visual elements and principles of design, the nature of aesthetics and the influence of design on our physical environment. [2-3]</p> <p>HMEC 366 (3) Textile Design Design, structures, and techniques of decorative textiles; influence of historic textiles on contemporary fabrics; textile design techniques of selected cultures. [1-3] Prerequisite: HMEC 360.</p> <p>HMEC 450 (3) History of Costume A survey of the aesthetic, economic, cultural, social, and political significance of costume in history from ancient Egypt to contemporary times. [3-0]</p> <p>Type of Action: Deletion of courses and course code.</p>



Rationale for Proposed Change:

The Home Economics program (and its successor, Human Ecology) have not been offered for many years. The HMEC courses have also not been offered, and Land and Food Systems no longer has the resources to provide these courses.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Law Department: Faculty Approval Date: 18 Apr. 2013 Effective Session (W or S): 2013S (please see note under Rationale) Effective Academic Year:</p>	<p>Date: 28 March 2014 Contact Person: Joost Blom (chair, Law Examinations Committee) Phone: 2-4564 Email: blom@law.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>Examinations</p> <p>The following regulations regarding re-examination apply only to students pursuing the J.D. Program (including those pursuing the dual M.B.A./J.D. or the dual M.A.A.P.P.S./J.D. Program).</p> <p>Courses will be evaluated by final examination in December or April, unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-examination in a particular course after the regular evaluations for the year are completed.</p> <p>1. Academic standing is determined for each student as of the end of each Winter Session and each Summer Session.</p> <p>2. The passing grade in a course is 50%.</p> <p>3. In order to receive credit for a course taken in a session the student must both pass the course and be in good standing as of the end of the session.</p> <p>4. A student registered in first year stands failed as of the end of the session if he or she fails any first year course in the session or receives a weighted average of less than 55% for the session. A student registered in second or third year stands failed as of the end of the session if he or she receives a weighted average of less than 55% for the session.</p> <p>5. By way of exception to rule 4, a student registered in second or third year who took fewer than 12 credits in the session is in good standing as</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,328</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>Examinations</p> <p>The following regulations regarding re-examination apply only to students pursuing the J.D. Program (including those pursuing the dual M.B.A./J.D. or the dual M.A.A.P.P.S./J.D. Program).</p> <p>Courses will be evaluated by final examination in December or April, unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-examination in a particular course after the regular evaluations for the year are completed.</p> <p>1. The passing grade in an individual course is 50%.</p> <p>2. (a) In order to pass first year and proceed to second year, a first year student must obtain:</p> <p style="padding-left: 20px;">—(i) a passing grade in every first-year course, and</p> <p style="padding-left: 20px;">—(ii) a weighted average of 55% over all courses taken in first year.</p> <p>(b) In order to pass second year and proceed to third year, a student must obtain a weighted average of 55% over all courses taken that year.</p> <p>(c) The standing of a student who is on a part-time course load is determined on the basis of performance in the courses taken in each session, rather than waiting until the credit equivalent of first year, second year, etc., has been completed.</p> <p>3. A student is entitled to a re-examination (that is, may write another examination) in</p>



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of the end of a session if the student (a) failed no more than one course in the session, and (b) has a cumulative weighted average at the Faculty, including the session in question, of at least 55%.

6. A student who stands failed as of the end of a session will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of failed is only made after the last date for withdrawal without a "W" being recorded on the transcript.

7. The following rules apply to re-evaluations:

7.1 If a student fails one or two, but not more than two, courses in a Winter Session but attains a weighted average of 55%, the student is entitled to a re-evaluation in the courses failed. Notwithstanding this rule, a student who fails more courses than he or she passes is not entitled to a re-evaluation.

7.2 If a student passes every course in a Winter Session but receives a weighted average of less than 55%, the student is entitled to a re-evaluation in the two courses for which the lowest marks were received.

7.3 If a student fails one, but not more than one, course in a Summer Session but attains a weighted average of 55%, the student is entitled to a re-evaluation in the course failed. A student is also entitled to a re-evaluation in the course failed if it was the only course taken in the session.

7.4 Notwithstanding that a student would otherwise be entitled to a re-evaluation in a course, a student is not entitled to a re-evaluation if the student received a failing grade in that course due to a penalty being imposed for plagiarism or academic misconduct.

7.5 A re-evaluation is only available for a final examination, and only where the final examination is worth 60% or more of the total grade for a course. A re-evaluation is not available for a paper.

7.6 If the grade received on the re-evaluation is at least 50%, the final grade for a course in

a course in either of the following circumstances:

- (i) if a student has failed one or two (but not more than two) courses and has achieved a weighted average of at least 55% in the courses that were passed, the student is entitled to a re-examination in the courses that were failed; or
- (ii) if a student has passed every course but has a weighted average of less than 55% over all courses taken that year, the student is entitled to a re-examination in the two courses in which the lowest grades were received.

4. Notwithstanding section 3 above, a student is not entitled to a re-examination in a course:

- (i) if the student received a failing grade in that course due to a penalty being imposed for plagiarism or academic misconduct; or
- (ii) if the student failed more courses than they passed.

5. A re-examination is only available for a final examination, and only where the final examination is worth 60% or more of the total grade for a course. A student who received a failing grade on a paper may not re-write the paper[†].

6. If the grade received on the re-examination is at least 50%, the final grade for a course in which the student is re-examined will be raised to 50%. If the final grade of 50% yields a weighted average of less than 55% over all courses taken in that year, and the student's original grade received on the re-examination would result in a weighted average greater than 55% if recorded on their academic record, the final grade will be raised to whatever minimum grade is necessary to yield a weighted average of 55% over all courses taken in the year; otherwise, the original grade will stand.

7. Ordinarily, students eligible for re-examination and wishing to be re-examined must notify the Director of Student Academic Services within two weeks of the spring term official grades release date in May.

8. A student who receives an academic standing of Failed will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student registered in and attending one or more courses will be permitted to complete



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<p>which the student is re-evaluated will be raised to 50%. If the final grade of 50% yields a weighted average of less than 55% over all courses taken in that session, and the student's original grade received on the re-evaluation would result in a weighted average greater than 55% if recorded on their academic record, the final grade will be raised to whatever minimum grade is necessary to yield a weighted average of 55% over all courses taken in the session, otherwise, the original grade will stand. If a student registered in second or third year took fewer than 12 credits in the session and his or her standing, pursuant to rule 5, depends on cumulative weighted average, the preceding rules apply using a cumulative weighted average of 55% instead of a sessional weighted average of 55%.</p> <p>7.7 Ordinarily, students eligible for re-evaluation and wishing to be re-evaluated must notify the Director of Student Academic Services within two weeks of the Winter Session or Summer Session official grades release date.</p>	<p>those courses if the determination of an academic standing of Failed is only made after the last date for withdrawal without a "W" being recorded on the transcript.</p> <p>Type of Action:</p> <p>Change in advancement regulations.</p> <p>Rationale for Proposed Change:</p> <p>The Advancement Regulations were redrafted for two reasons. First, the structure was getting too complicated as a result of successive changes over the years. Second, the regulations had to be revised in order to reflect the fact that JD students have, as of Summer Session 2013, been registered in Summer Session, if they take courses in that session, as well as Winter Session. This change in registration is a consequence of the JD tuition fee having been changed from a program fee to a per-credit fee.</p> <p>Attached to this proposal form are the Law Examinations Committee's memorandum to the Law Faculty Council proposing the changes, and the extract from the Faculty Council minutes of 18 April 2013 relating to this item.</p> <p>Please note: As stated in the minutes, the changes were adopted by the Law Faculty Council to have effect as of Summer Session 2013. Immediately after the Faculty Council meeting the new rules were posted on the Law Faculty website: http://www.law.ubc.ca/files/pdf/current/jd/web_files/Policies_Procedures/Advancement_Regulations_2013W.pdf. The Faculty has applied the new rules in advising students of their standing.</p> <p>As a result of an oversight by the Chair of the Examinations Committee, who had not adverted to the fact that the rules also formed part of the Calendar, the changes were not submitted to Senate in the spring of 2013. Hence the Faculty of Law asks for the changes to be approved now with retroactive effect to Summer Session 2013. There were no failures or re-evaluations among the JD students who were registered in Summer Session 2013, who are the only students so far to whom the new rules have been applied.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: 27 March 2014 Effective Session (W or S): W Effective Academic Year: 2014/15</p>	<p>Date: 3 September 2013 Contact Person: Marion Pearson Phone: 24933 Email: marionp@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 457 (3) Pharmaceutical Care in Aboriginal Health Aboriginal health in Canada and the role a culturally-competent pharmacist can have in collaborating with other health professionals and Aboriginal communities in providing care and healing. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p>	<p>URL: PHAR</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This course has been offered as a section of PHAR 450 Selected Topics (version B), and is in high demand.</p> <p>The course is designed for 3rd or 4th year students in the entry-to-practice program with a desire to learn more about the role of the pharmacist in Aboriginal Health.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Cr/D/F grading is only permitted for the 6cr of non-pharmacy electives in the BSc(Pharm) program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



14 May 2014

To: Vancouver Senate

From: Senate Library Committee

Re: **Annual Report of the Senate Library Committee**

As in previous years, the Committee devoted its main energies to the primary role defined for it by its terms of reference, namely “To advise and assist the Librarian in developing a general program of library services for all the interests of the University.”

In addition to holding its annual joint meeting (in September) with Chairs and Library Liaisons of Library Advisory Committees from divisions and branches, the Committee received briefings from the University Librarian, other colleagues from the Library and elsewhere (guest presenters and consultants named below), and offered guidance, in the following areas:

- Reorganization of the Library’s senior management structure, partly in response to recent recommendations by external consultants.
- Library budget (expected to be balanced in 2014/15).
- Development of a Storage and Collections Locations Strategy for the Library
Preservation Archives at UBC (PARC), formerly Integrated Research Library (IRL), including advising on consultation process with faculties and departments on retention of “core” teaching and research collections of books and journals in central Library venues.
Jo Ann Newyear-Ramirez, Associate University Librarian, Collections Management.
- Flexible Learning, including the Library’s role in providing instruction in the use of online materials.
Angela Redish, Vice-Provost Enrolment and Academic Facilities; Simon Neame, Associate University Librarian and Director, Irving K. Barber Learning Centre; Erin Fields, Teaching and Learning Librarian; Jeff Miller, Teaching and Learning Coordinator, Centre for Teaching, Learning and Technology.

The Committee also participated in the December joint meeting on “Flexible Learning” with the Senate Academic Building Needs Committee, Senate Teaching and Learning Committee and Council of Senates’ Budget Committee Vancouver Sub-Committee.



- Rare Books and Special Collections (RBSC) development, policy on acceptance of gifts in kind, TOR for a committee for review of potentially “significant” gifts in kind.

*Jo Ann Newyear-Ramirez, Associate University Librarian, Collections Management;
Chris Hives, University Archivist, Acting Head RBSC.*

- UBC Library Development (“Start an Evolution”).

Leslie Fields, Director of Development, UBC Library.

- Re-design and reconfiguration of Library space, with particular reference to the repurposing of Floors 4-5 of Koerner Library for expanded study space, Research Commons and related services; renovation of Education Library, including creation of new Student Commons; renovation of Memorial Room, Woodward Library, following removal of special collections to Rare Books and Special Collections in IKBLC; future renovation of Asian Library / Asian Learning Centre.

Peter Jamieson, Strategic Advisor, Learning Environment Design, University of Melbourne; Simon Neame, Associate University Librarian and Director, Irving K. Barber Learning Centre; Trish Rosseel, Head, Koerner Library; Leslie Fields, Director of Development, UBC Library.

In conclusion, the Committee wishes to record its appreciation of the assistance and information provided to it with unfailing courtesy and efficiency by UBC Librarians and other members of the Library staff.

Respectfully submitted,

Dr. Mark Vessey, Chair

Senate Library Committee



To: Senate
From: Nominating Committee
Re: Ad Hoc Committee on Student Mental health and Wellbeing
Date: 1 May 2014

The Senate Nominating Committee has considered the support in principle resolved at the April meeting of Senate and the presentations made by student representatives to Senate for the establishment of an Ad Hoc Committee on Student Mental Health and Wellbeing.

The Nominating Committee is aware Senate is approaching the end of this triennium, but is supportive of the student desire to have this group commence its work over the Summer Session so that research and organizational matters can be resolved before more formal and consultative processes can be held over the next Winter Session.

The Nominating Committee is of the opinion that this Ad Hoc Committee's first duty should be to better define and organize its own work, and thus two reports are requested – the first to solidify the Committee's formal terms of reference and composition, and the second with specific recommendations in furtherance of the Ad Hoc Committee's mandate.

Therefore, the Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

That Senate strike an Ad-hoc Committee on Student Mental Health and Wellbeing with the following terms of reference:

To consider and recommend to Senate through the Senate Nominating Committee:

- *specific areas of review and inquiry to discern how to better support student mental health and wellbeing in the academic affairs, structures and processes of the University;*
- *terms of reference for the Ad Hoc Committee moving forward;*
- *The addition of any members to the Ad Hoc Committee whose participation would assist the Committee in its deliberations;*
- *The proposed date for the final report of the Ad Hoc Committee; and*

To report the above to the Senate Nominating Committee in time for the September or October 2014 meeting of Senate.

That the initial membership of the Ad-hoc Committee on Student Mental Health and Wellbeing be initially as follows, with the understanding that some members may not present for some period during the summer:

Dr Paul Harrison



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Dr Sally Thorne
Dr Robert Sparks
Dr Philip Loewen
Dr Peter Marshall
Mr Darrin Fernandez
Ms Erin Biddlecombe

Ms Elaine Kuo (student)
Ms Mona Maleki (student)
Mr Christopher Roach (student)

Chancellor (ex officio) (voting)
President (ex officio) (voting)
Registrar (ex officio) (non-voting)
Managing Director, Student Development & Services (ex officio) (voting)
Ombudsperson for Students (ex officio) (voting)



30 April 2014

To: Senate

From: Nominating Committee

Re: **Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval)**

Election of Student Senators to the Council of Senates (approval)

***Motion:** That Senate appoint student senators to the Committees of Senate and the Council of Senates as follows, effective until March 31, 2015 and thereafter until replaced.*

1. Academic Building Needs

Collyn Chan
Nina Karimi
Justin Wiebe

2. Academic Policy

Christopher Roach
Julienne Jagdeo

3. Admissions

Cole Leonoff
Collyn Chan

4. Agenda

Christopher Roach
Anne Kessler

5. Appeals on Academic Standing

Casey Chan
Brenda Bailey Gershkovitch
Eric Zhao

6. Curriculum

Justin Weibe



Anne Kessler
Aaron Bailey
Graham Beales
Elaine Kuo

7. Library

Anne Kessler
Nina Karimi
Eric Zhao
Daniel Munro

8. Student Appeals on Academic Discipline

Aliya Daulat
Brenda Bailey Gershkovitch
Aaron Bailey

9. Student Awards

Graham Beales
Cole Leonoff

10. Teaching and Learning

Nina Karimi
Eric Zhao
Mona Maleki

11. Tributes

Aliya Daulat
Sukhpaul Gurm

12. Elections Committee of the Council of Senates

Aliya Daulat

13. Budget Committee of the Council of Senates

Julienne Jagdeo
Nani Yahya

14. Council of Senates Vancouver Representative Committee 4

Julienne Jagdeo



2 May 2014

From: Senate Student Awards Committee

To: Senate

Re: **New Awards and Changes to Existing Awards (April 2014)**

The Student Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”

Katherine BREARLEY Aboriginal Entrance Scholarship in Arts – Scholarships totalling \$7,000 have been endowed by friends and family in memory of Associate Professor Emerita Katherine Brearley (BA '35, MA '39, Doctorat Université de Paris) for Aboriginal students of academic distinction entering the Faculty of Arts from Secondary School. Katherine was a student at UBC in the 1930s and returned as a faculty member for 30 years after studying in post-war Paris. Katherine helped many students not only through the courses she taught, but also in her capacity of Assistant Dean of Women and later as the first Senior Faculty Advisor in the Faculty of Arts. Recipients will be selected based their academic achievements as well as their character and leadership qualities as demonstrated by contributions to their community. Subject to continued scholarship standing, the awards can be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Major Entrance Scholarship selection committee and the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

Katherine BREARLEY Entrance Scholarship in Arts – Scholarships totalling \$10,500 have been endowed by friends and family in memory of Associate Professor Emerita Katherine Brearley (BA '35, MA '39, Doctorat Université de Paris) for students of academic distinction entering the Faculty of Arts from Secondary School. Katherine was a student at UBC in the 1930s and returned as a faculty member for 30 years after studying in post-war Paris. Katherine helped many students not only through the courses she taught, but also in her capacity of Assistant Dean of Women and later as the first



Senior Faculty Advisor in the Faculty of Arts. Recipients will be selected based their academic achievements as well as their character and leadership qualities as demonstrated by contributions to their community. Preference will be given to students who attended Secondary School in Surrey or White Rock, British Columbia or in Calgary, Alberta. The awards are made on the recommendation of the Major Entrance Scholarship selection committee and the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

DUMOULIN Black LLP Prize in Business Law – A \$1,500 prize is offered by DuMoulin Black LLP to a J.D. student with the highest overall academic standing in the Faculty's Business Law Concentration. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2014/2015 Winter Session)

DUMOULIN Black LLP Prize in Corporate Transactions – A \$1,000 prize is offered by DuMoulin Black LLP to a J.D. student with the highest overall academic standing in Corporate Transactions. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2014/2015 Winter Session)

DWIVEDI-Mitchell Graduate Award in Pharmaceutical Sciences – Two awards of \$5,000 each have been endowed by Sarvajna Dwivedi (MSc'88, PhD'92) and his wife, Seema Dwivedi (PhD), in honour of his father, Dr. Rewa Prasad Dwivedi, professor emeritus of Sanskrit at Banaras Hindu University in India, and of his graduate supervisor at UBC, Dr. Alan G. Mitchell, professor emeritus of Pharmaceutics. The awards recognize graduate students in the Faculty of Pharmaceutical Sciences who demonstrate research excellence and impact through peer-reviewed journal publication. Eligible candidates must have published, or have been accepted for publication, in any of the top three journals in their discipline. In absence of a peer-reviewed publication, research presented at a prestigious conference, by podium or as poster, will be considered. Preference will be given to students who take an interdisciplinary approach to their research and/or show exceptional inventiveness or initiative. In the case of a truly exceptional candidate, the awards may be given as one \$10,000 award. These are intended to be truly awards for excellence, and are not to replace or otherwise impact any other forms of graduate student funding. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in 2014/2015 Spring Session)



HAGER Family Entrance Award for Women Leaders – A \$15,000 entrance award is offered by the Hager Family to a full or part-time female student entering the Masters of Business Administration program at the Sauder School of Business. Preference is given to a candidate with financial need who has demonstrated leadership in employment or in the community. 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)

HATCH Engineering Scholarship – A \$2,500 scholarship is offered by Hatch to a student entering 2nd or 3rd year in the School of Engineering in the Faculty of Applied Science who has shown high academic achievement in their chosen area of study. Hatch is an employee-owned, multidisciplinary professional service firm that delivers engineering, consulting, and project and construction management services to the mining, metallurgical, energy and infrastructure sectors. Preference will be given to an Aboriginal student or a student from Northern BC. The successful candidate may also be invited to apply for a paid summer internship experience for a period of 12 – 16 weeks at one of Hatch's North American operations. The award is made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2014/2015 Winter Session)

MNP Student Leadership Award – A \$1,000 award is offered by MNP in celebration of UBC Dentistry's 50th Anniversary. This award recognizes an outstanding 3rd Year DMD student who demonstrates leadership and an exceptional contribution to the student body. The award is made on the recommendation of the Faculty of Dentistry (First Award Available in the 2014/2015 Winter Session)

Gwyn MORGAN "Be an Engineer" Bursary – Bursaries totalling \$5,000 are offered by the Gwyn Morgan and Patricia Trottier Foundation for engineering students entering their second year of study. Adjudications are made by Enrollment Services. (First Award Available in the 2014/2015 Winter Session)

NORTHERN and Rural Cohort Travel Award in Physical Therapy – Awards totaling \$1,000 are offered to physical therapy students in the Northern and Rural Cohort of the Master of Physical Therapy program to assist them with expenses associated with travel for rotations. Preference is given to students demonstrating financial need. Awards are made on the recommendation of the Faculty of Medicine in consultation with the



Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

ORICA Award in Engineering – A \$2,750 award is offered by Orica to a third year student studying Chemical, Mechanical, Mining or Materials Engineering. Candidates must have a GPA of 3.0 or higher, as well as demonstrated leadership and interest in the mining industry. The award is available to both Canadian citizens and landed immigrants, and is made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2014/2015 Winter Session)

PROVINCIAL Chapter of British Columbia IODE Centenary Aboriginal Award in Medicine – A \$1,000 award is offered by the Provincial Chapter of British Columbia IODE, on the occasion of its Centenary Anniversary, to celebrate their longstanding commitment to recognizing scholastic excellence and supporting the financial need of students at all levels. The award is available to an Aboriginal MD student in their fourth year who has achieved good academic standing. Preference is given to a student who has been matched to a Family Medicine Residency and who is in need of financial assistance. The award is made on the recommendation of the Faculty of Medicine. (First Award Available in the 2014/2015 Spring Session)

Greg and Susana QUAN Music Educator Award – An award of \$1000 has been endowed in honour of Greg and Susana Quan to recognize a student of the Bachelor of Education program that has demonstrated a passion and extraordinary capability for music education with youth in a group environment. Candidates will have volunteer or extracurricular involvement in music education that includes band, choral, orchestra or jazz ensembles at the secondary level. Preference will be given to candidates who possess the capacity for multiple musical fields. The award is made on the recommendation of the Faculty of Education. (First Award Available in the 2014/2015 Winter Session)

Bill RAMEY Award in Microbiology and Immunology – A \$1,000 award has been endowed by the Microbiology and Immunology Student's Association to honour Dr. Ramey's enduring legacy at the University of British Columbia. It will be awarded to an undergraduate student who has made an outstanding contribution to the Department of Microbiology and Immunology through dedication to student life and the development of the community. The award is made on the recommendation of the Faculty of Science. (First Award Available in the 2014/2015 Winter Session)



ROI Corporation Leadership and Community Service Award – A \$1,000 service award is offered by the ROI Corporation in celebration of UBC Dentistry's 50th Anniversary. This award recognizes an outstanding 3rd Year DMD student who demonstrates leadership, interest and passion in community involvement and reflects ROI's commitment to ethics and professionalism in service to society. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2014/2015 Winter Session)

Patty SCRASE Leadership Service Award – A \$1,000 award is offered by Scotiabank in honour of Patty Scrase, Senior Manager, Scotia Professional Plan. This award recognizes an outstanding 3rd Year DMD student who demonstrates leadership, interest and passion in the community and reflects Scotiabank's commitment to the dental profession. The award is made on the recommendation of the Faculty of Dentistry (First Award Available in the 2014/2015 Winter Session)

SERVIER Canada Inc Award in Evidence-Based Practice in Pharmaceutical Sciences – A \$1,000 award is offered by Servier Canada Inc to an undergraduate student in the Faculty of Pharmaceutical Sciences. This award recognizes a student who has demonstrated excellence in evidence-based pharmacy practice towards improving patient outcomes during their experiential education rotations in their fourth year. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2014/2015 Spring Session)

Phillip A. and Katherine TINDLE Forestry Award – A \$5,250 award has been endowed in honour of Mr. Phillip A. and Mrs. Katherine Tindle for undergraduate students in the Faculty of Forestry. The award will be given to a student in good academic standing with demonstrated leadership skills and involvement in the community through volunteering and/or community service activities. Mr. Tindle received his Bachelor of Applied Science in Forestry in 1949. Mrs. Tindle's father, Professor F. Malcolm Knapp, was a leading figure in forestry education at UBC from 1923 until his retirement in 1965. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2014/2015 Winter Session)



Glenn A. URQUHART, Q.C. Memorial Scholarship in Law – A \$1,000 scholarship has been endowed in memory of Glenn A. Urquhart, Q.C. by his family. The award is for a J.D. student in the Faculty of Law who has achieved high standing in Construction Law or Alternate Dispute Resolution courses. Financial need may be considered. Glenn Urquhart, Q.C. was a highly respected litigation lawyer and, in later years, mediator and arbitrator in the construction law area. He was well known for his down-to-earth manner and keen sense of humour. His intelligent and practical approach made him a trusted advisor and a friend to many. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2014/2015 Winter Session)

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

#551 Sherwood Lett Memorial Scholarship – In memory of Chief Justice Sherwood Lett, CBE, DSO, MC, ED, QC, BA, LL.D., a scholarship of \$4,500 has been endowed by alumni, faculty, staff, students, colleagues, and friends. The scholarship pays tribute to an outstanding graduate who rendered distinguished service to UBC, to his profession and, both in war and peace, to his country. It is awarded to the candidate who most fully displays the all-round qualities exemplified by Sherwood Lett. The selection is made by a special committee, from candidates nominated by faculties and designated student organizations. In assessing the merits of candidates, the committee is concerned with qualifications such as those for which Sherwood Lett was distinguished-high scholastic and literary attainments, physical vigour (through active interest in sports), moral force of character, and ability to serve, work with, and lead others. To be eligible, a candidate must have attended UBC for at least 2 winter sessions and rank academically in the top 10% of students in his or her year and faculty. The award is open to students entering the penultimate or final year of a baccalaureate program, 1st year of Graduate Studies, or students in the Faculties of Medicine or Dentistry. The award may be renewed for a 2nd year provided the winner maintains scholarship standing.

How amended: Calendar description has been shortened to comply with various system limitations; changes have not affected the existing wording around the adjudication criteria and process.

#671 Canfor Corporation Scholarship – Five scholarships totalling \$10,000 have been endowed by Canfor Corporation with the support of the Province of BC. One scholarship is awarded in the Faculty of Forestry (\$2,000), one in the Department of Engineering,



Faculty of Applied Science (\$2,000), one in the Sauder School of Business (\$2,000) and two scholarships (\$4,000) are for students entering either the Faculty of Forestry or the Department of Engineering, Faculty of Applied Science. Preference is given to students who have attended a secondary or post-secondary institution in northern British Columbia. The scholarships are made on the recommendation of the respective faculties.

How amended: Award title and description revised to reflect current name of the company supporting the award; changed designation of the two entrance scholarships to reflect donor's interest in supporting the Faculty of Forestry and the Department of Engineering, Faculty of Applied Science.

#732 A. F. Barss Prize in Horticulture – A prize of \$450 is given in honour of Dr. Alden F. Barss, Professor of Horticulture from 1918 to 1953, in recognition of his service to UBC and horticultural interests. He was a dedicated and unselfish teacher devoted to helping others. He gave direction and understanding to student veterans from 2 world wars, supervised all campus development for 30 years and for 8 years was Honorary secretary of the BC Fruit Growers Association. His submission, "A Proposal to Improve the Relations of the University to the Province by the Establishment of a University Extension Service" led to the creation of the Dept. of Extension in 1933. It is awarded to the 4th year student in Plant Science with special interests in the field of Horticulture and with the highest aggregate standing in the subjects of 3rd and 4th years, including graduating thesis. This prize is one of a series of awards, designated as the Agricultural Sciences Founding Faculty Prizes, established to honour those responsible for the organization and development of the UBC Faculty of Agricultural Sciences. On the occasion of the 60th anniversary of Leonard Klinck's appointment as Dean (May 11, 1974), these prize awards were endowed by Dr Barss' family after being initially established by Dean Emeritus Blythe Eagles and Mrs Eagles for 10 years.

How amended: Calendar description has been shortened to comply with various system limitations; changes have not affected the existing wording around the adjudication criteria and process.

#2009 LOTUS Light Charity Society Mu-Shu Lee Memorial Graduate Scholarship in Education – One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding student pursuing graduate studies in Special Education who demonstrates academic excellence. Candidates must either be Canadian Citizens, Permanent Residents



or convention refugees with proof of status. Recommendation is made by the Faculty of Education, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Removed undergraduate students from the criteria; award to be offered only to graduate students in Special Education.

#3245 Chan and Peggy Gunn Prize – Several prizes for students in the field of Neuroscience have been made available from income on the Chan and Peggy Gunn Pain Research Fund. The awards are made as follows: (a) a prize of \$600 to a YR 3 or 4 student who excels in a Neurology elective(b) a prize of \$600 to the top student in the fourth year Honours undergraduate course in Neurophysiology; (c) a prize of \$1,200 to an outstanding Ph.D. graduate from the Neuroscience program, with specialization in any aspect of Neurophysiology or Neuroanatomy, or in pharmacology, psychology, or clinical neurology if the subject of the research is clearly related to pain. The awards are made on the recommendation of the Faculty of Medicine.

How amended: Changed adjudication criteria under section “(a)” as a result of the Faculty of Medicine Curriculum renewal; changed the recommending body (from the Department to the Faculty); the change however does not affect the adjudication process.

#3247 D. Harold Copp Prize in Physiology – A \$150 prize has been endowed for the student with the highest combined standing in first year studying the area of Physiology. The award is made on the recommendation of the Faculty of Medicine.

How amended: Changed adjudication criteria as a result of the Faculty of Medicine Curriculum renewal; changed the recommending body (from the Department to the Faculty); the change however does not affect the adjudication process.

3306 John EMERSON Memorial Scholarship in Arts – A \$500 scholarship is offered in memory of John Emerson by members of the Union of BC Performers. The award is given to an outstanding student in the Bachelor of Fine Arts in Acting Program and is made on the recommendation of the Department of Theatre and Film.

How amended: Added ‘Arts’ to the title and changed the area of study from Music to Acting.



#4312 Edgar C. Black Memorial Prize in Honours Physiology - A prize of \$175 in memory of Dr. Edgar C. Black, first member of the Department of Physiology, currently known as Department of Cellular and Physiological Sciences, at this University, has been endowed by contributions from his friends and colleagues. It is awarded to the outstanding student in the graduating class in Honours CAPS formerly known as Honours Physiology. The prize is awarded on the recommendation of the Faculty of Medicine.

How amended: Change in the name of the program to reflect current restructuring of the Department; changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4367 Physiology Prize – A \$175 prize has been endowed by the graduating class of 1985. The prize is made on the recommendation of the Faculty of Medicine, for the best oral and written presentation of the graduating essay.

How amended: changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4371 Agnes and Gilbert Hooley Scholarship in Chemistry – J. Gilbert Hooley (1914-1987), UBC B.A. (1934) and M.A. (1936) and MIT Ph.D. (1939), joined the UBC Chemistry Department (1942-1979) after three years with Corning Glass Works. The data he produced on the atomic weight of rubidium is considered a classic piece of research, and he also carried out pioneering research in the areas of specific heat measurements and staging in graphite compounds. In 1979 he received the prestigious Charles E. Pettinos Award. Dr. Hooley married Agnes Schroeder, UBC B.A. (Hons), M.A., A.T.C.M and L.R.S.M, in 1939. Mrs. Hooley taught chemistry at UBC from 1944 to 1956. The Hooleys had a life-long involvement with music, literature and the arts plus a serious concern about broader social issues. In recognition of their contributions to UBC, scholarships valued up to the cost of one year's tuition have been endowed by their colleagues and friends for: two third-year chemistry students; two fourth-year chemistry students; and two graduate chemistry students. Preference is given to students with awareness of the social role of science. Awards are made on the recommendation of the Hooley Fund Committee within the Department of Chemistry, and in the case of graduate students, in consultation with the Faculty of Graduate Studies.



How amended: Calendar description has been shortened to comply with various system limitations; changes have not affected the existing wording around the adjudication criteria and process.

#4375 Kurt HENZE Memorial Prize – A \$800 prize has been endowed in memory of Kurt Henze, Supervisory Technician in the Department of Physiology, currently known as Department of Cellular & Physiological Sciences, by his friends and colleagues. The prize is awarded on the recommendation of the Faculty of Medicine to a student who performs outstanding work in the laboratory courses leading to graduation in Honours CAPS, formerly known as Honours Physiology.

How amended: Change in the name of the program to reflect current restructuring of the Department; changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4382 Clayton PERSON Memorial Scholarship in Biology – A \$425 scholarship has been endowed by family, friends and colleagues in memory of Dr. Clayton Person, a Canadian geneticist who taught at UBC. The scholarship is awarded to the student having the highest standing in BIOL 234/335 (Genetics), and is made on the recommendation of the Department of Botany.

How amended: Changed award type to “Scholarship” in the title and award description to reflect original Endowment Deed; change in the course requirements to reflect restructuring in the course offerings in the Department of Botany.

#4406 Association of Professional Engineers and Geoscientists Gold Medal in Geoscience – A mounted gold medal is offered by the Association of Professional Engineers and Geoscientists of B.C. to the graduating student with the highest standing in a Bachelor of Science program who has taken courses leading towards registration as a professional geoscientist. The award is made on the recommendation of the Faculty of Science.

How amended: Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.



#4407 Association of Professional Engineers and Geoscientists of B.C. Achievement Award in Geoscience – An engraved plaque is offered by the Association of Professional Engineers and Geoscientists of B.C. to students completing the fourth year or a Bachelor of Science program who have taken courses leading towards registration as professional geoscientists. One plaque is awarded in each branch of Geoscience, specifically Geology, Geophysics, Geochemistry and Environmental Geoscience (Geotechnics), to students who show great promise. The awards are made on the recommendation of the Faculty of Science.

How amended: Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4411 Association of Professional Engineers and Geoscientists of B.C. Scholarship in Geoscience – A \$1,500 scholarship is offered by the Association of Professional Engineers and Geoscientists of B.C. to a student entering the third year of a Bachelor of Science program in Geology, Geophysics, Geochemistry or Environmental Geoscience (Geotechnics) and taking courses leading towards registration as a professional geoscientist. The award is made on the recommendation of the Faculty of Science.

How amended: Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4431 DUMOULIN Black Award in Geological Sciences – Awards totalling \$2,000 are offered by DuMoulin Black LLP to support undergraduate students in the Honours or Combined Honours programs, with preference for students who are in Geology, Geophysics or Geological Engineering. The awards are made on the recommendation of the Faculty of Science.

How amended: Removed reference to the thesis research component in the award criteria as this is no longer part of the Geological Engineering program. Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4433 Anglo American Scholarship – Two or more \$5,000 scholarships are offered by Anglo American plc to students in their third or fourth year of Geological Sciences. Criteria are excellence in geochemistry with application to mineral exploration and



demonstrated enthusiasm and aptitude in the subject. Preference may be given to students who have successfully completed one or more relevant upper level Chemistry courses. These awards are made on the recommendation of the Faculty of Science.

How amended: Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.

#4529 LOTUS Light Charity Society Mu-Shu Lee Memorial Scholarship in Social Work –

One scholarship of \$1,000 is offered by the Family of Mu-Shu Lee to an outstanding undergraduate or graduate student in social work who demonstrates academic excellence. Preference is given to students with Aboriginal heritage. Candidates must either be Canadian citizens, Permanent Residents or convention refugees with proof of status. Recommendation is made by the School of Social Work and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Added preference to Aboriginal students.

#4865 Dr. Carol Matusicky Prize in Family Studies – A prize has been endowed by family, friends, and colleagues in honour of Dr. Carol Matusicky's tenure as Executive Director of the B.C. Council for Families. The award is offered to a student in Family Studies and is made on the recommendation of the Faculty of Arts.

How amended: Changed adjudication criteria to include undergraduate students; changed recommending body to reflect Faculty currently housing courses in Family Studies.

#5371 KGHM International Ltd. Scholarship in Mining and Geological Engineering

– A \$3,000 scholarship is offered to a student in 2nd, 3rd or 4th year of an undergraduate degree program in mining or geological engineering. Recipients will be selected on the basis of academic achievement and demonstrated leadership. The recipient may have the opportunity to hold a summer internship with KGHM International Ltd. at one of the Sudbury mines. Recommendation is made by the Faculty of Science.

How amended: Changed the recommending body (from the Department to the Faculty): the change however does not affect the adjudication process.



#6381 Thurber Engineering Graduate Scholarship – A \$2,000 scholarship is offered by Thurber Engineering to honour the memory of Hugh Nasmith, P. Eng. Mr. Nasmith was a founding partner of Thurber Engineering in 1958 (serving as President from 1968 to 1983), an outstanding engineering geologist, a mentor to junior staff, and a gifted writer and communicator. The scholarship is awarded to graduate students studying Geological Engineering or Geoenvironmental Engineering in the Department of Earth, Ocean and Atmospheric Sciences. The award is made on the recommendation of the Faculty of Science in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Updated Department's title to reflect current name; changed the recommending body (from the Department to the Faculty); the change however does not affect the adjudication process.

#6476 N. H. Benson International Graduate Award – Awards totalling \$3,950 have been endowed in memory of N. H. Benson to graduate students who are members of Green College or St. John's College. Preference will be given to the students of Green College. Recommendation is made by the Faculty of Graduate and Postdoctoral Studies.

How amended: Added preference criterion upon donor's request; updated name of recommending body.

#7308 Arthur John WATSON Memorial Bursary in Electrical Engineering – Bursaries totalling \$450 have been endowed by Mrs. Geraldine Stringer in memory of her first husband, Arthur John Watson, who graduated from UBC in electrical engineering (B.A.Sc.1953). The bursaries are awarded to Canadian citizens or Permanent Residents who are undergraduate students in Electrical Engineering in the Faculty of Applied Science. Mrs. Stringer requests that students write her a letter telling her about themselves upon accepting this bursary.

How amended: The donor would like her request for the students to write her a letter to be explicit.

#7337 Bernard Lapointe Graduate Entrance Scholarship in Food and Resource Economics – A \$1,200 scholarship is offered by Bernard Lapointe (M.Sc. in Agricultural Economics, 1988) to a graduate student entering either the Master of Science in



Agricultural Economics Program or the Master of Food and Resource Economics Program. The award is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Change in award type from a bursary to an entrance scholarship; change in award title and criteria to reflect the new award type; and recommending faculty added.

#7831 Victor A. Olacke Memorial Bursary – A \$200 bursary has been endowed by friends of the late Victor Olacke (born in Sarnia, ON on June 24, 1949). He grew up in Sarnia and after graduating from high school he moved to Vancouver to study geological engineering at UBC. In 1969, Vic was elected President of the first year engineering class, and throughout his UBC education he played an active role in the Engineering Undergraduate Society. He graduated with a B.A.Sc. degree in geological engineering from the Class of '73. In his working career Vic gained considerable experience with Piteau Gadsby MacLeod Geotechnical Consultants, the Alberta Energy Resources Conservation Board, R. M. Hardy and Associates, and Klohn Leonoff Consultants. While employed with Klohn Leonoff Consultants, he was largely involved with engineering related to proposed northern gas pipelines. While supervising a field drilling program in the Yukon Territory, Vic and three other men were tragically killed in a helicopter crash near Whitehorse on October 9, 1976. This bursary is dedicated to future geological engineers at the University of British Columbia in the memory of Victor A. Olacke, P.Eng. and is awarded to a student entering the third year of Geological Engineering (B.A.Sc.). In order to be considered, applicants must be Canadian citizens.

How amended: Calendar description has been shortened to comply with various system limitations; changes have not affected the existing wording around the adjudication criteria and process.

#1432 Harold F. and Anne Bedner Uphill Scholarship in Health Sciences – Scholarships totalling \$30,775 have been endowed through a bequest by Anne Margaret Uphill for female aboriginal students who are pursuing a degree in any area of Health Sciences including Medicine. The awards are open to students in any year of study in either undergraduate or graduate programs and are made on the recommendation of the Centre for Excellence in Indigenous Health in consultation with Enrolment Services. In



the case of graduate student nomination, the award is made in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: Change in the name of the recommending body due to the closure of the Institute for Aboriginal Health in the College of Health Disciplines as of December 31, 2013, and the creation of the Centre for Excellence in Indigenous Health in the School of Population and Public Health as of January 1, 2014.

#695 Vancouver Foundation First Nations Scholarship – A \$4,500 scholarship is offered through the Vancouver Foundation and Dr. John H. V. Gilbert, for a First Nations student enrolled in a professional degree program in Health or Human Services. Students wishing to be considered for the award should apply to the Centre for Excellence in Indigenous Health, in the School of Population and Public Health. The Award is made by nomination of the selection committee from the Centre for Excellence in Indigenous Health.

How amended: Change in the name of the recommending body due to the closure of the Institute for Aboriginal Health in the College of Health Disciplines as of December 31, 2013, and the creation of the Centre for Excellence in Indigenous Health in the School of Population and Public Health as of January 1, 2014.



May 2, 2014

From: Senate Student Awards Committee

From: Senate

Re: *Policy V-200: Student Awards*

Motion: *“That Senate approve Policy V-200: Student Awards, as set out in the attached document, with the understanding that further policy revisions in the area of student awards will be developed and brought forward in the 2014-2017 triennium.”*

Over the past year the Student Awards Committee has been in discussions to review, codify and revise the University’s policies and regulations with regard to Student Awards. This effort arose in the second year of the triennium when the Committee identified the need to update current regulations and place these in the Senate policy template. The need for better operational definitions of common award terms was also identified. Since that time, further revisions have been required to take into account the advent of Vantage College and its new awards.

The Committee has also discussed the possibility of undertaking more fundamental policy changes with regard to student awards. These proposals include creating provisions that take into account students registered with Access and Diversity and taking reduced course loads, and opening up the possibility of including summer session courses in scholarship calculations. We have spoken with our counterpart committee on the Okanagan Senate, and they are interested in these proposals and the possibility of developing a joint policy for student awards.

As the triennium draws to a close, the Committee is mindful of the need to go forward with a policy that is inclusive of Vantage College. Furthermore, our colleagues in Enrolment Services, Graduate Studies and the Development Office feel that clearer definitions in the area of student awards are needed. The fundamental changes that the Committee is contemplating in the area of student awards will require careful thought and broad consultation, and will take some time to develop. However, the Committee does not wish to delay going forward with the codification of the current regulations, clarification of definitions, and provisions for Vantage.

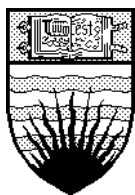


Therefore, the Committee is proposing an interim version of the attached policy V-200: *Student Awards* to become effective on September 1st, 2014. Policy language set out in the attached correlates with the current [Senate Regulations Governing University Awards](#) with new provisions indicated in boldface. Senate can anticipate further policy development in this area in the upcoming triennium and the Student Awards Committee is interested in receiving any comments or suggestions that Senate may have in this regard.

Respectfully submitted,

Dr. Sue Grayston, Chair
Student Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: V-#200

VANCOUVER SENATE
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title V-200 – *Student Awards*

Effective Date:

01 September 2014

Approval Date:

14 May 2014 (Anticipated)

Review Date:

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

Responsible Committee:

Student Awards Committee

Authority:

University Act, S. 37(1)

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

...(i) to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;

(j) to award fellowships, scholarships, exhibitions, bursaries and prizes;...

Purpose and Goals:

This policy is designed to guide the development of *student awards* to assist the University in its goals to attract the most academically qualified students and reward their successes at the University. With that objective in mind, it is the

primary policy of the University to encourage donations, whether to individual Faculties or the University's general scholarship and bursary funds, which can be used to reward excellence and/or to provide support to students with financial need.

The goal of this policy is to ensure fairness in the adjudication of awards, while providing for maximum flexibility and efficiency in the administration of available funds.

Applicability:

As of the effective date above, this policy is applicable to any *student award* offered by the University or by donors through the University

Exclusions:

Student awards developed and implemented prior to the effective date of this policy may not necessarily follow the definitions set out below.

Although defined below and established through a recommendation of the Senate to the Board, financial support programs such as *bursaries* are governed by the Board of Governor's Policy #72 - *Access to the University of British Columbia*.

Definitions:

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

<i>Academic Award</i>	shall mean a <i>student award</i> where academic achievement is the sole criterion under consideration.
<i>Bursary</i>	shall mean a <i>student award</i> given on the basis of assessed financial need. Any <i>student award</i> that takes financial need into account is never indicated on a student transcript.
<i>Continuing</i>	shall mean a <i>student award</i> given on the basis of merit, academic or otherwise, demonstrated by the student in the course of studies at the University.
<i>Entrance</i>	shall mean a <i>student award</i> given according to criteria including merit demonstrated by the student prior to commencing studies at the University.
<i>Fellowship</i>	shall mean a <i>student award</i> given at the start of the academic year to a graduate student primarily based on academic achievement and/or research ability/potential.

<i>Medal</i>	shall mean a non-monetary <i>student award</i> , normally given near the end of the academic year based on academic merit.
<i>Merit-based</i>	shall mean that a <i>student award</i> is given based on academic or other merits.
<i>Need-based</i>	shall mean financial support given to a student based on financial need. Any <i>student award</i> that is based on financial need t is not indicated on a student transcript.
<i>Non-academic Award</i>	shall mean a <i>student award</i> where neither financial need nor academic achievement is the sole criterion under consideration. (e.g., a <i>student award</i> given on the basis of non-academic merit, or a combination of academic and non-academic merit, or a combination of merit-and need-based criteria). <i>Non-academic awards</i> are not indicated on the student transcript.
<i>Prize</i>	shall mean a <i>student award</i> given to a student to recognize academics and/or achievement of the academic year that has just ended.
<i>Scholarship</i>	shall mean a <i>student award</i> given to a student on the basis of academic achievement, usually disbursed at the beginning of the academic year.
<i>Student Award</i>	shall mean any type of financial award or assistance that is given to students by the University or by donors through the University.

Policy:

1. The University shall not approve *student award* terms that are inconsistent with human rights legislation.
2. *Student awards* issued by the University are first applied to any tuition and other student fees owing. If the amount of the *student award* is greater than the fees, the excess amount is paid to the student.
3. In any given year, if invested funds do not provide sufficient income to disburse any endowed *student award*, payment of the *student award* may be reduced or withheld. The University does not guarantee the payment of any *student awards* other than those funded by the University. The University reserves the right to withhold *student awards* donated by individuals or organizations where the required funds have not yet been received by the University.

4. The Senate reserves the right to change the terms governing a *student award*, so that they may better meet new conditions, more fully carry out the intentions of the donor, or maintain the usefulness of the benefaction. The rights so reserved shall be exercised by resolution of the Senate duly confirmed by the Board of Governors, provided always that sufficient notice shall be given in Senate of any proposed change and that the donor or representative, if known, shall be consulted prior to the proposed change.

Vantage College

5. **While enrolled in Vantage College students fall under the student classification “International Program” and are not considered undergraduate students for the purposes of this policy.**
 - a. **Vantage College *entrance scholarships* and *awards* are adjudicated by Vantage College on a competitive basis from among applicants who come from a variety of cultural and socio-economic backgrounds. Where indicated in the *student award* description, financial need may also be taken into account in the adjudication of Vantage College awards.**
 - b. **Recipients of annually *renewable* Vantage College *student awards* become subject to the provisions of this policy governing Undergraduate Awards when they progress into the second or subsequent year of their program of study and achieve regular student status.**

Undergraduate Awards

6. Unless otherwise stated, undergraduate *student awards* are tenable only at UBC (Vancouver or Okanagan Campus) and are open to Winter Session students only. Marks obtained in Summer Session courses are not taken into account in the adjudication of *student awards*.
7. ***Entrance Student Awards and Scholarships* are adjudicated based on a student’s academic and other experience achieved prior to attending UBC. These awards are made on a competitive basis and are intended to attract the top students.**
8. *Continuing scholarships, prizes, or other undergraduate student awards* based on academic merit will normally be given to a student who is
 - i. registered in at least 27 percentage graded credits; and,

- ii. has standing in the top 10% of his/her year and Faculty or an average of 75% or higher (with no failed courses) in the academic session on which the award adjudication is based.
9. Academic standing for students taking more than 27 credits will be determined on the basis of 27 percentage-graded credits to be chosen in the manner that is most advantageous to the student.
 10. A recipient of a *student award* may retain the honour of an award but resign the monetary value. Any funds thus made available will be made available to another eligible student.
 11. Recipients of undergraduate *continuing and renewable scholarships, prizes* and other *merit-based student awards* based on academics are normally expected to be registered in 24 credits in order to retain their *scholarship*. *Scholarships* are offered only to those who continue their studies to the satisfaction of the Registrar. Students registered in fewer than 24 credits in their final year of study may retain a *scholarship* and/or be eligible for a *prize* if their Faculty or School confirms this number of credits is sufficient for graduation. In this case, a *scholarship* may be prorated.
 12. Students who have completed at least one year of study at UBC may be eligible to defer certain *student awards* for one year, provided they show satisfactory reasons for postponing attendance. Requests for deferment must be made to Enrolment Services. Students wishing to take up a *student award* deferred from a previous year must advise Enrolment Services by July 1.
 13. The University recognizes that students may encounter opportunities or circumstances that could result in a request for deferred admission. Applicants intending to commence the first year of a degree program may request a deferral for one year (or two years in cases of mandatory military service). Students who have been granted deferred admission will automatically have any *scholarships* or other *merit-based* awards deferred until they begin their study at the University.

Students who are granted permission to defer their admission and therefore their *student awards*, will still have to satisfy any conditions of the Admissions office, such as completion of courses in progress, maintenance of a satisfactory admission average, and graduation from secondary school. They must apply to take up the deferred offer by

the application deadline of the following year. They must register in the program and at the campus to which they were admitted or will be required to reapply and compete with the new applicant pool for a space.

14. *Scholarships* and *student awards* awarded for academic achievement in a specific Faculty or discipline or intended for students studying in a particular program are normally conditional upon the recipient continuing studies in the same discipline or program during the following year. A program change to an ineligible Faculty or discipline will usually result in reassignment of the award to another eligible student.

Graduate Awards

15. The *fellowships* and *scholarships* offered, unless otherwise stated, are available only to support students engaged in full-time study and/or research leading to a degree at the University of British Columbia and will normally be paid only if the recipient is registered as a full-time student at the University during the payment period.
16. Students offered both a major university graduate fellowship funding (Killam Doctoral Fellowship, Four Year Doctoral Fellowship, University Graduate Fellowship, or Affiliated Graduate Fellowship) and external funding for full-time study and research at UBC will be required to accept the external funding. If the value of the external award funding is less than the value of the major university graduate fellowship, the student will receive the difference between the major University graduate fellowship and external award funding.

Calendar Statement:

As per the policy above.

Consultations

The following groups will be consulted during the further development of this policy:

Access and Diversity, Board Secretariat, Enrolment Services, the office of the Vice-President, Students, Development Office, Faculty of Graduate and Post-Doctoral Studies

History:

Regulations governing student awards have been listed in the Academic Calendar since 1987/88. These regulations have been subject to minor revisions since that time, the most recent being in March 2010, when clarification was needed as to the regulations and the implementation of the Credit/D/Fail policy.

Related Policies:

Access to the University of British Columbia

Appendix:

There is no appendix to this policy.

Procedures:

There are no procedures accompanying this policy.



2 May 2014

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2013 – 30 April 2014) (information)**

Members of the Committee:

- Prof. Bruce MacDougall (Chair)
- Mr. Tariq Ahmed
- Prof. Bonnie Craig
- Mr. Darran Fernandez
- Dr. Sue Grayston
- Dean Murray Isman
- Ms. Nina Karimi
- Dr. Philip Loewen
- Mr. Tom MacLachlan
- Ms. Mona Maleki
- Ms. Trish Rosseel

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c.468. The Committee is the “standing committee in the final appeal for students in matters of academic discipline.” Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action of the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the Senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <http://www.senate.ubc.ca/vancouver/rules.cfm?go=discipline>.

During the period from 1 May 2013 to 30 April 2014, the Senate Committee heard three (3) appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. All appeals considered by the Senate Committee during the reporting period were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:



1. 8 May 2013

The student was disciplined for three separate incidents of non-academic misconduct. The discipline imposed by the President was a permanent registration block placed on the academic transcript, a permanent (non-removable) notation of academic misconduct entered on the student's transcript and restrictions on the student's ability to enter upon or to carry out activities upon University Premises, or use University facilities. The student raised six grounds for appeal:

- 1) The President incorrectly determined the student's conduct, either admitted or as found by the President, to constitute misconduct or that the President incorrectly applied a University policy or procedure.

The standard of review for this ground is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if it disagrees with the President's determination or application of the University policy or procedure. The Committee found no evidence to support a finding of incorrectness in the President's application of University policy or procedure.

- 2) The student had material evidence that was not reasonably available at the time of the President's Committee hearing.

Where the appeal is under this section and the Senate Committee is satisfied that the material evidence was not reasonably available at the time of President's Committee hearing and there was a substantial likelihood that it would affect the outcome, the Senate Committee may send the matter back to the President's Committee for rehearing. The Committee found that the evidence presented by the student was available at the time of the hearing before the President's Committee and would not have substantially affected the outcome of the process before the President's Committee.

- 3) There was a breach or unfair application of the University's procedures prior to the President's Committee hearing that was raised before the President's Committee but was not adequately remedied through the President's Committee.

The standard of review for this ground is reasonableness; whether a reasonable person, knowledgeable about the facts, would perceive the process before or at the President's Committee to be unfair. The Committee found that the President's decision was not unreasonable on this ground.

- 4) That the procedure of the President's Committee was unfair or operated unfairly in that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or that the President gave insufficient reasons for his decision.



The standard of review for this ground is reasonableness; whether a reasonable person, knowledgeable about the facts, would perceive the process before or at the President's Committee to be unfair. The Committee found that the President's decision was not unreasonable on this ground.

- 5) That the President erred in his assessment of the evidence in the President's Committee reports, including any factual inferences made by the President, the student's credibility or that of other witnesses.

The standard for review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the President's assessment of the evidence in the President's Committee report, including any factual inferences made by the President or the credibility of the student or other witnesses, is unreasonable. The Committee found that the President's decision was not unreasonable on this ground.

- 6) That the discipline imposed by the President was excessive.

The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. The Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed

2. 12 February 2014

The student was disciplined for submitting a falsified medical documentation to justify absence from a final examination and plagiarizing two components of an assignment in the same course. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 12 months and a notation of academic misconduct entered on the student's transcript. The student appealed on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. The Committee found that the President's decision was not unreasonable on this ground.

Appeal dismissed



3. 10 April 2014

The student was discipline for submitting two assignments that were identical to those submitted by other students. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 4 months and a notation of academic misconduct entered on the student's transcript. The student appealed on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. The Committee found that the President's decision was not unreasonable and confirmed that decision.

Appeal dismissed

Respectfully submitted,

Prof. Bruce MacDougall, Chair
Senate Committee on Student Appeals on Academic Discipline



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

www.senate.ubc.ca

May 2, 2014

To: Vancouver Senate

From: Senate Teaching and Learning Committee

RE: **Report on Ongoing Activities of the Committee (for information)**

The Senate Teaching and Learning Committee is pleased to provide Senate with the following updates as to the Committee's recent activities:

1) Flexible Learning

Over the past year, the Committee has heard presentations, on its own and in the context of Joint meeting with other Senate Committees, on the topic of flexible learning. These conversations are related to the Committee's mandate, as well as some of the topics it has been discussing over the course of the triennium (e.g., lecture capture, co-curricular records). While the Committee has provided some useful feedback on aspects of the Flexible Learning strategy, it feels that the scope of the strategy impacts upon the mandate of almost every Senate Standing Committee. Therefore, the Committee proposed the establishment of a Senate Ad Hoc Committee to look at Flexible Learning, a proposal that Senate passed at its last meeting.

2) Co-Curricular Records

The Committee has been engaged in discussions about Co-Curricular Records for the past two years. Some students have advocated for co-curricular records to be established at UBC as a means for recognizing student involvement and engagement (see the AMS' 2012 report on the subject at: <http://www.ams.ubc.ca/wp-content/uploads/2012/10/Recognizing-Student-Involvement-AMS-Report-2012.pdf>). Some jurisdictions have well-developed transcript systems that provide supplemental information about student learning and engagement in co-curricular activities (e.g., the U.K's Higher Education Achievement Report). However, the co-curricular transcript methods that have been adopted at Canadian universities thus far have not been an overwhelming success. The Committee's opinion is that these approaches are not quite robust enough to capture the student experience outside of the classroom. The Committee does feel that the University should continue to look at appropriate ways to recognize student co-curricular activities and connect these to the curricular experience. Enhancing the information provided on the current academic transcript may be something for the Registrar's Office to consider, for instance, and this may also be of interest to the Flexible Learning Ad Hoc Committee to be established in the next triennium.

3) Undergraduate Research Opportunities

Over the course of the triennium, the Committee has been looking into the opportunities that are available for undergraduate students to engage in research activities. This year the Committee prioritized this issue and focused on analyzing the current initiatives and remaining obstacles vis-à-vis undergraduate research opportunities. As a result, the Committee is pleased to present to Senate the attached report which is intended to provide a starting point for a wider Senate discussion on UBC's commitment to undergraduate research the current state of undergraduate research at UBC and identify gaps and opportunities. The report offers the following recommendations to enhance undergraduate research opportunities at UBC's Vancouver Campus:

- 1) That the Provost delegate a position to assume responsibility for enhancing Undergraduate Research Opportunities at UBC's Vancouver Campus;
- 2) That the delegate of the Provost engage in discussions with the appropriate Deans and other key individuals towards the achievement of the following goals:
 - The establishment of an Undergraduate Research Office in each of the key faculties serving direct-entry undergraduate students;
 - The establishment of stable funding for an annual Multidisciplinary Undergraduate Research Conference;
 - Enhancing existing and new undergraduate research opportunities that link students to mentors, using established funds, such as TLEF and Skylight grants, to support local faculty infrastructure.
 - Developing ways to recognize and reward faculty members, postdoctoral fellows and graduate students for their contribution to undergraduate research opportunities
 - Providing workshops to develop mentorship capacity for faculty members, postdoctoral fellows, and graduate students.
- 3) That the Provost or delegate be asked to report to Senate on an annual basis about undergraduate student engagement in research opportunities at UBC's Vancouver Campus.

Any questions about the activities of the Committee can be referred to Stephanie Oldford at Stephanie.Oldford@ubc.ca.

Respectfully submitted,

Dr. Kenneth G. Baimbridge
Chair, Senate Teaching and Learning Committee

The Status of Undergraduate Research at UBCV
Report for UBC Vancouver Senate
May 14, 2014

Prepared by Mona Maleki, Janet Teasdale, Erin Biddlecombe, Natalie Marshall, Erick Carreras, Adam Ziada and Santokh Singh

“The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life.”
– *Place and Promise, UBC’s Strategic Plan*

1. Background: UBC’s Commitment to Undergraduate Research

As one of the world’s top research universities, UBC attracts undergraduate students who aspire to engage directly in research and to build and apply research skills. Research is a key component of UBC’s mission and identity as a public, globally-recognized, research-intensive university. Accordingly, the University makes a strong commitment to provide undergraduate students with research opportunities through *Place and Promise*.¹ This commitment is valued and noted by current and prospective UBC students. In the 2011 New to UBC survey, 58% of incoming students to direct-entry undergraduate programs cited “research experiences” as a factor that influenced their decision to attend UBC (Table 1). Moreover, 60% of current international undergraduate students and 49% of current domestic undergraduate students have indicated that they intend to take part in research activities during their time at UBC.²

Table 1 - Extent to which “research opportunities” are a factor in first-year students’ decision to attend UBC (New to UBC Survey Data 2013) N=2,973.		Count	Percentage
Research Opportunities:	5 (To a great extent)	668	22.5%
	4	1073	36.1%
	3	671	22.6%
	2	325	10.9%
	1 (To no extent)	236	8.0%

Through *Place and Promise*, UBC commits to provide undergraduate students with at least two enriched educational experiences (E3’s) during their course of study at UBC.³

PLACE AND PROMISE COMMITMENT: STUDENT LEARNING

Goal: *Expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/practicum/internship opportunities.*

Action: *Provide undergraduate students with opportunities to pursue at least two enriched educational experiences during their course of studies.*

UBC’s commitment to E3’s was announced with the launch of *Place and Promise* in December 2009¹ and is informed by a large body of research on student learning. Undergraduate research provides a forum for students to “connect key concepts and questions” from their courses to an “active involvement in systematic investigation and research,” thereby connecting the knowledge from textbooks, labs, and lectures to active involvement in “contested questions, empirical observation, cutting edge technologies, and the sense of excitement that comes from working to answer important questions.”⁴

¹ The University of British Columbia, *Place and Promise: The UBC Plan*, <http://strategicplan.ubc.ca/the-plan/research-excellence/> (accessed March 11, 2014).

² UBC Planning and Institutional Research, *2009-2011 New to UBC (NUBC) Student Survey*, 2011, pg. 21.

³ The University of British Columbia, *Place and Promise: The UBC Plan*, <http://strategicplan.ubc.ca/the-plan/student-learning/> (accessed April 4, 2014).

⁴ Kuh, G.D., *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, Washington, DC: AAC&U, 2008.

This paper is intended to provide a starting point for a wider Senate discussion on UBC's commitment to undergraduate research, the current state of undergraduate research at UBC, gaps and opportunities, as well as recommendations to enhance undergraduate research opportunities at UBC Vancouver.

For the purpose of this paper, 'undergraduate research opportunities' will be noted in short form as URO and 'undergraduate' will refer to students in direct-entry, degree-seeking programs.⁵

2. The Current Landscape of Undergraduate Research at UBC

The definition of research is best described as the "undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation".⁶ However, the history of 'undergraduate research' in higher education has not been extensively documented and the use of the phrase to collectively capture the wide range of research-related experiences available to undergraduates appears relatively recent.⁷ Nevertheless, along with other large, research-intensive universities, it is clear that there is a long history of engagement of undergraduate students in the research process at UBC.

Among institutions comparable to UBC, a decentralized approach is most common, in which leadership for supporting undergraduate research is embedded at the Faculty level. For a short period of time, UBC operated a small, central Undergraduate Research Office, which offered two major programs before it was closed in 2010: the Multidisciplinary Undergraduate Research Conference (MURC),⁸ which has continued with support from the direct-entry undergraduate Faculties and funding from Vice President Academic, Vice President Students, Vice President Research and International since the closure, and the Multidisciplinary Undergraduate Research Program, which provided support to students participating in MURC through workshops and presentations throughout the academic year.

The work of the Undergraduate Research Office was valuable; however, due to significant differences in the research process across disciplines, there remained concern with providing centralized programming for UROs. Closure of the Undergraduate Research Office was accompanied by Faculty-specific commitments to undergraduate research at UBC.

Many university-wide, Faculty-based, and student-led initiatives have been undertaken to achieve UBC's goals in supporting UROs as highlighted in *Place and Promise*. The Vice President, Students' Office commissioned the report, *Enriched Educational Experiences at UBC: A Framework for Dialogue and Action*,⁹ which identified how Faculties were delivering on UBC's commitment through formal curricular and co-curricular mechanisms. These mechanisms included curricular integration, co-operative education, research internships, and the UBC Work Learn program.

2.1 Curricular Integration

Many academic programs at UBC embed curricular requirements and options for undergraduate students to engage in research experiences throughout their degrees. For example, the Faculty of Arts has included a research component within the breadth requirements: "Between 30 credits and graduation students must successfully complete a research-intensive experience."¹⁰ UBC's SEEDS (Social Ecological Economic Development Studies) Program provides students an opportunity to work with faculty and staff to engage in sustainability-related research projects that build on the theme of campus as a living laboratory while they earn course-based credit. Most

⁵ Year 1-4 undergraduate students in Arts, Science, Sauder, Kinesiology, Land and Food Systems, Forestry, and Engineering

⁶ Proportionate Approach to Research Ethics Review in the TCPS: Towards a Revised Definition of Research in the TCPS, http://www.pre.ethics.gc.ca/policy-politique/initiatives/docs/Definition_of_Research_-_January_2008_-_EN.pdf (accessed April 20, 2014)

⁷ Kinhead, J., *What's in a name? A brief history of undergraduate research*, 2012, <http://www.cur.org/assets/1/7/331Fall12KinheadWeb.pdf> (accessed April 4, 2014).

⁸ <http://murc.ubc.ca/> (accessed April 4, 2014).

⁹ Sens, A., Fryer, M., *Enriched Educational Experiences at UBC: A Framework for Dialogue and Action*, Office of the Vice President of Students UBC Vancouver, 2012 http://vpstudents.ubc.ca/files/2012/07/E3_framework_report_2012_final.pdf (accessed March 11, 2014).

¹⁰ UBC Vancouver Academic Calendar 2014/2015, Degree Requirement Bachelors of: Arts, Fine Arts, International Economics, Music, <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.197.282.55> (accessed April 4, 2014).

programs include options for students to pursue upper level capstone courses, senior laboratory or seminar courses, Directed Studies, or Honours major options, and often these have a significant research component. Table 2 indicates that, by the end of year four, 35.5% of undergraduate UBC students indicate that they have participated in a research-intensive experience.

2.2 Co-curricular Opportunities

While curricular options provide valuable exposure to research for undergraduate students, many students have a strong interest in seeking out research opportunities that enable them to work directly with a faculty member or community mentors outside of their course or program requirements. These 'co-curricular' UROs can address the limited capacity of opportunities within curriculum and offer qualitatively different research experiences. However they require both financial and time-based resources from Faculties and faculty members.

Some Faculties have supported co-curricular undergraduate research through the provision of monetary awards, generally distributed to supervising faculty member. For example, the Faculty of Arts provides the Arts Undergraduate Research Awards (AURA) as a means of supporting faculty in hiring undergraduate students¹¹ and the Faculty of Science provides the Science Undergraduate Research Experience (SURE) Awards.¹²

Campus-wide, the University also receives and distributes federal funding through the Natural Science and Engineering Research Council of Canada-Undergraduate Student Research Award (NSERC USRA), designed to link promising undergraduate students with NSERC grant holders. In addition, the UBC-funded Work Learn program contributes to supporting the financial costs associated with co-curricular undergraduate research. The Work Learn program provides faculty members and units hiring undergraduate students with a wage subsidy. In the past three years, the program has targeted a portion of funding toward undergraduate research and from April 2013 - April 2014, 30% of Work Learn positions included a research component.¹³

Other opportunities for students to engage in UROs off-campus include community-based research projects through the Centre for Community Engaged Learning¹⁴ and Go Global international research placements.¹⁵

There are also many venues on campus for students to showcase their research and connect with other student researchers on campus. These include various department based undergraduate research journals, many of which are student-led groups, the Multidisciplinary Undergraduate Research Conference, and various departmental undergraduate research conferences.

2.3 Student-Led Initiatives

While the above mentioned institutionally structured initiatives provide targeted and supportive means for students to access UROs, these structures alone have not been sufficient to support the range of interests and demand of undergraduate students. Other channels for students to engage in co-curricular UROs have been championed by the Alma Mater Society (AMS) Undergraduate Research Opportunities student club.¹⁶ This club recently launched a successful Research EXperience (REX) Program¹⁷, which allows undergraduate students to gain firsthand experience developing a research question and designing experiments to address these questions.

¹¹ UBC Faculty of Arts, *Arts Undergraduate Research Awards (AURA)*, <http://www.arts.ubc.ca/research/grant-funding-opportunities/funding-opportunities/aura/> (accessed April 4, 2014).

¹² UBC Faculty of Science, *Research and Field Experiences*, <http://science.ubc.ca/students/career/research> (accessed April 4, 2014).

¹³ Work Learn International Undergraduate Research Award Summer 2013 Student Survey Summary, Centre for Student Involvement and Careers UBC Vancouver, 2013.

¹⁴ <http://students.ubc.ca/about/centre-community-engaged-learning> (accessed April 4, 2014).

¹⁵ UBC Vancouver Student Services, *Research Abroad*, <http://students.ubc.ca/career/international-experiences/research-abroad> (accessed April 4, 2014).

¹⁶ <http://uro.ubc.ca/> (accessed April 4, 2014).

¹⁷ <http://uro.ubc.ca/rex/> (accessed April 4, 2014).

Recognizing the gap in resources and coordination of activities, the AMS recently launched the AMS Impact Grant which provides support for students carrying out “scholarly research to build knowledge and understanding of post-secondary matters affecting the UBC Vancouver campus community.”¹⁸

Additionally, students seek out opportunities independently by contacting faculty members directly, acquiring external funding, or engaging in volunteer research positions. Department club specific research nights also provide a channel for students to engage with research, although they are not consistent from year to year and not every departmental club coordinates the event.

2.4 Student-Identified Gaps

In the summer of 2013, the AMS conducted a review of student services offered at UBC, including a student survey with questions on services related to undergraduate research.¹⁹ This report highlights gaps in student satisfaction with programming and support services to assist with the following aspects of undergraduate research ranked in order of dissatisfaction:

1. Preparing job applications for research assistant positions
2. Preparing funding applications
3. Finding a topic area that fits their research interests
4. Finding research opportunities
5. Securing research funding
6. Finding a faculty member doing research in their area of interest

3. Student Access and Participation

While UBC has made strides in introducing initiatives to support undergraduate research, there remain significant gaps in student interest versus participation rates. The insufficient number of opportunities for engagement with research is clearly supported in the Undergraduate Experience Survey (UES). Data from the most recent Undergraduate Experience Survey is summarized below in Table 2.

70% of 4th year level student respondents indicated they had never worked on a research project with a faculty member outside of their course or program requirements. For curriculum-based research intensive experiences, 35% had participated; 34% of 4th-year students who did not participate indicated they would have participated if given the opportunity. Corresponding numbers for field research and practicum experiences indicated 18% among 4th-year students had participated with 53% indicating they would participate if given the opportunity.

The recent UBC mid-level Research Strategy highlights the need to connect undergraduate students to UBC’s core strategic pillar of research excellence. The strategy notes that there is a need to increase undergraduate student connection to research both through direct participation and through increasing undergraduate student awareness of research taking place at UBC.²⁰

¹⁸ Alma Mater Society of UBC Vancouver, AMS Impact Grant, <http://www.ams.ubc.ca/studentociety/finances/funds/impact-grant/> (accessed April 4, 2014). The Faculty of Arts and the Centre for Student Involvement & Careers have contributed funding to this new grant

¹⁹ Mahal, K., *Undergraduate Research at UBC: Gaps and Opportunities*, Office of the Vice President Academic and University Affairs, Alma Mater Society of UBC Vancouver, 2013, <http://www.ams.ubc.ca/wp-content/uploads/2013/09/Undergraduate-Research-at-UBC-August-20-2013.pdf> (accessed April 4, 2014).

²⁰ *UBC Research Strategy – Vancouver Campus*, Office of the Vice President Research & International, The University of British Columbia, May 2012, pg. 11, <http://www.research.ubc.ca/sites/research.ubc.ca/files/uploads/documents/VPRI/UBC-research-strategy-May-2012.pdf> (accessed April 4, 2014).

**Table 2 – Undergraduate Experience Survey Data indicating student participation in research experiences by student year level.
Data is weighted by Faculty, Gender, ISI, and year level.**

<i>Question: Worked on a research project with a faculty member outside of course or program requirements:</i>	Year Level							
	1		2		3		4	
	Count	%	Count	%	Count	%	Count	%
Never	1084	85.9%	1031	84.0%	1267	80.5%	1299	70.0%
Sometimes	135	10.7%	134	10.9%	190	12.1%	292	15.7%
Often	33	2.6%	43	3.5%	63	4.0%	161	8.7%
Very Often	10	.8%	19	1.6%	55	3.5%	103	5.5%
<i>Question: Research-intensive experiences (senior research seminars, capstone seminars, honours seminars, advanced research projects).</i>	Year Level							
	1		2		3		4	
	Count	%	Count	%	Count	%	Count	%
Have Participated	42	3.3%	75	6.0%	219	13.7%	668	35.5%
Would Participate	772	60.3%	744	59.6%	859	53.8%	639	34.0%
Not Interested in Participating	327	25.5%	317	25.4%	374	23.4%	399	21.2%
Interested but Unable to Participate	139	10.9%	113	9.1%	144	9.0%	176	9.3%
<i>Question: Field research and practicum experiences:</i>	Year Level							
	1		2		3		4	
	Count	%	Count	%	Count	%	Count	%
Have Participated	31	2.5%	39	3.1%	146	9.2%	337	17.9%
Would Participate	967	75.6%	945	75.6%	1052	65.9%	1012	53.8%
Not Interested in Participating	176	13.7%	162	13.0%	223	14.0%	218	11.6%
Interested but Unable to Participate	105	8.2%	103	8.3%	176	11.0%	315	16.8%

3.1 Impact of Undergraduate Research Opportunities on Student Learning

Research opportunities provide students with the chance to enter academic conversations that are grounded in inquiry, thus supporting student development, learning, and development of interest in their academic discipline.²¹ In a UBC-specific example, a 2013 survey (n=22) of students participating in the pilot Work Learn International Undergraduate Research Awards reinforced the career and professional skills that students learn through research experiences:²²

- 20/22 respondents agreed or strongly agreed that their undergraduate research position helped them build a network of connections with faculty, staff and/or students.
- 19/22 students agreed or strongly agreed that their undergraduate research position helped them develop transferrable skills (e.g., communication skills, adaptability, analysis and problem solving, etc.).
- 19/22 students agreed or strongly agreed that their undergraduate research position was related to or helped them refine their career goals.
- 18/22 students agreed or strongly agreed that their undergraduate research position helped them to see the connection between their university studies and future work opportunities.

A discussion of URO and experiences at UBC warrants an evaluation not only of the gaps in participation, but also the quality of the opportunities students are provided with.

4. Fostering Mentorship: Faculty, Graduate Student, and Postdoctoral Fellow

Faculty members, graduate students, and postdoctoral fellows are key stakeholders in the URO conversation at UBC. It is through the mentorship and involvement of these individuals that opportunities are created and shaped for undergraduate students. In order to create quality co-curricular UROs, the university must address the culture of mentorship that can both provide these stakeholders with the skillset to mentor and evaluate the barriers that they face in making the decision to support undergraduate students in research activities.

Although many Faculties have awards to encourage faculty members to engage undergraduate students in their research, the university-wide approach to encourage faculty mentorship is unclear. Often, potential mentors (professors, postdoctoral fellows, and graduate students) are busy with their own research and other duties to take on the significant task of training a new student with little or no experience. Providing mentorship and support to undergraduate students requires a commitment of time, effort, and money. While many potential mentors have an interest in supporting undergraduate research, the current UBC approach does not reward or resource doing so in a way that adequately incentivizes these potential mentors.

Graduate students have been identified as key partners and resources in the university's "efforts to expand and enhance the undergraduate experience."²³ The *Enriched Educational Experiences at UBC: A Framework for Dialogue and Action* report highlights the involvement of graduate students in supporting the expansion of E3s. Such an approach will enrich both the undergraduate experience and allow graduate students to gain skills in "teaching leading edge pedagogies."²⁴ As with faculty members, the current strain on graduate student time must be acknowledged and addressed. Additionally, the mentorship that graduate students, themselves, receive and their skill development need to be addressed. There is also a need to provide support for graduate students who commit to training and supporting undergraduates in their research experiences similar to the way that graduate student Teaching Assistants are supported in undertaking their teaching duties.

²¹ Kuh, G.D., *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, Washington, DC: AAC&U, 2008.

²² Work Learn International Undergraduate Research Award Summer 2013 Student Survey Summary, Centre for Student Involvement and Careers UBC Vancouver, 2013.

²³ Sens, A., Fryer, M., *Enriched Educational Experiences at UBC: A Framework for Dialogue and Action*, Office of the Vice President of Students UBC Vancouver, 2012, pg. 10, http://vpstudents.ubc.ca/files/2012/07/E3_framework_report_2012_final.pdf (accessed March 11, 2014).

²⁴ *Ibid*, pg. 11.

5. Recommendations

Based on the research and environmental scan conducted, the following preliminary recommendations are made for consideration by the UBC Vancouver Senate. These recommendations provide a broad direction for areas of further focus in supporting student learning through undergraduate research.

- 1) That the Provost delegate a position to assume responsibility for enhancing Undergraduate Research Opportunities at UBC's Vancouver Campus;
- 2) That the delegate of the Provost engage in discussions with the appropriate Deans and other key individuals towards the achievement of the following goals:
 - The establishment of an Undergraduate Research Office in each of the key faculties serving direct-entry undergraduate students;
 - The establishment of stable funding for an annual Multidisciplinary Undergraduate Research Conference;
 - Enhancing existing and new undergraduate research opportunities that link students to mentors, using established funds, such as TLEF and Skylight grants, to support local faculty infrastructure.
 - Developing ways to recognize and reward faculty members, postdoctoral fellows and graduate students for their contribution to undergraduate research opportunities
 - Providing workshops to develop mentorship capacity for faculty members, postdoctoral fellows, and graduate students.
- 3) That the Provost or delegate be asked to report to Senate on an annual basis about undergraduate student engagement in research opportunities at UBC's Vancouver Campus.



2 May 2014

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
2014 May Meeting				
Last Name	First Name	Rank	Faculty	Emeritus Title
Benjamin	William	Professor	Arts	Professor Emeritus of Music
Bluman	George Wallace	Professor	Science	Professor Emeritus of Mathematics
Brydges	David	Professor	Science	Professor Emeritus of Mathematics
Chantler	Janet	Professor	Medicine	Professor Emeritus of Pathology
Colenbrander	Hilde	Administrative Librarian	Vice-President Academic and Provost	Administrative Librarian Emeritus
Dunwoody	A. Bruce	Associate Professor	Applied Science	Associate Professor Emeritus of Mechanical Engineering
Fisher	Donald	Professor	Education	Professor Emeritus of Educational Studies
Frisby	Wendy	Professor	Education	Professor Emeritus of Kinesiology
Gallagher	Richard	Clinical Professor	Medicine	Clinical Professor Emeritus of Population and Public Health
Grace	John Ross	Professor	Applied Science	Professor Emeritus of Chemical and Biological Engineering
Grace	Sherrill	University Killam Professor	Arts	University Killam Professor Emeritus of English
Jackson	Michael	Professor	Law	Professor Emeritus of Law
MacLeod	Bernard	Associate Professor	Medicine	Associate Professor Emeritus of Anesthesia, Pharmacology and Therapeutics
Mayer-Smith	Jolie	Professor	Education	Professor Emeritus of Curriculum and Pedagogy
McGillivray	Barbara	Professor	Medicine	Professor Emeritus of Medical Genetics
Nelson	John Douglas	Professor	Forestry	Professor Emeritus of Forest Resources Management
Pare	Peter David	Professor	Medicine	Professor Emeritus of Respiratory Medicine
Poskitt	Kenneth	Assistant Professor	Medicine	Assistant Professor Emeritus of Paediatrics
Pratt	Daniel	Professor	Education	Professor Emeritus of Educational Studies
Puterman	Martin	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Ramey	William	Professor of Teaching	Science	Professor of Teaching Emeritus of Microbiology
Rasmussen	Edith	Professor	Arts	Professor Emeritus of Library, Archival and Information Studies
Reebye	Pratinha	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Rubenson	Kjell Len	Professor	Education	Professor Emeritus of Educational Studies
Schamberger	Wolfgang	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Medicine
Sehon	Anthony	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Shepard	John	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Siegel	Linda	Professor	Education	Professor Emeritus of Educational and Counselling Psychology and Special Education
Stierner	Siegfried	Professor	Applied Science	Professor Emeritus of Civil Engineering
Tait	David	Assistant Professor	Forestry	Assistant Professor Emeritus of Forest Resources Management
Tan	Rusung	Professor	Medicine	Professor Emeritus of Pathology
Vokey	Daniel	Associate Professor	Education	Associate Professor Emeritus of Educational Studies
Walters*	Carl John	Professor	Science	Professor Emeritus of Fisheries
Wehrung	Donald	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Weiner	Deborah	Associate Professor	Applied Science	Associate Professor Emeritus of Architecture and Landscape Architecture
Wieland	Gernot	Professor	Arts	Professor Emeritus of English
Young	Claire	Professor	Law	Professor Emeritus of Law

*correction of rank



MEMORANDUM

May 2, 2014

To: Vancouver Senate

From: David H. Farrar, Provost and Vice-President Academic

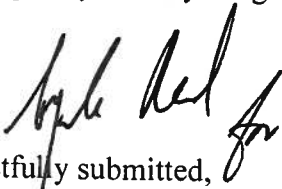
Re: Renaming approval and recommendation

With the support of the Faculty of Arts and the Institute of Asian Research and the Department of Asian Studies, I recommend the following:

Motion:

That Senate approve the change in name of "The Tung Lin Kok Yuen Canada Foundation Chair in Buddhism and Contemporary Society" to "The Robert H. N. Ho Family Foundation Chair in Buddhism and Contemporary Society", effective July 1, 2014."

It is recommended that this be approved on the basis that the University recognizes the interest of aligning UBC's Buddhism and Contemporary Society Chair and Program with similar academic initiatives sponsored by The Robert H. N. Ho Family Foundation at peer institutions including The University of Toronto-Scarborough, Harvard University, and Stanford University. At the same time, the University will continue to maintain the historical name of The Tung Lin Kok Yuen Canada Foundation through the associated annual lectures and conference organized by the Buddhism and Contemporary Society Program.


Respectfully submitted,

Dr. David H. Farrar
Provost and Vice-President Academic

Background and rationale:

In 2005 Mr. Robert H.N. Ho, President of the Tung Lin Kok Yuen Canada Foundation, gave \$4 million to establish a chair and program in Buddhism and Contemporary Society at UBC. \$3 million was directed to the chair and \$1 million for the program. The pledge has been paid in full.

In recognition of the gift, the chair was named The Tung Lin Kok Yuen Canada Foundation Chair in Buddhism and Contemporary Society and was approved by senate in September 2005. The program was referred to as the Buddhism and Contemporary Society Program and is not a senate approved program. The chair and program are located within the Institute of Asian Research and operated in collaboration with the Department of Asian Studies in the Faculty of Arts.

Since 2005, when the chair and program were established at UBC, Mr. Ho's family foundation has become a strong supporter of academic Buddhism on a global basis. The Robert H. N. Ho Family Foundation's gifts to The University of Toronto-Scarborough, Stanford University, Harvard University, the Courtauld Institute of Art as well as the new series of grants administered by the American Council of Learned Societies, all bear The Robert H. N. Ho Family Foundation's name, in an effort to develop an identifiable network of Buddhist scholarship that is global and associated with excellence. With a view to identifying more coherently The Tung Lin Kok Yuen Canada Foundation's gift to UBC, and better aligning it within the context of an international initiative, Mr. Robert Ho, as President of The Tung Lin Kok Yuen Canada Foundation, and as founder of both The Tung Lin Kok Yuen Canada Foundation and The Robert H. N. Ho Family Foundation has made this request to UBC.

The request to rename the chair will also be submitted to University Counsel for review and in preparation for the Board of Governors' review at the June 2014 meeting.

Background on The Tung Lin Kok Yuen Canada Foundation

Mr. Robert Ho established The Tung Lin Kok Yuen Canada Foundation as a private foundation and registered charity, in 2003, to promote Buddhism in Canada. The Board of Directors are Mr. Robert H. N. Ho, his son, Mr. Kevin Y. K. Ho, and two respected community members, Mr. Benjamin Yeung (Doctor of Dental Medicine '83, UBC), and Mr. Ying S. Yung. Through establishing The Tung Lin Kok Yuen Canada Foundation Mr. Ho is continuing the legacy of his grandmother, Lady Clara Ho Tung, who in 1935 established the Tung Lin Kok Yuen temple in Hong Kong; a Buddhist nunnery and educational institution that continues today.

Background on Mr. Ho

Mr. Robert Hung Ngai Ho was awarded an honorary degree from UBC in 2012. In 2013 he was appointed the Order of British Columbia. Mr. Ho has a Bachelor of Arts from Colgate University and a Master of Science in Journalism from Columbia University.

Following a successful career in business and journalism, Mr. Ho has concentrated on philanthropic activities through The Robert H.N. Ho Family Foundation and launched the United Kingdom's first

permanent gallery of Buddhist sculpture at the Victoria and Albert Museum; brought the Terracotta Warriors from China for their first visit to Canada; and began art education programs to inspire creativity among young people in Hong Kong.

Development Contact for Questions:

Carla Banfield, Associate Director, Principal Gifts
carla.banfield@ubc.ca 604-822-2896

Attached:

- 1 - Dean Averill's approval (via email) (1 page)
- 2 - Institute of Asian Research and the Department of Asian Studies (2pages)

Attachment 1 – Dean Averill’s approval for naming as requested by Robert H. N. Ho

From: Averill, Gage
Sent: April-01-14 5:02 PM
To: Auston, Victoria
Cc: Banfield, Carla
Subject: Re: Dean's approval for name change requested by R Ho and T Lipman

Make it so.

Gage

On 2014-04-01, at 4:25 PM, "Auston, Victoria" <Victoria.Auston@ubc.ca> wrote:

Hi Gage,

As discussed today could you please reply all with your approval on the following name changes:

- 1) Change the name of the chair from *The Tung Lin Kok Yuen Canada Foundation Chair in Buddhism and Contemporary Society* to *The Robert HN Ho Family Foundation Chair in Buddhism and Contemporary Society*
- 2) Add *The Robert HN Ho Family Foundation* name to the program, which is currently named the Buddhism and Contemporary Society Program
- 3) Keep *The Tung Lin Kok Yuen Canada Foundation* name associated with the annual lectures and conference hosted by the Buddhism and Contemporary Society Program

Thanks! VA

Victoria Auston | Assistant Dean
Development & Alumni Engagement | Faculty of Arts
Buchanan A240–1866 Main Mall, Vancouver, BC V6T 1Z1
t: 604.822.9594 | f: 604.822.0950

Attachment 2 – IAR and Asian Studies approval for naming as requested by R Ho

-----Original Message-----

From: King, Ross

Sent: March-25-14 9:56 PM

To: Tiberghien, Yves; Ted Lipman; Miles, Barbara

Cc: jessica.main@gmail.com; MY Wong; Edmund Cheng; Janet Tong; Scarlet Wong; Banfield, Carla

Subject: RE: Formal request letter

Asian Studies is also happy to support this.

Cheers,

Ross King

Professor of Korean and Head of Department Department of Asian Studies, University of British
Columbia Asian Centre, 1871 West Mall Vancouver, BC V6T 1Z2

vox: 604-822-2835

fax: 604-822-8937

ross.king@ubc.ca

From: Tiberghien, Yves

Sent: March-25-14 8:12 PM

To: Ted Lipman; Miles, Barbara

Cc: King, Ross; jessica.main@gmail.com; MY Wong; Edmund Cheng; Janet Tong; Scarlet Wong; Banfield, Carla

Subject: Re: Formal request letter

This is looking good and very clear!

Happy to support from IAR's side.

It was great meeting you again, Ted!

With warm wishes,

Yves

From: Ted Lipman <tedlipman@rhfamilyfoundation.org<mailto:tedlipman@rhfamilyfoundation.org>>

Date: Tuesday, 25 March, 2014 8:03 PM

To: Barbara Miles <barbara.miles@ubc.ca<mailto:barbara.miles@ubc.ca>>

Cc: Yves Tiberghien <yves.tiberghien@ubc.ca<mailto:yves.tiberghien@ubc.ca>>, "King, Ross
(Ross.King@ubc.ca<mailto:Ross.King@ubc.ca>)" <Ross.King@ubc.ca<mailto:Ross.King@ubc.ca>>,
"jessica.main@gmail.com<mailto:jessica.main@gmail.com>"

<jessica.main@gmail.com<mailto:jessica.main@gmail.com>>, MY Wong

<mywong@rhfamilyfoundation.org<mailto:mywong@rhfamilyfoundation.org>>, Edmund Cheng

<echeng@rhfamilyfoundation.org<mailto:echeng@rhfamilyfoundation.org>>, Janet Tong

<jtong@rhfamilyfoundation.org<mailto:jtong@rhfamilyfoundation.org>>, Scarlet Wong

<swong@rhfamilyfoundation.org<mailto:swong@rhfamilyfoundation.org>>

Subject: RE: Formal request letter

Thanks Barbara,

I have made a few changes with my draft as follows, for your perusal.

I also copy the scholars with whom I discussed this when last at UBC; they were all supportive.

If there are no further comments or suggestions, I propose to ask Mr. Ho to sign the letter and send it to you next week.

We might consider announcing the name change in October, during the other events in Vancouver which will also be associated with our Foundation.

Best wishes

tl

March 24, 2014

Ms. Barbara Miles

Vice President, Development and Alumni Engagement The University of British Columbia David

Strangway Building

500 - 5950 University Boulevard

Vancouver, BC V6T 1Z3

Dear Ms. Miles:

Since the endowment of The Tung Lin Kok Yuen Canada Foundation Chair in Buddhism and Contemporary Society, The Robert H. N. Ho Family Foundation, has established itself as a strong supporter of academic Buddhism on a global basis.

The Foundation's gifts to The University of Toronto-Scarborough, Stanford, Harvard, the Courtauld Institute of Art as well as the new series of grants administered the American Council of Learned Societies, now all bear the Foundation's name, in an effort to develop an identifiable network of Buddhist scholarship that is global and associated with excellence.

With a view to identifying more coherently our gift to UBC, and better aligning it within the context of an international initiative, I would like to request that The Tung Lin Kok Yuen Canada Foundation Chair in Buddhism and Contemporary Society be renamed The Robert H. N. Ho Family Foundation Chair in Buddhism and Contemporary Society and its associated programme be named The Robert H. N. Ho Family Foundation Buddhism and Contemporary Society Program.

At the same time, I would also request that The Tung Lin Kok Yuen Canada Foundation name continues to be associated with the lectures and annual conference hosted by the Buddhism and Contemporary Society Program.

If this could be done expeditiously, our foundation staff would work closely with you to ensure this development is well understood to the public and academia.

Sincerely,

Robert H. N. Ho

Founder, The Robert H. N. Ho Family Foundation

President, The Tung Lin Kok Yuen Canada Foundation

May 14, 2014

To: UBC Senate

From: Dr Stanley B Knight : Convocation Senator (sbk18@hotmail.com)

Re. Motion: To form a Senate Standing Committee for Athletics and Recreation.

Whereas Athletics and Recreation have been an integral part of university life for 99 years and the University Act entrusts Senate Committees, their responsibilities and the authority to establish committees to the Senate;

and the university endorses Athletics and Recreation programs involving the participation of thousands of students and staff in multi-million dollar programs in facilities valued at hundreds of million dollars;

and the Athletic and Recreation program's scope ranges from the campus, to the greater Vancouver region, to Provincial, National and International levels;

and the Senate provides a historical record and forum for discussion and decision making related to all university programs and policy;

it is recommended that the following motion be presented to the May 14, 2014 Senate meeting.

"The Senate form a Standing Committee for Athletics and Recreation for inclusion in the formal business of the new Senate Triennium (2014 – 2017)."

Background

In 1915 when UBC was officially opened it inherited many things from McGill University: buildings, faculty, staff, approximately 250 students and an athletic program. UBC's long athletics history began in 1908 when McGill College fielded a rugby team and in the second year won the 1909 Miller Cup as Vancouver city champions. Three years later the students were entered in four competitive sports; rugby, track, women's field hockey, and men's and women's basketball. Four years later men's and women's ice hockey teams were formed.

Over the past 99 years the UBC program, its student athletes, coaches and managers have competed with great success from the community to international arenas. UBC has more national university championships and Olympian athletes than any other Canadian university. Generally the level of success has been the fortunate uniting of great young athletes and highly motivated coaches. The evolution of one of the biggest and best campus recreation and sports programs in North America is also a tribute to the staff, hundreds of volunteers and thousands of enthusiastic participants.

In the Senate there has been an increase in the volume of material and debate related to Athletics. Much of this is "for information only" or, through incidental comments in the President's report. Of note was the Athletic Review related to athletic competition. Should UBC remain in the Canadian CIAU or join the American NCAA? The current debate on campus and in the press has related to the Athletic Review process and report. The Senate has a general interest in "all things UBC." When topics of interest, such as athletics, are limited by administrative policy or procedures the effectiveness of the Senate's leadership role is diminished.

Although university Athletics and Recreation are large programs at the campus, national and international level involving thousands of students, the issues are given little consideration by the Senate. The reasons are many; of importance is the fact that Athletics and Recreation do not have a reference point for convenient placement on the Senate Agenda.

When the Broad Based Admission Policy was presented by the Admission Committee the fundamental theme celebrated the student applicant as “more than a GPA!” Student Leadership, Excellence in the Visual and Performing Arts, Community Service and Athletic accomplishment were considered positive attributes. It is assumed that student life will not only provide the academic programs for intellectual growth but also a wide range of formal and informal program opportunities that fall into the athletic, recreation and creative and performing arts domains. As the programs continue to change the Athletic and Recreation program areas need to be connected to the main stream of the university community. The importance and quality of these programs should be an integral part of the Senate’s deliberations.

The contribution of the university Senate Committees to academic governance is invaluable. The Senate Standing Committees have demonstrated that they can develop productive working relationships with all members of the university community. The Athletic and Recreation program developers have created a diverse program that always seems to be under review and change. For example the university has announced that it will develop a new sport model for September of 2015. A review of the Draft of the Terms of Reference for the proposed Senate Athletic and Recreation Committee notes topic areas for consultation related to program development, management and policy. Of special importance is the balance between the executive decision-making responsibility of the Administration and the Advisory Role of the Senate and the Senate Committees.

The forming of a Senate Standing Committee for Athletics and Recreation will provide a working campus committee that will be an important consulting and guiding resource for the Athletic and Recreation Community. We are confident that the positive spirit of the Senate and the administration will develop a working model that will be of great service to the university Athletic and Recreation programs.

DRAFT

Standing Committee for Athletics and Recreation

Membership

Eight Faculty Member Senators
Two Convocation Senators
Four Student Senators

Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)
Associate Vice-President – Student Services (ex-officio) (voting)
Manager: Athletics (ex-officio) (voting)
Manager: Recreation (ex officio) (voting)
President’s Advisor on Athletics (ex-officio) (non voting)

Terms of reference

1. To advise and assist the Managers of Athletics and Recreation in developing policies and maintaining Athletic and Recreation Programs within the university by;
 - a. defining and promoting a vision of UBC Athletic and Recreation services and participation within the regional, provincial, national and international communities.
 - b. keeping informed about the Athletic and Recreation interests and needs of students, professional and support staff, Alumni and the general public and keeping the university and wider community informed about university athletic and recreation resources and programs.
 - c. ensuring that Athletics and Recreation maintain and develop resources in support of all programs.
 - d. securing budgets in support of the university's athletic and recreation objectives.
 - e. determining the optimal use of university facilities and space.
 - f. responding to the opportunities and challenges presented to Athletics and Recreation by changes in institutional goals, membership and affiliation in athletic organizations, performance standards and levels of competition, training technology, academic admission requirements, sports scholarships, drug use, liability and insurance, security, commercial opportunities, fund raising and increased costs of facilities, maintenance, equipment, uniforms, travel, operating costs etc.
2. To report to Senate on matters of policy and practice under discussion by the Committee.
3. To make recommendations to the Senate with respect to rules for the development and management of Athletics and Recreation (in accordance with the terms of the *University Act*).
4. To meet with other Senate committees from time to time to discuss matters of mutual interest.

Quorum: 5 voting members (Senate minutes January 21, 2004)

Composition: 14 Senators (including 8 Faculty Members, 4 student members and 2 convocation members)