

Vancouver Senate

**THE SECOND REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2014/2015 ACADEMIC YEAR**

WEDNESDAY, 15 OCTOBER 2014

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross

Professor Rickey Yada, Dean of the Faculty of Land and Food Systems, to replace Professor Murray Isman.

2. Minutes of the Meeting of 17 September 2014 – Mr Christopher Roach
(approval) (docket pages 2-38)

3. Business Arising from the Minutes – Mr Christopher Roach (information)

4. Curriculum Committee – Dr Peter Marshall

- a. Joint PhD Program Parchments (approval) (docket pages 39-40)
- b. Curriculum Proposal from the Faculty of Medicine – Doctor of Medicine Curriculum Renewal (approval) (docket pages 41-99)

5. Student Awards Committee – Mr Graham Beales

New and Revised Awards (approval) (docket pages 100-105)

6. Nominating Committee – Dr Richard Tees

- a. Appointments of Senators to Committees and Other Bodies (approval) (docket pages 106-107)
- b. Adjustment to the Terms of Reference for the Student Awards Committee (approval) (docket page 108)
- c. Adjustment to the Composition and Reporting Requirement of the Senate Ad-hoc Committee on Student Mental Health and Wellbeing (approval) (docket page 109)

7. 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 17 SEPTEMBER 2014

DRAFT

Attendance

Present: Prof. A Gupta (Chair), Dr. P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Dr S. Avramidis, Mr A. Bailey, Dr K. Baimbridge, Ms E. Biddlecombe, Dr L. Burr, Mr Colin Chan, Ms Collyn Chan, Dr P. Choi, Prof. B. Craig, Ms A. Daulat, Dr. A. Dulay, Dr W. Dunford, Dr D. Farrar, Dr S. Forwell, Dean B. Frank, Ms B. Gershkovich, Dr D. Gillen, Dr C. Godwin, Prof. B. Goold, Chancellor L. Gordon, Prof. I. Grant, Mr S. Gurm, Mr S. Haffey, Dr P. Harrison, Dr A. Ivanov, Mrs C. Jaeger, Ms J. Jagdeo, Ms N. Karimi, Dr P.A. Keown, Ms A. Kessler, Ms E. Kuo, Mr H. Leong, Dr P. Loewen, Ms M. Maleki, Dr C.W. Marshall, Dr P. Marshall, Dr B. McNulty, Dr P. Meehan, Ms N. Mohd Yahya, Mr D. Munro, Dr C. Nislow, Dr I. Parent, Dean M. Parlange, Dean S. Peacock, Dr N. Perry, Dr G. Peterson, Dr J. Plessis, Dean S. Porter, Dr A. Riseman, Mr C. Roach, Dr K. Ross (Registrar), Dr L. Rucker, Dr C. Ruitenberg, Dr B. Sawatsky, Prof. T Schneider, Dean C. Shuler, Dr S. Singh, Dr R. Sparks, Dr R. Tees, Dr L. Walker, Mr D. Xu, Mr E. Zhao

Regrets: Mr G. Beales, Dean M.A. Bobinski, Dean M. Coughtrie, Dr. J.H.V. Gilbert, Dr F. Granot, Dean R. Helsley, Dean J. Innes, Dean. M Isman, Dr S.B. Knight, Dr B. Lalli, Dr L. Nasmith, Dr C. Naus, Ms S. Sterling, Dr S. Thorne, The Rev. Dr R. Topping, Dr R. Wilson, Dr D. Witt.

Recording Secretary: Mr C. Eaton.

Call to Order

The Chair of Senate, Professor Arvind Gupta called the first regular meeting of the Vancouver Senate for the 2014/2014 academic year to order at 6:07 pm.

Senate Membership

The Provost, Dr David Farrar, introduced Chancellor Lindsay Gordon and President & Vice-Chancellor Arvind Gupta to Senate.

The Chancellor spoke briefly, expressing his hope to learn from and add value to Senate's deliberations.

The Registrar introduced the remaining members of Senate.

The Registrar announced that the following persons, having been nominated, were acclaimed as elected to the Senate Nominating Committee:

Perry Adebar, Applied Science
Haymen Leong, Convocation
William Dunford, Applied Science
Thomas Schneider, Graduate & Postdoctoral Studies
Robert E Sparks, Education (Kinesiology)
Sally Thorne, Applied Science (Nursing)

Peter Marshall, Forestry
Richard Tees, Convocation
Mona Maleki, Student
Cole Leonoff, Student

Agenda Committee

Dr Paul Harrison presented on behalf of the Senate Agenda Committee.

Paul Harrison
Richard Tees

} *That Senate amend the Rules and Procedures of Senate by the addition of a new section 10 as follows:*

In cases where a member cannot attend meetings of Senate in person for academic or workplace accommodation reasons, the Chair shall permit their remote attendance and voting through electronic means acceptable to the Secretary. Members so attending will be considered present for all purposes; and

That all subsequent and referential section numbers in the Rules and Procedures of Senate be amended accordingly.

NB: 2/3 majority required.

Approved

Minutes of the Previous Meeting

Peter Choi
Lance Rucker

} *That the Minutes of the Meeting of 14 May 2014 be adopted as presented.*

Approved

Remarks from the Chair

The President thanked the Senate for its welcome, noting Senate's important role in reflecting the views of the academy to his administration and to the Board of Governors. He advised that he had met with a number of members from the current and previous senates and appreciated their viewpoints on the Senate. In particular, he was committed to bringing issues to Senate as early as possible, and knowing the size of the Senate, to working with senior senators to facilitate academic consideration of matters. He noted that the technical aspects of Senate's responsibility

to ensure academic integrity was well understood, but that policy issues could be better brought before Senate for consideration.

Professor Gupta then went over the five themes he covered in his installation address: research, teaching/learning, international, innovation, and engagement.

Senator Anstee noted that research was given the greatest prominence in the installation address.

The President agreed that he did draw emphasis to it, noting that one thing that distinguished UBC from other institutions was its excellence research. He further noted that UBC had had a duty to integrate the benefits of our research programs into our student experiences and our other initiatives in Canada and abroad.

The President advised that we had the largest first year class across our two campuses 8360 new students. With the start of the school year, he advised Senate that one area where he had heard many comments recently was campus safety. He further noted that his administration would employ an evidence-based approach to take actions to improve the safety of the campus, and that a similar approach had been used for improvements to our and student group orientation activities.

Professor Gupta noted that Start an Evolution's cumulative fundraising was at \$1.34 billion by the end of the previous quarter. The campaign remains active and is close to success. The official close of that campaign will be the same as our 100-year anniversary on 15 September 2015.

With reference to student orientations, Senator Harrison stated that the student groups involved this year did a tremendous job accommodating UBC's requests in a very short time and they and the office of the Vice-President, Students deserved Senate's appreciation for their efforts.

From the Board of Governors

The President advised that the Board of Governors has approved the material forwarded to it by the Senate as required under the *University Act* as listed:

18 December 2013

Curriculum proposals from the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, Law, and Science.
New Awards

22 January 2014

New Combined Degree/Diploma Program Option in the Master of Public Health and Diploma in Dental Public Health and associated new and changed courses.

19 February 2014

Curriculum Proposals from the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Arts, Medicine, Pharmaceutical Sciences), and Law.
New Program: Bachelor of Media Studies Program and associated new courses.
New Awards

16 April 2014

Curriculum Proposals from the faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Arts, Dentistry, Education, Land and Food Systems, Medicine, and Pharmaceutical Sciences), Law, Pharmaceutical Sciences, and Science, and UBC Vantage College.

New Programs: Master of Community and Regional Planning, Master of Engineering in Naval Architecture and Marine Engineering, Entry-to-Practice Doctor of Pharmacy and associated new and changed courses.

New Awards

14 May 2014

Curriculum Proposals from 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.

New Awards

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.”

Candidates for Degrees

Anne Kessler
Lance Rucker

} *That the candidates for degrees and diplomas, as recommended by the Faculty of Graduate and Postdoctoral Studies, be granted the degrees for which they were recommended, effective September 2014, and that a committee comprised of the Registrar, the Dean of the Faculty, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.*

NB: 2/3 majority required.

Approved

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

Paul Harrison
Philip Loewen

} *That the proposed revisions to the approved policy language for rolling graduation for graduate and M.D. graduands be approved as set out in the attachment.*

Senator Harrison explained that there was a technical change proposed to enable rolling graduation and to allow it to be utilized should the Senate not meet in a given month.

Approved

Admissions Committee

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

APPLICANTS FOLLOWING THE BC/YUKON SECONDARY SCHOOL CURRICULUM – APPROVED GRADE 11 LANGUAGE COURSES: INTERNATIONAL BACCALAUREATE AB INITIO LANGUAGES

Robert Sparks	}	<i>That Senate approve the addition of International Baccalaureate Ab Initio Language courses as approved Grade 11 Language Courses to satisfy the Language 11 admission requirement for applicants following the BC/Yukon Secondary School Curriculum, effective for the 2015 Winter Session and thereafter.</i>
Claudia Ruitenber		

Senator Sparks thanked the previous members of the Senate Admissions Committee. He noted that his committee met 7 times over the summer and adjudicated 68 appeals on admission to 7 different faculties.

Senator Sparks noted that currently IB students could not use IB ab initio courses for admission. The committee reviewed the curriculum and found it similar to a normal language 11 course. These courses cannot be used for admission average purposes nor in place of grade 12 courses.

Approved

APPLICANTS FOLLOWING THE BC/YUKON SECONDARY SCHOOL CURRICULUM – BRITISH COLUMBIA ADULT GRADUATION DIPLOMA

Robert Sparks	}	<i>That Senate approve changes to admission requirements for applicants presenting the British Columbia Adult Graduate Diploma for admission, effective for entry to the 2015 Winter Session and thereafter.</i>
Judith Plessis		

Senator Sparks advised that this proposal would allow greater accessibility to UBC to those not following a traditional path. Of particular note was a removal of the age requirement and specifying that Grade 12 English must still be completed.

Approved

DEGREE PARTNERSHIP: UBC FACULTY OF LAW AND MELBOURNE LAW SCHOOL

Robert Sparks	}	<i>That Senate approve changes in admission requirements for the Master of Laws, Master of Laws (Common Law) and Master of Laws in Taxation programs for applicants to the UBC Faculty of Law and Melbourne Law School Degree Partnership, effective for entry to 2015 Winter Session and thereafter.</i>
Richard Anstee		

Senator Sparks advised that the change was to waive the JD requirement for students in program under the terms of the partnership agreement.

Approved

DEGREE PARTNERSHIP: UBC FACULTY OF LAW AND TSINGHUA UNIVERSITY SCHOOL OF LAW

Robert Sparks	}	<i>That Senate approve changes in admission requirements for the Juris Doctor program for applicants to the UBC Faculty of Law and Tsinghua University School of Law Degree Partnership, effective for entry to 2015 Winter Session only.</i>
Lance Rucker		

Dr Sparks noted that this proposal would set aside the requirement for the LSAT for students in China's most prestigious law school.

Senator Singh asked if we had ever waived the LSAT previously.

Senator Gould advised that yes, we did so with Hong Kong University. He also advised that the LSAT was evidence of potential success in law school, and it would be redundant to ask for it for students already studying at a well-respected law school.

Approved

Curriculum Committee

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

SUMMER CURRICULUM PROPOSALS

See Appendix A: Curriculum Report

Peter Marshall
Robert Sparks

}

That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.

Approved

SEPTEMBER CURRICULUM PROPOSALS

See Appendix A: Curriculum Report

Peter Marshall
Richard Tees

}

That the new minor programs brought forward by the Faculty of Arts be approved.

Senator Marshall noted that Arts was proposing new minors in Anthropological Archaeology and Applied Music Technology.

Approved

Joint Report of the Senate Curriculum and Admissions Committees

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

UNDERGRADUATE PROGRAMS WITH THE MASTER OF MANAGEMENT (M.M.) DUAL DEGREES PROGRAM OPTION

See Appendix B: Master of Management (M.M.) Dual Degrees Program Option

Peter Marshall
Carol Jaeger

}

That the new undergraduate program (B.A., B.F.A., B.I.E., B.M.S., B.Mus., B.Kin., B.Sc.(Wood Products Processing), B.Sc./Master of Management (M.M.) dual degrees program option and its associated new courses be approved.

Senator P. Marshall noted that this was a joint recommendation of the committees that involved a complex sounding but not complicated initiative from several faculties in conjunction with Commerce to do with a dual degrees program option. Students would undertake particular undergraduate degrees and a master of management.

With consent of Senate, Dr Brian Bemmels, Senior Associate Dean, Academic Programs, for the Faculty of Commerce & Business Administration spoke. He noted that Master of Management (MM) programs were common in Europe but not North America. UBC introduced this degree six years ago. Employers find it an attractive program, and the idea of an undergraduate degree combined with a master-level degree has a huge market for this kind of programming. He

suggested that with this proposal, UBC could make offers to more top-quality students, noting that the Financial Times ranked MM programs, and this year was the first in which UBC had placed; we were 49th in the world out of 70 ranked programs, and 1st in North America (out of 1).

Senator Anstee expressed concern with the direct entry from secondary school option being taken as a revenue-grab given the additional fees. He noted that if students dropped out in the first two years they would have no benefit in his estimation except for a modest amount of career counselling. He further noted that a 75% average in 2nd year was difficult, especially in Science. He secondly noted that student interest could change over time and that we were expecting students to select both an undergraduate and graduate program while still in secondary school.

AMENDMENT

Richard Anstee	}	<i>That the Direct Entry option be struck from the</i>
Claudia Ruitenber	}	<i>proposal.</i>

Senator Roach asked what the benefits were for the direct entry options for students and the program.

Dr Bemmels replied recruitment of new students was a primary interest; the third 3rd year was intended for existing students.

Senator Bailey noted that the MM was one-year long, and that students would be saving roughly ½ of a year through completing the programs option. He expressed concern on how this may motivate high achieving students and that this could lead to undue or not helpful pressures.

Senator Averill noted that this was one more option available to students, who could still finish their degrees normally and then complete an MM. He suggested that this program offered a better route to blending an undergraduate degree with a graduate business education that could be achieved separately as over a period of years, students could blend their experiences. He further noted that Arts would actually be losing revenue on the proposal, and thus characterizations of this as an attempt to raise revenue for the Faculty were not accurate.

Senator P. Marshall spoke against the amendment, noting that the program was well designed. He further noted that he was also a member of the Senate Admissions Committee and recognized that spirited discussion there had resulted in a majority of members supporting the proposal.

Senator Kessler asked why it was important for the direct entry stream, stating she wasn't convinced that this would attract better students that we already had. She noted that at the SCC commerce noted it had many applicants and that this may be an option for students who were not admitted to the Bachelor of Commerce

Senator Forwell asked if non-commerce students could take commerce courses.

Dr Bemmels replied that there were two courses open generally, and that the Faculty also offered Minor in Commerce programs for students from many other faculties.

Senator Forwell said she was struggling pedagogically to understand the degree. She understood the normal progression and couldn't understand the value added by the dual program beyond access to a limited number of courses they couldn't otherwise take.

Dr Bemmels replied that this program was much more comprehensive than the commerce minor.

Senator Forwell asked why students could not also take a Minor in Commerce as part of this program option.

Dr Bemmels noted that there was a degree of overlap in the material taught, although at different levels. He noted that, generally, people in business graduate programs come from other disciplines. For instance, a third of the MBA class came from Applied Science undergraduate degrees.

In response to Dr Anstee's comments on tuition, Dr Bemmels advised that he proposal was for dual degree students to pay the normal undergraduate program tuition plus the MM tuition. In year 1 they would pay 5% of that MM tuition, in 2nd 5% then 10% each in years 3 and 4. The remaining 70% would be paid as they finished their MM. Commerce would incur costs to educate these students during all of their programs, including costs for those who may change their minds and drop out.

Senator Gould noted that he did a joint degree program and an accelerated program can be quite attractive.

Senator Zhao noted that he was an MD/PHD student and that these kinds of programs could be beneficial for some people but not all. He did not think that students coming from high school could make an education decision. He asked if students in year 1 or 2 could transfer between participating faculties. Secondly, he asked how we would approach students who needed to take an extra year to finish their studies.

Dr Bemmels noted that if students wished to change between the 8 participating programs that would be acceptable. Students could extend their programs but we would like to maintain cohorts as much as possible.

Senator Jagdeo asked for more information on the career development available in the program versus the standard development available to students.

Dr Bemmels noted that there were 8 dimensions for career development for students. We provide coaching, workshops, and facilitate employer relationships.

Senator Nislow said that many concerns relate to presupposing what grade 12 students were capable of. He suggested that the Grade 12 student of 2 years ago is different of the grade 12

student of today and the student 2 years from now will be quite different. He saw a risk in allowing students into such a program but it seemed like a reasonable risk. This filled our model and armed our students with an ability to plan how they wanted to navigate through higher education.

In response, Dr Bemmels opined that this was merely an option students could choose to attempt, and that existing programs would not be affected.

Senator Harrison admitted to being a slow convert to the program. He agreed with Dean Averill in nothing that this just provided students with another option. He further advised that on surveys, students repeatedly advised that careers were one of their most pressing concerns, and that this option helped address that concern.

Senator Sawatsky noted that while Europe may have similar programs, our educational philosophy was different in Canada. If we did this would we also look at streaming students into our other professional programs earlier?

Dr Bemmels stated that he didn't view it as that large of a shift. When these students were undergraduate students they would be undergraduate students in an option that leads to a masters program.

Senator Maleki said that this wasn't a very flexible option and didn't reflect what may happen when or after students entered UBC.

Senator Kuo asked how the direct entry route would be advertised to students and their parents, expressing a concern that it would be presented as a "fast track" that students and parents may jump to without knowing the full ramifications.

Senator Bemmels replied that we would ensure that students are fully informed.

CALL FOR THE PREVIOUS QUESTION

Tariq Ahmed
Richard Tees

}

That the previous question on the amendment be ordered.

**Approved by
2/3rds**

NB: 47 in favour, 22 opposed.

AMENDMENT

Richard Anstee } *That the Direct Entry option be struck from the*
Claudia Ruitenberg } *proposal.*

**Amendment
failed**

Richard Tees } *That the previous question on the report of the*
Tariq Ahmed } *Admission and Curriculum Committees be ordered.*

**Approved by
2/3rds**

NB: 50 in favour, 19 opposed.

**Main Motion
Approved**

Senators Loewen and Haffey requested their abstentions be noted.

**BACHELOR OF KINESIOLOGY WITH THE BACHELOR OF EDUCATION DUAL DEGREES
PROGRAM OPTION**

Peter Marshall } *That the new Bachelor of Kinesiology and Bachelor of*
Robert Sparks } *Education dual degrees program option be approved.*

Senator P. Marshall noted that this proposal was similar to the program option already offered by the Faculty of Science with the Faculty of Education.

Approved

Senate Nominating Committee

Dr Peter Marshall presented on behalf of the Senate Nominating Committee.

**APPOINTMENTS TO STANDING AND AD HOC COMMITTEES OF SENATE AND APPOINTMENTS
TO OTHER BODIES WITH SENATE REPRESENTATION**

Peter Marshall
Sean Haffey

}

That the following appointments be made to the standing committees of Senate, the Council of Senates and other organizations, effective from 18 September 2014 to 31 August 2017 and thereafter until replaced:

Academic Building Needs Committee

*Kenneth Baimbridge (Medicine)
Séan Haffey (Convocation)
André Ivanov (Applied Science)
Christian Naus (Medicine)
Glen Peterson (Arts)
Andrew Riseman (Land and Food Systems)
Lance Rucker (Dentistry)
Robert Sparks (Joint Faculties – Education)*

Academic Policy Committee

*Perry Adebar (Joint Faculties – Applied Science)
Mary Anne Bobinski (Dean – Law)
Benjamin Goold (Law)
Paul Harrison (Joint Faculties – Science)
Philip Loewen (Joint Faculties – Science)
C.W. Marshall (Arts)
Susan Porter (Dean – Graduate and Postdoctoral Studies)
Thomas Schneider (Graduate and Postdoctoral Studies)
Shannon Sterling (Convocation)
Richard Tees (Convocation)
Lawrence Walker (Graduate and Postdoctoral Studies)*

Admissions Committee

*Richard Anstee (Joint Faculties – Science)
Peter T. Choi (Joint Faculties – Medicine)
William Dunford (Applied Science)
Carol Jaeger (Joint Faculties – Applied Science)
Bikkar Lalli (Convocation)
William McNulty (Convocation)
Robert Sparks (Joint Faculties – Education)*

Agenda Committee

*Mary Anne Bobinski (Dean – Law)
Frieda Granot (Commerce and Business Administration)
Paul Harrison (Joint Faculties – Science)
Peter L. Marshall (Forestry)
Louise Nasmith (Principal – College of Health Disciplines)*

Appeals on Academic Standing Committee

*Tariq Ahmed (Convocation)
Bonnie Craig (Dentistry)
William Dunford (Applied Science)
Susan Forwell (Joint Faculties – Medicine)
Haymen Leong (Convocation)
Lance Rucker (Dentistry)*

Shannon Sterling (Convocation)

Lawrence Walker (Graduate and Postdoctoral Studies)

Curriculum Committee

Kenneth Baimbridge (Joint Faculties – Medicine)

Lawrence Burr (Convocation)

Andrea Amritpal Dulay (Convocation)

Blye Frank (Dean – Education)

Carol Jaeger (Joint Faculties – Applied Science)

C.W. Marshall (Arts)

Peter L. Marshall (Forestry)

Peter Meehan (Affiliated Colleges Rep. – St. Mark's College)

Judith Plessis (Director – Continuing Education)

Andrew Riseman (Land and Food Systems)

Santokh Singh (Science)

Katja Thieme (Joint Faculties – Arts)

Justin Wiebe (Student – Graduate and Postdoctoral Studies)

Richard Tees (Convocation)

Library Committee

Gage Averill (Dean – Arts)

Stavros Avramidis (Forestry)

Lawrence Burr (Convocation)

Michael Coughtrie (Dean – Pharmaceutical Sciences)

David Gillen (Commerce and Business Administration)

Corey Nislow (Pharmaceutical Sciences)

Simon Peacock (Dean – Science)

Thomas Schneider (Graduate and Postdoctoral Studies)

Charles Shuler (Dean – Dentistry)

John Gilbert (Convocation)

Student Appeals on Academic Discipline

Perry Adebar (Joint Faculties – Applied Science)

Tariq Ahmed (Convocation)

Aaron Bailey (Student – Science)

Erin Biddlecombe (Convocation)

Isabel Grant (Law)

Philip Loewen (Joint Faculties – Science)

C.W. Marshall (Arts)

Glen Peterson (Arts)

Claudia Ruitenberg (Education)

Student Awards Committee

Lawrence Burr (Convocation)

Bikkar Lalli (Convocation)

Haymen Leong (Convocation)

Nancy Perry (Education)

Claudia Ruitenberg (Education)

Bonita Sawatzky (Joint Faculties – Medicine)

Stavros Avramidis (Forestry)

Teaching & Learning Committee

Erin Biddlecombe (Convocation)
Blye Frank (Dean – Education)
Benjamin Goold (Law)
André Ivanov (Applied Science)
Peter Meehan (Affiliated Colleges Rep. – St. Mark's College)
Corey Nislow (Pharmaceutical Sciences)
Nancy Perry (Education)
Katja Thieme (Joint Faculties – Arts)

Tributes Committee

Gage Averill (Dean – Arts)
Mary Anne Bobinski (Dean – Law)
Michael Coughtrie (Dean – Pharmaceutical Sciences)
John Gilbert (Convocation)
Frieda Granot (Commerce and Business Administration)
John Innes (Dean – Forestry)
Paul Keown (Medicine)
Ingrid Parent (University Librarian)
Judith Plessis (Director – Continuing Education)
Richard Tees (Convocation)

Council of Senates Budget Committee

Perry Adebar (Applied Science)
Richard Anstee (Science)
Kenneth Baimbridge (Medicine)
William Dunford (Applied Science)
Peter Marshall (Forestry)
David Gillen (Commerce and Business Administration)
Sean Haffey (Convocation)

Council of Senates Elections Committee

Mary Anne Bobinski (Dean-Law)
Sean Haffey (Convocation)

Senate of St Mark's College

Sean Haffey (Convocation)

VST Academic Policy Committee

Paul Harrison (Joint Faculties – Science)

Approved

Peter Marshall
Sue Forewell

}

That Senate that amend the Terms of Reference and composition for the Senate Ad Hoc Committee on Student Mental Health and Wellbeing as set out below:

- 1. To serve as an advisory body to Senate and the committees of Senate, as well as other bodies as appropriate, on issues pertaining to student mental health and wellbeing;*
- 2. To provide a report to Senate that identifies issues with current policies and practices that may affect student mental health and wellbeing;*
- 3. To make recommendations based on these identified issues to Senate and committees of Senate, as appropriate, with the aim of creating a more supportive campus; and to set goals and define undertakings for the advancement of student mental health and wellbeing; and,*
- 4. To report annually to Senate on the progress made toward the achievement of these goals and undertakings.*

Approved

Peter Marshall
Erin Biddlecombe

}

That the following positions be added to the composition of the Senate Ad Hoc Committee on Student Mental Health and Wellbeing:
one (1) senator,
one (1) student senator,
a representative from the Senate Teaching and Learning Committee (ex-officio) (voting), and
a representative from the Dean's Office of the Faculty of Graduate and Postdoctoral Studies (ex-officio) (voting).

Approved

Peter Marshall } *That Dr. Peter Choi be appointed to the Senate Ad*
Christopher Roach } *Hoc Committee on Student Mental Health and*
Wellbeing.

Approved

Student Awards Committee

Dr Lawrence Burr presented on behalf of the Student Awards Committee.

NEW AND REVISED AWARDS

See Appendix C: New and Revised Awards

Lawrence Burr } *That Senate accept the awards as listed and forward*
Richard Tees } *them to the Board of Governors for approval; and that*
letters of thanks be sent to the donors.

Senator Burr noted that \$269000 worth of a new awards were before Senate for consideration.

Senator Baimbridge noted that the word “annual” was not always listed, was it implied?

With permission of senate, Ms Stephanie A Oldford advised that some awards were endowed and others were funded annually. Those endowed were generally noted as such in their terms.

Senator Singh asked what the value was of the Mastercard awards.

The president advised 11 were to be offered this year with 105 over the course of the agreement, and that their value depended on the cost of the student’s program.

Senator Ruitenbergh asked why SSHRC was listed instead of Tricouncil with award # 6354.

By general consent, the terms for this award were referred to the Student Awards Committee for review.

Approved

Senate Ad Hoc Committee on Student Mental Health and Wellbeing

PROGRESS REPORT

Senator Mona Maleki presented on behalf of the Committee. She highlighted the work of the Ad Hoc Committee over the summer.

Senator Loewen noted the importance of this issue and asked that the minutes show an implicit requirement that this committee consider data and that this data should be brought to the committee's attention for its work.

Report from the President

President Gupta introduced Ms Shirley Nakata, the Ombudsperson for Students, to give an annual report on the activities of her office.

Ms Nakata reminded the Senate of the mandate of her office (to ensure that students are treated fairly in every aspect of their university life), noting that common to all of her office's interactions is their goal to ensure that students can respond constructively, focus on key goals, and build their capacity to deal with future challenges.

The Ombudsperson advised that of the 369 visitors to her office last year, 184 were undergraduate students, 113 graduate students, and 21 were post-graduate students. In August 2013, the Ombudsoffice opened a second office, on the Okanagan campus.

Ms Nakata noted that concerns could generally be categorized into academic, interpersonal, financial, and issues around misconduct/appeals. Her office approached individual cases on a reactive basis (building individual capacity and confidence towards a constructive resolution), and institutional matters on a proactive basis (building institutional capacity to foster fair policies, procedures, and decisions).

For the past year, she noted three systemic issues which seemed to bring most visitors to the office: Transitions – an unanticipated event or shifts in what they anticipated would be their academic path at UBC. Fairness ≠ fairness - consistency is a core requirement of fairness but strict letter of the law loses the spirit of the law. Lastly, the notion of a fiduciary relationship, particularly for graduate students – power imbalances arise in many different ways and contexts at universities, but they manifest most notably with graduate student-supervisor relationships.

In closing, the Ombudsperson noted that her full annual report was available online at www.ombudsoffice.ubc.ca.

Philip Loewen
Christopher Roach

}

That the time for adjournment be extended by 15 minutes.

Approved

Report from the Provost

David Farrar
Ben Gould

}

That Senate approve the establishment of a new Chair within the Liu Institute for Global Studies within the Faculty of Arts, under the name 'The

Simons Chair in Disarmament, Global and Human Security' effective October 1st, 2014.

Approved

Other Business

Adjournment

There being no further business, the meeting was adjourned at 8:36 pm.

Appendix A: Curriculum Report

FACULTY OF ARTS

New minor programs, course code, new and revised courses, and revised program

CLCH Course Code; CLCH 401, 389, 399; Arts>BA>Asian Studies>Major in Asian Language and Culture; FIPR 101 (3), 131 (3)

Arts>BA>Anthropology (Major, Honours, Minor; Minor in Anthropological Archaeology; Undergraduate Courses; First Nations); Arts>BA>Archaeology

Arts>BA>Music>Minor in Applied Music Technology; Music>BMus>Degree Requirements>Minor in Applied Music Technology

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

MEDICINE

New courses and revised program

PHTH 517 (3), 527 (3); G+PS>Degree Programs>Physical Therapy>MPT>Program Requirements; SPPH 681 (1.5/3)d

Appendix B: Master of Management (M.M.) Dual Degrees Program Option

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New program option and new courses.

Commerce and Business Administration>Undergraduate Program-Master of Management Dual Degree Program Option; COMM 220, 320, 321, 420, 421

FACULTY OF ARTS

New program option

Arts>BA>Dual Degree Program Option: BA and MM; Arts>BFA>Dual Degree Program Option: BFA and MM; Economics>BIE>Dual Degree Program Option: BIE and MM; Arts>BMS>Dual Degree Program Option: BMS and MM; Music>BMus>Dual Degree Program Option: BMus and MM; Arts>BA>Dual Degree Program Option: Faculty of Arts and MM

FACULTY OF EDUCATION

New program option

Kinesiology>BKin>Admission>Dual Degree Program Option in Kinesiology and Management

FACULTY OF FORESTRY

New program option

Forestry>BSc in Wood Products Processing>Admission

FACULTY OF SCIENCE

New program option

Science>BSc>Introduction to Degree Options

Appendix C: New and Revised Awards

New Awards:

Faculty Women's Club Katharine BORGEN Graduate Scholarship in Mathematics

Education – A \$1,000 scholarship is offered by the family and friends of Dr. Katharine Borgen for an outstanding graduate student in mathematics education within the Department of Curriculum and Pedagogy. Financial need may be considered. Katharine Borgen (MA '98, PhD '06) was passionate about teaching mathematics. After over 25 years as a high school teacher and completion of graduate studies, she became an Adjunct Professor in the Department of Curriculum and Pedagogy at UBC and a contributing author to a series of mathematics textbooks that are now used by several provinces and territories across Canada. Katharine was a member of the Faculty Women's Club for many years and served as President from 2004 to 2005. Throughout all of her professional and community involvements, the center of her focus was on her family and friends. She will be remembered as a strong and independent woman who was known for her enjoyment of life and her professional and personal generosity and love. The award is made on the recommendation of the Department of Curriculum and Pedagogy in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

CHAN, Yuet Lan Scholarship – A \$1,050 scholarship has been made available through an endowment established by T.Y. Lung in honour of his mother, Chan, Yuet Lan (aka Yuet Lan Lung). As an accomplished author, Chan, Yuet Lan's book on Chinese classics is catalogued in UBC's Asian Library. This endowed scholarship is offered to an undergraduate student in any year or any field of study. The award is made, on a rotating basis, on the recommendation of the Faculties offering undergraduate degrees. (First Award Available in the 2014/2015 Winter Session)

Eileen CLINTON Award in Arts – A \$1,000 award is offered by Dr. Catherine Rawn in honour of Eileen Clinton, an influential high school teacher who encouraged Dr. Rawn to attend university. The award is available to an undergraduate student in the Faculty of Arts enrolled in a minimum of 18 credits, who is a Canadian citizen or a permanent resident. Preference is given to a student who is the first person in his or her immediate family to attend university. The award is made on the recommendation of the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

Les EDGEWORTH Bursary in Civil Engineering – Bursaries totalling \$2,000 have been made available through an endowment established by Allan and Deborah Edgeworth, to assist one or more students in financial need in the 2nd year of the BASc Civil Engineering Program at the University. The recipients must be Canadian citizens. The bursaries are in honour of Allan's and Deborah's father, Les Edgeworth (BASc '49). Les was a hard working student from a large family, and worked multiple part-time jobs as an engineering student to help with family finances and fund his studies. He became the first university graduate of his family and went on to a successful career with the Department of Fisheries, the Federal Department of the Environment as Assistant Deputy Minister, and the Salmonid Enhancement Program as Executive Director. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

ENGINEERING Scholarship for Innovation - A \$5,000 scholarship is offered by the Faculty of Applied Science to an exceptional student entering directly from secondary school into the first year of Applied Science and pursuing the engineering program, awarded at the discretion of the Dean of the Faculty. The scholarship is based on high academic achievement and outstanding promise in engineering demonstrated through success at national and/or international science and engineering competitions. Subject to continued scholarship standing, the scholarship will be renewed for a further three years of study or until the first undergraduate degree is obtained, whichever is shorter. The Faculty of Applied Science reserves the right to withhold awarding the scholarship in any given year if there is no successful candidate. (First Award Available in the 2014/2015 Winter Session)

Brian W. GOODACRE Memorial Award in Interventional Radiology – An award of \$1,200 has been made available through an endowment established by friends, classmates and colleagues in memory of Dr. Brian W. Goodacre to support residents in interventional radiology. Dr. Goodacre graduated from UBC with his MD in 1985, was a Fellowship-trained Interventional Radiologist in Victoria, BC and a Clinical Associate Professor in the UBC Department of Radiology. He was well-respected and had a significant influence on all who knew him both professionally and personally. The award will be given out annually to a PGY 2-5 resident in the Department of Radiology for the best interventional radiology research project presented at the Annual Resident Research Day. It will be awarded to the resident who has the highest score on his or her research presentation based on excellence in scientific design, clear presentation of data, validity of discussion, and clarity of oral presentation, as determined by a panel of three judges. The award is intended to support the cost of travel and accommodation of the candidate winning the Research Day at any scientific meeting. The award is made on the recommendation of the Department of Radiology. (First Award Available in the 2013/2014 Winter Session)

FACULTY of Science 50th Anniversary Bursary – A \$1,000 bursary is offered by alumni, friends, and the UBC Science community in celebration of the Faculty of Science's 50th Anniversary, to an undergraduate student enrolled in a Faculty of Science program. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Jane HECKMAN Scholarship in Choral Singing – A \$3,000 scholarship, payable over two years at \$1,500 per year, is offered by Dr. Nancy Heckman to honour the memory of her mother, Jane Heckman, and her passion for choral music. The award is given to an outstanding continuing student in the School of Music who demonstrates exceptional aptitude for and commitment to choral singing in the School's choral ensembles. The award is made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Anne (Munn) and Newton HOPKINS Bursary in Arts and Chemical Engineering – Bursaries totaling \$4,000 have been made available through an endowment established by Anne and her late husband, Newton Hopkins, to assist at least one student in financial need in the

Faculty of Arts, and at least one student in financial need the BASc Chemical Engineering Program at the University annually. Anne (nee Munn, BA '47) and Newton (BASc '49) are UBC alumni who wish to provide opportunities for deserving students to pursue their education. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

LAW Class of 1993 Memorial Bursary – A \$1,100 bursary has been made available through an endowment established by the Law class of 1993 for a student enrolled in any year of the JD program. This bursary was created by the class on the occasion of their 20th reunion and is dedicated to the memory of Douglas Friesen, Keith Kuhn, Katrina Leeming, Kathryn Roe, Murray Woodward and Rodney Yamanouchi. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Bill LEVINE Entrance Award – One entrance award of \$10,000 is offered in honour of Bill Levine, member of the UBC Board of Governors from 2007 to 2013 and Chair from 2010 to 2013, for an undergraduate student entering their first year of study at the University of British Columbia. Bill graduated from UBC in 1963 (BA) and Harvard Business School in 1965 (MBA) and today is the Chair of Western Corporate Enterprises Inc. In addition to his contributions to UBC's Board of Governors, Bill has generously given his time and served as a member of the Dean's Advisory Committee for the Sauder School of Business and Chair of the Dean's Advisory Board for the Faculty of Arts. He is currently a member of the Campaign Cabinet for UBC's *start an evolution* fundraising and alumni engagement campaign. This award supports an academically qualified student with demonstrated leadership skills and an interest in joining and contributing to the UBC community, but who would not be able to attend UBC without significant financial assistance. The award is renewable for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), and is made on the recommendation of the UBC Entrance Award selection committee. (First Award Available in the 2014/2015 Winter Session)

MASTERCARD Foundation Graduate Scholars Award – Academic awards covering the full cost of tuition and living expenses are offered to outstanding international graduate students who are citizens of and intend to return to a Sub-Saharan African country. Candidates must present economically disadvantaged financial circumstances, and be able to show they lack financial means from family or other sources to pursue graduate studies in their home country or elsewhere. Candidates must furthermore have achieved academic excellence under difficult circumstances, and show leadership qualities or potential. Applicants must demonstrate a strong commitment to giving back to his/her home community in ways that enhance the economic growth and social development of Africa. Additionally, candidates must be graduating/recently graduated with a recognized undergraduate degree and commencing specified Master's degrees in one of the following Faculties at UBC's Vancouver campus: Forestry, Land and Food Systems, or Sauder School of Business. Candidates must also commit to returning to Africa upon graduation from UBC in order to apply their training and skills to the betterment of others. The awards may be renewed past the first year, consistent with the expected timelines for the recipient's specific program and provided the recipient is in good academic standing in his or her program of study and maintains his/her status on a student authorization to study in Canada. The award value will be reviewed and adjusted annually to reflect any changes in student tuition and student fees. Nominations are made by Faculties upon receipt of MCF Scholarship applications,

with final adjudication made by a selection committee consisting of faculty members and relevant staff, facilitated by the MasterCard Foundation Scholars Program team. (First Award Available in the 2014/2015 Winter Session)

Margaret and Diane MCNAY Bursary in Education – A \$1,000 bursary is offered by Margaret McNay (BEd Elementary'69, PhD Cell Bio'75), and Diane McNay, (BEd Secondary'68), to undergraduate students in the Faculty of Education with demonstrated financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

NAIOP Real Estate Challenge Award – Eight \$1,000 awards are offered by NAIOP Vancouver, the Commercial Real Estate Development Association, to students enrolled in the Bachelor of Commerce program at the Sauder School of Business. The awards are given to students in the Real Estate Option who participate in the annual NAIOP Real Estate Challenge and recognize the students' sacrifices of time and energy, and dedication to excellence and teamwork. The awards are made on the recommendation of the Sauder School Business in consultation with the Centre for Urban Economics and Real Estate. (First Award Available in the 2014/2015 Winter Session)

NEMETH Forestry Award – A \$1,000 award is offered by Mr. Joseph (Joe) Nemeth and Mrs. Jacqueline Nemeth for undergraduate students in the Faculty of Forestry. Preference will be given to students in good academic standing with demonstrated leadership skills or community service activities. Joe Nemeth graduated from the Faculty of Forestry in 1987 with a Bachelor of Science in Forestry and has spent his career as a leader in the forest industry. The Nemeth family believes strongly in giving back to the community. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2014/2015 Winter Session)

Josephine NICHOLSON Bursary in Nursing – Bursaries totalling \$1,000 have been made available through an endowment established by Elizabeth and Allan Nicholson in memory of their mother, Josephine Nicholson, for students studying Nursing at the University of British Columbia. Josephine Nicholson graduated from UBC with a Bachelor of Applied Science in 1944. She went on to teach Nursing for a short period at Royal Columbian Hospital in New Westminster and then became a stewardess for Trans Canada Airlines, at a time when only nurses could apply. Her love of nursing never left her and she felt it was one of the most important and rewarding professions a person could enter. Adjudications are made by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Marvin NIDER Memorial Bursary in Pharmacy – A \$1,000 bursary has been made available through an endowment generously established by the Nider Family, in memory of Marvin Nider BSc(Pharm)'75. A successful pharmacist and entrepreneur, Marvin's business acumen started at an early age. He managed several small startups while a pharmacy student and the profits helped him pay for his education. Upon graduation, Marvin invested his time and efforts in opportunities that would benefit the health of his patients and community, including serving as President of the College of Pharmacists. This bursary is offered to one undergraduate student in the Faculty of Pharmaceutical Sciences. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Dr Albert PACE-FLORIDIA Memorial Award in Anesthesiology – A \$1,750 award has been made available through an endowment established by Erika Pace-Florida, in full support personally, professionally and in loving memory of her husband, Dr. Albert Pace-Florida, M.D., B. Pharm., D.A. (McGill), F.R.C.P.C., F.A.C.A., Anesthesiologist. Founder of the Surrey Memorial Hospital Pain Clinic, Dr. Albert Pace-Florida was a passionate pioneer in pain management who dedicated his life to serve Medicine for almost fifty years and focused his last twenty-eight years on chronic pain management. The award is offered to an anesthesiology resident who has demonstrated outstanding performance, innovation, compassionate patient care and who has excelled in the study of anesthesia during his/her residency at UBC. The award is made on the recommendation of the Faculty of Medicine. (First Award Available in the 2014/2015 Winter Session)

Bhavik Bakul PACHCHIGAR Memorial Award in Accounting – A \$1,000 award is offered in memory of Bhavik Bakul Pachchigar by Martin and Henry Chartered Accountants. The award is offered to an outstanding student entering their third or fourth year of study at the Sauder School of Business Undergraduate Program with a specialization in Accounting. Preference will be given to students who have demonstrated community leadership and involvement and who have volunteered time to work with vulnerable populations or animals. Financial need will be considered. Bhavik was an extremely generous, thoughtful, and conscientious person. He had a strong sense of social justice and always looked for ways to contribute to the greater good, whether supporting his family, friends, or community. Bhavik enjoyed sports such as golf, basketball, road hockey and soccer and had a passion for flying. He was a kind, soft-spoken, beautifully content person who valued and cared for the most vulnerable. Bhavik was in his fourth year of the Bachelor of Commerce Program at the Sauder School of Business specializing in Accounting at the time of his passing. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2014/2015 Winter Session)

Maja PADEREWSKA Memorial Bursary – A \$1,000 bursary is offered by friends and family of Maja Paderewska to a student in any discipline, faculty or year of study, who graduated from high school in North Surrey, with preference to graduates of North Surrey Secondary School. Maja Paderewska was originally from Szczecin, Poland, and came to Canada with her family at the age of 16. An alumna of UBC and SFU, she was a business and economics teacher at North Surrey Secondary School. Maja was passionate about motivating and inspiring her students. Known for being a friend to those she taught, she was always willing to go the extra mile and make learning fun while pushing her students to reach their potential. Her life ended suddenly at the age of 33. Caring, encouraging, kind and genuine, Maja will be deeply missed by all who knew her. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Dale Robert PEDERSEN Prize in Criminal Law – A \$1,000 prize is offered by Dale R Pedersen (LLB '94) to a second year Law student who achieves the highest standing in Criminal Law. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2014/2015 Winter Session)

PRINCE George and District Dental Society Award in Dentistry – A \$1,000 award is offered by the Prince George and District Dental Society to an outstanding 4th year student graduating from the DMD Program in the Faculty of Dentistry. Preference will be given to students who are

from the Prince George and District region with an expressed interest in practicing in the Prince George and District region after completion of their program at UBC. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2014/2015 Winter Session)

SUMMERLAND Penny Lane Legacy Bursary – A \$1,000 bursary has been made available through an endowment established by the Summerland Charity Shop Society to support students in the Southern Medical Program who have graduated from a high school in the Thompson Okanagan region of British Columbia, with preference given to those who attended or graduated from School District 67 – Okanagan Skaha. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Syd VERNON Graduate Student Award – Awards totalling \$10,000 are offered through an endowment established by the Syd Vernon Foundation and administered by the Vancouver Foundation. The Syd Vernon Fund for the Disabled, established in 1989, honours the memory of Sydney Edward Vernon, founder of Auto Marine Electric Ltd and a pioneer of the automotive aftermarket parts industry in Canada. This Fund supports charitable organizations for the betterment of persons with mental, physical or sensory disabilities. The Fund also supports the advancement of education for those persons committed to working with people with disabilities and their families. The awards are available to UBC graduate students who are Canadian citizens, with demonstrated commitment to the disability areas described above, through courses selected, personal experience, past or current employment and/or volunteering that involves working directly with people with developmental disabilities. Minimum individual award is \$2000 up to a maximum of \$3500. Awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Amir and Yasmin VIRANI Family Graduate Scholarship – A \$5,000 scholarship is offered by the Virani family to support a graduate student in the Faculty of Arts in any discipline whose course of study has an emphasis on Islam. The award is made on the recommendation of the Faculty of Arts in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Santosh M. WASAN Graduate Student Travel Award in Pharmaceutical Sciences – Travel awards totaling \$2,000 are offered by Drs. Kishor and Ellen Wasan in honour of their mother and mother-in-law, respectively, Dr. Santosh M. Wasan, for graduate students in the Faculty of Pharmaceutical Sciences to attend conferences or symposia at which they will present a poster or an academic paper. Dr. Santosh Wasan retired from the Department of Pathology at Queen's University in 1999, after a distinguished career beginning in 1962 as an intern at Kingston General Hospital. An excellent physician, teacher and mother, she instilled in her son the need to work hard, shoot high, and give back. 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 Winter Session)

Donnie and June WING Award for Women in Business Management – A \$1,000 award is offered by Donnie and June Wing to a full time female student entering the Master of Management Program at the Sauder School of Business. The student shall have demonstrated leadership in the community. Preference is given to a candidate with financial need. 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)

Rita Dorit WINKLER Bursary in Forestry– Bursaries totalling \$1,400 have been made available through a generous endowment established by the Estate of Siegfried Winkler in honour of his daughter, Rita Dorit Winkler. The bursaries are available to deserving students enrolled in the Faculty of Forestry. Adjudication is made by Enrolment Services (First Award Available in the 2015/2016 Winter Session)

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

Greg and Susana QUAN Music Educator Award – An award of \$1,000 has been made available through an endowment established in honour of Greg and Susana Quan who both earned their Masters of Education degrees from UBC while continuing to inspire and share their passion for learning with their students. The award recognizes a student in the Bachelor of Education program who 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.

How amended: added to the first line biographical information that explains the donor's reason to establish this award.

Bill Ramey Award in Microbiology and Immunology – A \$1,000 award has been made available through an endowment established by students, family, friends, colleagues and the Department of Microbiology and Immunology 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.

How amended: removed reference to the Microbiology and Immunology Students' Association as the main donor to better describe the collective nature of the fundraising effort behind the establishment of this award.

#409 Charles and Alice Borden Fellowship in Archaeology – A \$9,900 fellowship has been made available through an endowment established by Charles E. Borden, PhD, Litt.D. (h.c.), Professor Emeritus of Archaeology. Dr. Borden's teaching at UBC and his archaeological research in the Fraser Canyon and other parts of this province set the foundations for Archaeology in British Columbia. The fellowship is awarded to a qualified candidate in the program leading to the PhD in Archaeology. In selecting the recipient, preference is given to a candidate whose thesis topic is concerned with problems related to the archaeology and cultural history of the Pacific Northwest. The remainder of the annual income may be used for a second fellowship to be awarded to a PhD candidate whose thesis topic is concerned with problems pertaining to the archaeology and prehistory in any area of the Old or New World. The award is

made on the recommendation of the Department of Anthropology, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated department name.

#420 Murray Stratton Memorial Scholarship – A \$150 scholarship has been made available through an endowment established by his friends and associates, in memory of Murray Stratton, who was at the time of his death, Program Director for Health with the Canadian Council on Social Development. The award is made to a student in the MSc program in the School of Population and Public Health on the recommendation of the School of Population and Public Health in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of recommending body.

#455 Dean Warren D Kitts Scholarship - A \$1,000 scholarship has been made available through an endowment established by friends and former students of Dr. Warren D. Kitts in 1984 on the occasion of his retirement as Dean of the Faculty of Agricultural Sciences, in recognition of his distinguished contributions to the agricultural sciences and his interest in graduate student research. Eligible students must have completed either the BSc (APBI), BSc (FNH), or BSc (GRS) at the University of British Columbia and must be proceeding to graduate studies at this University in a field relating to the scientific basis of agriculture and food production. The award is given to a graduate student in the Faculty of Land and Food Systems, on the recommendation of the Faculty, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: replaced BSc (Agro) - does not exist anymore – with the BSc (APBI); clarified eligible graduate programs and the name of the recommending body.

#473 Professor Anne Crichton Prize - A prize of \$200 has been made available through an endowment established by friends, colleagues and former students to honour Dr. Anne Crichton, who served with distinction as Professor in the Department of Health Care and Epidemiology, now known as the School of Population and Public Health, and as Director of the MSc Program in Health Services Planning and Administration. The prize is awarded to a PhD student. The award is made on the recommendation of the School of Population and Public Health.

How amended: amended the name of the recommending body given that the Department of Health Care and Epidemiology has been replaced by the School of Population and Public Health.

#491 Rick Hansen “Man-In-Motion” Fellowship – Two fellowships of \$16,000 each are offered to physically disabled students enrolled in a full-time graduate program at this University. The awards are made available by the University of British Columbia to honour the incredible determination and many personal achievements of Rick Hansen, B.P.E. 1986 and Doctor of Laws, honoris causa. His two-year world tour, completed in 1987, changed public attitudes and the prospects for the disabled. The fellowship winners are selected by the Faculty of Graduate and Postdoctoral Studies from among nominations received from the Departments of the University. The deadline for nominations is May 15.

How amended: removed reference to University Graduate Fellowships, as they do not exist anymore, and replaced it with the yearly fellowship value.

#493 Effie I Lefeaux Scholarship in Intellectual Disability – One or more scholarships to a total of \$1,300 are offered to graduate students working in the area of intellectual disabilities. The funds are provided through a bequest from the estate of Effie I. Lefeaux. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

How amended: changed title so that the scholarship is in Intellectual Disability instead of Mental Retardation to reflect societal depreciation of latter definition of this area of study.

#1299 Ian T. Okabe Prize in Climatology – A \$250 prize has been made available through an endowment established by Dr. Ian T. Okabe for an undergraduate or graduate student studying Climatology in the Atmospheric Science Program. No student may receive this award more than once. The Atmospheric Science Program is jointly sponsored by the Department of Earth, Ocean & Atmospheric Sciences and the Department of Geography. The award is made on the recommendation of the Chair of the Atmospheric Science Program, and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: changed adjudication criteria as a result of the cancellation of the Honours program in Climatology and its replacement with the Atmospheric Science Program; opened adjudication criteria to graduate students; change in the recommending body.

#1345 Michelle Lynn Rosa Memorial Prize – Prizes totalling \$525 have been made available through an endowment established by friends and family in memory of Michelle Lynn Rosa (1980-2004), a graduate of UBC in Honours English, who was pursuing an MA in English at McGill at the time of her death and was remarkable for her independence, scholarship and generosity. The awards are offered to graduate students studying in the area of women's studies and gender relations. They are made on the recommendation of the Institute for Gender, Race, Sexuality and Social Justice, in consultation with the Faculty of Graduate and Postdoctoral Studies

How amended: updated name of recommending body.

#1618 Stuart Olson Construction Scholarship – A \$150 scholarship has been made available through an endowment established by Stuart Olson Construction Ltd for an undergraduate student in Management Information Systems. The award is made on the recommendation of the Sauder School of Business.

How amended: change in the award title and calendar description to reflect donor's new corporate name.

#1823 Monarch Pediatric Dental Centre Graduate Fellowship – Three fellowships of \$2,000 each are offered by Monarch Pediatric Dental Centre to first year dental students in the Graduate Pediatric Program. To be considered candidates must be either a Canadian citizen or a permanent

resident. The awards are renewable for the second and third year. Recommendations are made by the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: renewable wording added.

#1916 Vancouver Elementary School Teachers' Association Elsie Roy Bursary – A bursary of \$600 is offered by the Vancouver Elementary School Teachers' Association in honour of Elsie Roy. Miss Roy, who was the author of one of the first reading textbooks used in Vancouver's primary classrooms, was an outstanding teacher and supervisor who served the Vancouver public school system for 44 years. The award is offered to students who are residents of Vancouver or who have attended a Vancouver elementary public school, and who are enrolled in the UBC Bachelor of Education, Elementary Program. Adjudication is made by Enrolment Services.

How amended: updated program name to reflect the change in the BEd (Elementary) program from a two-year to a one-year program.

#1917 Vancouver Elementary School Teachers' Association A.E. Henderson Memorial Bursary – A bursary of \$600 is offered by the Vancouver Elementary School Teachers' Association in honour of A.E. Henderson, a former teacher in Vancouver's public elementary schools. The award is offered to students who are residents of Vancouver or who have attended a Vancouver elementary public school, and who are enrolled in the UBC Bachelor of Education, Elementary Program. Adjudication is made by Enrolment Services.

How amended: updated program name to reflect the change in the B.Ed. Elementary program from a two-year to a one-year program.

#2247 Harold A. Steane Memorial Award – A \$5,000 award is offered by the Harold A Steane Memorial Fund, in memory of Harold A. Steane, to a student entering either of the last two years of the mineral process undergraduate program. Preference is given to a student with demonstrated dedication to the mineral industry and the ability in working with others. The award is made on the recommendation of the Department of Mining Engineering.

How amended: removed "any year of the Master's program" from the criteria so award will only be offered to undergraduate mining engineering students.

#3205 W J Lyle Memorial Scholarship – A \$1,500 scholarship has been made available through an endowment established as a memorial to Mr. W. J. (Bill) Lyle, former Deputy Minister of Medical and Hospital Programs. Mr. Lyle's civil service career spanned 54 years, and he played a key role in implementing the hospital insurance system in British Columbia. The scholarship fund was organized by the B.C. Health Association and B.C. Ministry of Health employees, and supplemented by generous contributions from the Mr. & Mrs. P. A. Woodward Foundation and the Government of British Columbia. The scholarship is awarded to a student in the Master of Health Administration program who has demonstrated academic ability and is deemed likely to contribute to improved planning, organization, management, or governance in the health care field. The award is made on the recommendation of the School of Population and Public Health in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of recommending body.

#3209 Crohn's and Colitis Canada Prize – A \$1,000 prize is offered by the Crohn's and Colitis Canada to a student in the Faculty of Medicine showing particular interest and achievement in the field of gastroenterology. The award is made on the recommendation of the Faculty.

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

#3253 Lloyd F Detwiller Scholarship in Health Administration – A \$100 scholarship has been made available through an endowment established in memory of Mr. Lloyd F. Detwiller who was for many years administrator of the UBC Health Sciences Centre Hospital. The award is based on academic excellence and demonstrated interest in the field of Hospital Administration. It is offered to a student in the Health Administration program on the recommendation of the School of Population and Public Health in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of recommending body.

#3288 George R F Elliot Fellowship in Community Health – A \$5,250 fellowship, made available through an endowment established by the B.C. Medical Services Foundation, is offered to a graduate student in any of the three graduate programs in Community Health (Master of Health Sciences, MSc or PhD). The award is made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of recommending body.

#3293 University of British Columbia School of Environmental Health Graduate Scholarship – A \$1,500 scholarship is offered to a full-time graduate student entering the first year of the Master's degree program in Occupational and Environmental Hygiene. The award is made on the recommendation of the MScOEH Program Director, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of the recommending body.

#3344 Wallace Berry Memorial Prize in Music Theory – A \$550 prize has been made available through an endowment established by family, friends and colleagues of Professor Wallace Berry and is offered to an undergraduate or graduate student demonstrating aptitude and achievement in the study of music theory. The prize is made 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: changed award criteria by opening the adjudication process to undergraduate students.

#3958 McLean Family Men's Basketball Award – One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Basketball Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee.

How amended: changed award title as per the donor's request.

#4325 Bruce Marshall Prize – Established by the Physics Society of the University of B.C., this prize of \$150 is presented to the student who, having won no other major private award, grant, fellowship, or scholarship, has in the opinion of the instructor contributed the most to the quality of class discussion in Physics 408. The award is made on the recommendation of the Department of Physics and Astronomy in the Faculty of Science.

How amended: removed reference to the Honours section of Physics 408; added name of recommending body.

#4819 Leonard S Klinck Memorial Fellowship – Fellowships totalling \$14,000 have been made available through an endowment established by the late Dean Emeritus Blythe Eagles and Violet E. Eagles on the occasion of the 75th anniversary of the University. The awards are to honour Leonard S. Klinck, the first Dean of the Faculty of Agricultural Sciences (1914-1919) and second President of the University (1919-1944). The awards are offered to students registered in Graduate Programs in the Faculty of Land and Food Systems and 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: updated name of recommending body and clarified student eligibility criteria.

#4895 Li Tze Fong Memorial Fellowship – These awards have been endowed to the glory of God and in memory of Mr. Li Tze Fong by his son Li Fook Tai. The fellowships carry a stipend of \$25,000 (subject to change) are open to outstanding graduates from any institution and country and are for full time study and research leading to a master or doctorate degree in any field of study which is offered at the University. Candidates are selected from applicants for Affiliated Fellowships. Recipients will be known as Li Tze Fong Scholars.

How amended: updated competition name from "University Graduate Fellowships" to "Affiliated Fellowships".

#5367 Stuart Olson Construction Management Engineering Award – Awards totalling \$2,000 are offered by Stuart Olson Construction Ltd. to third or fourth year students in the Civil Engineering Program who demonstrate excellence in the study of construction management. To be considered, candidates must have achieved at least a B average in their previous year of study. Recommendations are made by the Department of Civil Engineering in the Faculty of Applied Science.

How amended: change in the award title and calendar description to reflect donor's new corporate name.

#5625 Hy and Lee Schechter Scholarship – Scholarships totalling \$1,650 have been made available through an endowment established in honour of Hy and Lee Schechter for students entering the final year of graduate studies in the School of Population and Public Health who combine academic excellence with contributions to the University and to improvements in health in communities. The award is made on the recommendation of the School of Population and Public Health in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated name of recommending body.

#5890 Alexander, Holburn, Beaudin + Lang Award in Law – The law firm Alexander, Holburn, Beaudin + Lang LLP has established a \$1,000 award for a student entering the third year of the JD program who has achieved high academic standing in their second year and has demonstrated involvement in community or student affairs. This award has been established to honour the memory of Ernest A. Alexander, Q.C. who passed away unexpectedly in 1983 and who, throughout his professional career, never lost sight of the human aspect of the practice of law. The recommendation will be made by the Faculty of Law. Students must apply for this award.

How amended: clarified at what year level the student's achievement will be adjudicated on.

#6354 Graduate Scholarship in Curriculum Studies – A \$900 scholarship has been made available through an endowment established for a doctoral student in the Department of Curriculum Studies. Adjudication is based on Department rankings of applications for the AFF/SSHRC competition. The award is made on the recommendation of the Department of Curriculum Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated competition name from "UGF (University Graduate Fellowships)/SSHRC" to "AFF (Affiliated Fellowships)/SSHRC".

#6402 Graduate Student Travel Award in Pharmaceutical Sciences – Travel awards totalling \$2,000 are offered to enable graduate students in the Faculty of Pharmaceutical Sciences to attend conferences or symposia at which they will present a poster or an academic paper. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: removed donor's name from the calendar description.

#6457 Charlotte Douglas Fee Graduate Award – A \$1,000 award is offered, in memory of Charlotte Douglas Fee, to a graduate student at the UBC Institute for Gender, Race, Sexuality and Social Justice (GRSJ). The award is made on the recommendation of the GRSJ's graduate committee in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: updated Institute's name and, as a consequence, name of the recommending body.

#6462 Freda Pagani Scholarship in Sustainability – Scholarships totalling \$1,200 have been made available through an endowment established by family and friends in honour of Freda Pagani for graduate students in Resource Management and Environmental Studies (RMES). As founder and director of the Sustainability Office at UBC, Freda helped to develop green building guidelines for campus facilities, initiated an energy management program, created the UBC Social, Ecological, Economic, Development Studies Program (SEEDS), and developed a community energy and water plan. In addition, Freda led the creation of the University's first ecologically friendly building, the C.K. Choi Building. The award is made on the recommendation of the Institute for Resources, Environment and Sustainability in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: removed CFIS as recommending body and replaced it with IRES (Institute for Resources, Environment and Sustainability).

#7875 University Women's Club of Vancouver Bursary for Students with Disabilities – One or more bursaries totaling \$1500 are offered by The University Women's Club of Vancouver to students with disabilities. Preference is given to students with visual impairment. In addition to financial need, the academic standing of the candidate will be considered. Adjudication is made by Enrolment Services.

How amended: revised award name and criteria to also offer award to students with other types of disabilities.

#7959 Cy and Emerald KEYES Bursary in Materials Engineering – Bursaries to a total of \$2,000 have been made available by the late Cy and Emerald Keyes for students in Materials Engineering. The awards are made on the recommendation of the Department of Materials Engineering to Canadian citizens and permanent residents.

How amended: changed award title and calendar description to reflect the current names of the program and the department.

#8028 Burrard Charitable Foundation Bursary – A \$750 bursary is offered by the Burrard Charitable Foundation, through funds administered by the Vancouver Foundation, for students with disabilities. Preference will be given to students with visual impairment. Adjudication is made by Enrolment Services.

How amended: amended award name and description to broaden the criteria and include students with other types of disability.

#8074 Vancouver Elementary School Teachers' Association Frances M. Worledge Bursary – A \$600 bursary is offered by the Vancouver Elementary School Teachers' Association in honour of Miss Frances M. Worledge, who studied at the Royal Society of Arts and Commerce in England before receiving her BEd (Secondary) degree from UBC in 1965. She retired in 1987 after teaching for thirty years at Florence Nightingale Elementary School in Vancouver. Her long

and valuable service to the B.C. Teachers' Federation and to the Vancouver Elementary School Teachers' Association earned her Honorary Life Membership in both organizations. The award is offered to students who are residents of Vancouver or who have attended a Vancouver elementary public school, and who are enrolled in the UBC Bachelor of Education, Elementary Program. Adjudication is made by Enrolment Services.

How amended: updated program name to reflect the change in the BEd (Elementary) program from a two-year to a one-year program.

#8303 Scudamore Bursary – Two bursaries at \$1,000 each are offered by Owen Salisbury Scudamore, BA '50, BAsC. '51, in loving memory of his brother Lieutenant John Trelawny Scudamore, killed in action October 28, 1944, and of his wife Nancy Florence Scudamore (nee Harvey), BA '50. The bursaries are awarded based on financial need, with one award given to a student in the Bachelor of Education program (Secondary or Middle Years) majoring in Physical Education, and one to an undergraduate student in Engineering, with preference given to a student in Chemical Engineering. Adjudication is made by Enrolment Services.

How amended: name and description amended to make the award also available to students in Engineering.

#8454 Leone and Robert HAMMOND Memorial Bursary – Bursaries, totaling \$13800, have been made available through an endowment established by the Estate of Robert Hammond. The bursaries are offered in memory of Robert and his wife, Leone (BA '46), for students who demonstrate financial need in Education, Social Work or Music. Adjudication is made by Enrolment Services.

How amended: changed award type from annual to endowed.

#8462 Mike Sauze Memorial Award in Forestry – A \$2000 award was established by the late Mike Sauze, BSF '62, for an undergraduate student in any year of study, in the Faculty of Forestry. Preference is given to a student specializing in Forest Operations. Candidates must be in good academic standing. The award is made on the recommendation of the Faculty of Forestry.

How amended: award type changed from a bursary to an academic award to broaden the pool of candidates (to be implemented in the 2014W Session).

#8512 Janet Fleck Ladner Award in Planning and Architecture – Two awards of \$5,000 each are offered, through a partnership between the Minerva Foundation for BC Women and the UBC Faculty of Applied Science, to female graduate students in the Faculty of Applied Science. The Minerva Foundation is a BC organization that assists women and promotes the development of women leaders through education. One award is offered to a student in planning and one award to a student in architecture. Candidates considered will have demonstrated outstanding qualities of integrity, dedication, perseverance, and strong determination to overcome adversities in completing their degrees. Preference will be given to single mothers or mature students who want to upgrade their skills when returning to the workforce after an absence. The awards are made on the recommendation of the School of Community and Regional Planning and the

School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: award type changed from a bursary to a faculty-recommended graduate service award; amended criteria to offer award only to graduate students in planning and architecture who have demonstrated the qualities specified in the description. Adjudication body also amended.



15 October 2014

To: Vancouver Senate

From: Senate Curriculum Committee (**DRAFT**)

Re: Joint PhD Program Parchments (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the Faculty of Graduate and Postdoctoral Studies and encloses the proposal it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That Senate approve a two parchments production method for students of joint PhD programs as set out in the policy and procedures described below;*

and,

That, subject to the policy and procedures below, the Faculty of Graduate and Postdoctoral Studies and the Registrar be granted delegated authority to develop and approve the language, format, and layout of parchments for graduands of joint PhD programs.”

Background: In November 2009 the Vancouver Senate established academic regulations (http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_minutes_november2009.pdf) for individual joint doctoral or co-tutelle programs, to be supervised and completed jointly at UBC and another university, resulting in a single doctoral degree jointly conferred by both universities. To date, eighteen individual joint doctoral programs (joint PhDs) have been approved and are in progress. The first student to successfully complete all degree requirements for a joint PhD program occurred in August 2014. The student applied to graduate in September 2014 and would proceed to receive a formal degree certificate from UBC in November 2014.

The original Senate approval of joint PhD programs did not include regulations for resultant parchments with wording and insignia to appear on UBC or partner university parchments, indicating the joint nature of the degree. This is required to produce suitable parchments for graduands.



Partner universities around the world differ in their production of joint PhD program parchments; either each university has a parchment, noting the joint nature of the degree, or both universities and their insignia share a single parchment, noting the joint nature of the degree.

Policy and Procedures

UBC will use a two parchment production method for joint PhD programs (i.e., each university has a parchment, noting the joint nature of the degree), excepting certain conditions provided for below.

- a. The Faculty of Graduate and Postdoctoral Studies and the Registrar will approve the wording used on the parchment(s), in the context of the individual joint PhD program's partner university agreement.
- b. The Faculty of Graduate and Postdoctoral Studies and the Registrar will approve the format and layout of the parchment(s) before production and use.
- c. The phrase "Awarded under a Joint Doctoral Degree agreement with <<name of Partner University>>" shall be inserted in the normal UBC parchment and a reciprocal, functionally equivalent phrase shall appear on the parchment of the partner university.
- d. The partner university name on the UBC parchment shall be represented in English.
- e. Partner universities that produce parchments in English must represent the UBC name as "The University of British Columbia."
- f. Partner universities that produce parchments in languages other than English may translate "The University of British Columbia" to the language in use.

When the initial joint PhD program agreement is with a partner university requiring a single parchment, the following conditions apply.

- a. The responsibility for producing the parchment shall lie with the partner university.
- b. The UBC name and crest will be provided to the partner university for the purpose of producing a single parchment with both universities' insignia.
- c. The phrase "The two universities jointly award this degree" or its functional equivalent must appear on the single parchment.
- d. The UBC name must be represented as "The University of British Columbia" in English.

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee



15 October 2015

To: Vancouver Senate

From: Senate Curriculum Committee

Re: MD Undergraduate Renewed Curriculum Proposal (approval)

The Senate Curriculum Committee has reviewed the material forwarded to it by the Faculty of Medicine and encloses the proposal it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That the revised Doctor of Medicine undergraduate program, new course code, and new and revised courses brought forward by the Faculty of Medicine be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF MEDICINE***Revised program, new course code, new and revised courses*

MD>Introduction; MD>Admission; MD>Academic Regulations; MD>Degree Requirements; MEDD Course Code; MEDD 410 (3) Transition into Medical Education; MEDD 411 (14) Foundations of Medical Practice I; MEDD 412 (14) Foundations of Medical Practice II; MEDD 419 (8) Foundations of Scholarship and Flexible Enhanced Learning I; MEDD 421 (14) Foundations of Medical Practice III; MEDD 422 (14) Transition into Clinical Education; MEDD 429 (5) Flexible Enhanced Learning II; MEDD 431 (48) Clerkship; MEDD 439 (4) Flexible Enhanced Learning III; MEDD 441 (4) Senior Elective; MEDD 442 (4) Senior Elective; MEDD 443 (4) Senior Elective; MEDD 444 (4) Senior Elective; MEDD 445 (4) Senior Elective; MEDD 446 Senior Elective (4); MEDD 448 (13) Transition into Postgraduate Education and Practice



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

UBC Faculty of Medicine
MD Undergraduate Program

MD Undergraduate Renewed Curriculum Full Proposal
for
UBC Senate Approval

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UBC Curriculum Proposal Forms

Appendix A: Letter of Support from MUS President [Removed for purposes of Curriculum; may be requested.]

Appendix B: Signed Budgetary Impact Form [Removed for purposes of Curriculum; may be requested.]

Appendix C: Integration of Themes, Systems, and Week Topics

Appendix D: Assessment Weightings per Course

Appendix E: Week Schedule Template Year 1

1 Introduction

1.1 Document Purpose

The purpose of this document is to present the fully detailed proposal for the renewed UBC Faculty of Medicine (FOM) Medical Doctor Undergraduate Program (MDUP) curriculum to the UBC Senate for consideration. It builds upon the renewed curriculum framework proposal that was approved at UBC Senate on February 19, 2014 (framework available at: <http://cr.med.ubc.ca/files/2014/02/FOM-MDUP-CR-Framework-Senate-Proposal-2014-02-19-Final-Senate-Approved.pdf>).

This detailed proposal includes a summary of consultations, an overview of the renewed program, Program Change Forms, Course Creation and Change Forms, Course Syllabi, and supporting appendices.

The FOM respectfully requests that UBC Senate consider this renewed curriculum proposal for the MDUP. Pending approval by UBC Senate, the renewed program will be implemented in August, 2015.

1.2 Rationale for Change

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

In addition, the principles that underpin the renewed curriculum also align with the UBC strategic vision to increase flexibility of learning, embed opportunities for inter-professional education with other health profession programs, and move towards a competency-based educational approach.

1.3 Goal of Renewal

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

Drawing on the FOM Dean's Task Force on Curriculum Renewal report¹, there have been many changes in health care and in society since the current curriculum was first planned, including an aging population, increasing burden of chronic disease, growing diversity of the Canadian population, advances in science and technology, and new models of health care delivery. These changes, and others, will continue to impact the practice of medicine.

¹ <http://cr.med.ubc.ca/files/2011/01/dtfcfinalrppt201016902.pdf>

According to the Dean's Task Force on Curriculum Renewal report², three themes will dominate the future of health care in Canada: aging, chronic disease (both physical and mental illness), and collaborative care. The purpose of curriculum renewal is to ensure UBC Doctor of Medicine graduates are as prepared as possible for these future needs and equipped to be life-long learners who will continue to address future changes in health care.

1.4 Curriculum Renewal Foundation

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

1. A renewal of the FOM's social responsibility and accountability framework;
2. A competency-based curriculum;
3. An integrated, programmatic student assessment system;
4. Increased flexibility in achievement of core competencies;
5. Increased opportunities to pursue scholarship;
6. Integration of foundational and clinical learning throughout the program;
7. Continuity of patients, faculty interaction, and curriculum; and
8. Preparation of students for their current and future roles in the health care system.

For more information on these founding recommendations, please find the Dean's Task Force on Curriculum Renewal final report here: <http://cr.med.ubc.ca/files/2011/01/dtfcfinalrprt201016902.pdf>.

² <http://cr.med.ubc.ca/files/2011/01/appendixa168051.pdf>

2 Consultation Process

2.1 Faculty of Medicine

The content of this proposal was developed by hundreds of faculty and staff across the FOM. This is the culmination of many recommendations and response to feedback, which were raised during this broad consultative process. The Curriculum Renewal Project Development Committee (CR-PDC) formally compiled the content into this format and endorsed it. The MDUP Curriculum Committee and Student Assessment Committee also reviewed it, provided feedback, and endorsed it. Subsequently, the Medical Undergraduate Education Committee (MDUEC), the Medical Undergraduate Regional Executive (MDUREX), Faculty of Medicine Executive (FEX) including Department Heads, and Full Faculty each reviewed it, provided feedback, and formally approved it.

2.2 Current MDUP Students

Student representatives have been, and will continue to be, involved in every step of the process to develop this renewed curriculum. Student feedback has been sought through engagement with student representatives on all MDUP standing committees, through representatives on curriculum renewal working groups, and through the Medical Undergraduate Society (MUS). Throughout this process, we have adjusted program design elements based on student feedback. For example, students recommended that we increase vacation between Years 2 and 3 from one week to four weeks.

The President of the Medical Undergraduate Society, Taneille Johnson, provided a letter supporting the proposed course structure for the renewed curriculum. Please see Appendix A.

2.3 Related Faculties, Schools, and Departments

In addition to the development and consultation process referenced above, we have consulted with the Woodward Library, MD-PhD program, School of Population and Public Health, Faculty of Dentistry, Faculty of Pharmaceutical Sciences, Faculty of Applied Sciences including the School of Nursing, the Faculty of Graduate Studies, and the Faculty of Sciences. These consultation forms are attached in a separate file [*FOM MDUP CR Full Senate Proposal Consultation Forms - 2014-06-11.pdf*].

2.4 UBC Strategy and Decision Support

The proposed budget for the renewed program was reviewed and approved by the Dean of Medicine, the Vice Provost, and the UBC Strategy and Decision Support Division as part of the Renewed Curriculum Framework Proposal process. Please see the signed budget form in Appendix B.

3 Renewed Program Overview

3.1 Program Structure and Foundational Principles

The purpose of the MDUP is still to educate and train Medical Doctors. Therefore, we are modifying our current program structure to incorporate both current and renewed learning experiences. Through this process, we are proposing to renew the way in which content and training are provided to students in order to enable them to achieve the required competencies and best prepare them for their role in the current and future health care system.

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

While much of the core content of the current curriculum will remain, the most significant changes involve reorganizing the structure in a way that addresses the foundational recommendations outlined by the Dean's Task Force on Curriculum Renewal.

The renewed curriculum addresses the foundational recommendations through the following:

1. **Social responsibility** – The concept of social responsibility is foundational to the renewed curriculum. The renewed curriculum will maintain this focus through foundational themes, supporting student learning on topics such as Aboriginal health, social determinants of health, vulnerable populations, cultural competence, global health, and others.
2. **Competency-based curriculum** – The renewed curriculum is based on competencies required to be a UBC MD graduate. Programmatic exit competencies are organized according to the Royal College of Physicians and Surgeons of Canada's CanMEDS Framework³ which describes seven physician roles: Medical Expert, Collaborator, Communicator, Health Advocate, Manager, Professional, and Scholar.
3. **Integrated, programmatic assessment** – An integrated, programmatic assessment system underpins the renewed curriculum. It leverages a suite of assessment types to determine whether students have achieved, or are on target to achieve, exit competencies. The four pillars of an integrated, programmatic student assessment model include: written exams (including progress and criterion-referenced tests), portfolios, workplace-based assessments, and objective structured clinical examinations (OSCE).
4. **Flexibility** – The renewed curriculum increases flexibility to provide a variety of learning opportunities and scholarly activities that foster innovation, creativity, critical thought, and life-long learning. The renewed curriculum also acknowledges students with diverse backgrounds, interests, and circumstances, and enables them to be successful in the program. Although they all take the same courses in the same sequence, each student's path through the program is different and the knowledge, skills, and attitudes that must comprise our graduates' exit competencies are taught, learned, acquired, reinforced, and assimilated in a unique way for

³ <http://www.royalcollege.ca/portal/page/portal/rc/canmeds/framework>

each student according to their background and their learning style. Flexibility in the renewed curriculum recognizes that each student has a unique path. It will draw on and draw out their individual strengths.

5. **Scholarship** – The renewed curriculum includes a scholarly project requirement for all students; creates adequate time in the curriculum for students to pursue their project(s) throughout the program; and broadens the definition of scholarship to include not only the scholarship of discovery but also the scholarship of application, integration, and teaching. For example, the Flexible Enhanced Learning courses (MEDD 419, 429, and 439) will provide students with these opportunities.
6. **Integration** – Foundational programmatic themes are matched with appropriate clinical week presentations/topics, building longitudinally, contextually, and developmentally across the four-year curriculum. These major themes areas include: Clinical Medicine; Medical Sciences; Diagnostic Sciences; Treatment; Care of Patients; Populations, Diversity, and Equity; and Scholarship.
7. **Continuity** – Content within the renewed curriculum will be delivered through clinical topics that developmentally increase in complexity as the curriculum progresses, and by having later portions of the curriculum frequently spiral back to information from earlier in the curriculum to support continuity, retention, and integration of earlier topics with later ones. The renewed curriculum eliminates unintentional repetition through logical topic sequencing and continuity of learning activities around each clinical topic. The program will also strive to provide continuity of patients and faculty through longitudinal clerkship experiences and longer clinical courses. The renewed curriculum also focuses on critical transitions that provide students an opportunity to consolidate prior learning and clarify expectations for the next stage of training.
8. **Training responsive to the health care system** – The renewed curriculum is designed to highlight the importance of a health systems understanding and how medical training can be situated in the effective operationalization of the broader health system. The integration of four key areas into the renewed curriculum as foundational themes will support this recommendation. These include: inter-professional education (IPE), health systems, patient safety, and eHealth/Health informatics. These four themes are inter-related in that health systems understanding ensures quality care; inter-professional education leads to collaboration that encourages optimal human interactions; eHealth and health informatics provide the data and support the process of care while at the same time introducing students to new and useful technologic advances; and patient safety is the vital output of the health system that we all want to achieve.

These principles and features are realized through the renewed program design and course structure outlined in the next section.

3.2 Course Structure

The renewed MDUP moves towards a more integrated structure with longer, integrated courses. The amount of instructional time and vacation time is approximately the same as in the current MDUP.

Figure 1 shows the renewed course structure and schedule with courses grouped by year.

Building on the approved MDUP Renewed Curriculum Framework Proposal (approved by UBC Senate February 19, 2014) we have maintained our overall course blueprint and specific course titles. On the advice of the Senate Secretariat and Senate sub-committees, we have eliminated the use of course acronyms as course codes (e.g.: FOMP 415, TICE 424, FLEX 448, etc.). This suggested change was to operationally standardize course codes for all courses offered by the MDUP. The standardized course code that we are seeking Senate approval for is MEDD. In addition, all course numbers have been updated to follow a consistent pattern whereby all first digits are 4, all second digits indicate year of the program, and all third digits indicate sequence in the program except for 9, which indicates the Flexible Enhanced Learning courses. This aligns with other health science faculties (e.g.: DENT for Dentistry courses), and we feel this standardization of course codes and numbering will create a clear, cohesive way to navigate courses, calendar entries, and student communications within our program.

We have also elected to offer the Foundations of Scholarship and Flexible Enhanced Learning content in three separate courses instead of a single, four-year, standing deferred course as indicated in the Framework Proposal. After the feedback from the UBC Senate Curriculum Committee and extensive discussions with MDUP leadership across all sites, we felt that separating FLEX into three courses would allow for better program oversight and student support while still maintaining continuity and flexibility across the four-year program. For example, students could still choose to create an integrated, longitudinal line of inquiry across the three courses while maintaining the program's accountability to help direct and support students at various critical times throughout the MDUP (e.g.: providing summative course assessment, maintaining yearly student feedback and promotions, identifying students in difficulty, and allowing students to change scholarly directions).

As in the current course structure, the proposed new course structure includes a 3-week period for students to participate in Canadian Resident Matching Service (CaRMS) interviews in order to match with post-graduate training options.

Please see the renewed course structure in Figure 1 below.

Figure 1: Renewed MDUP course structure and schedule

	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Year 1					MEDD 410 (3 weeks)	MEDD 411 (14 weeks)			Site Orientation	MEDD 412 (14 weeks)			MEDD 419 (6 weeks)	
						10 MEDD 419 half days (1wk)				10 MEDD 419 half days (1wk)				
Year 2						MEDD 421 (14 weeks)		MEDD 429 (3 weeks)		MEDD 422 (14 weeks)				
						10 MEDD 429 half days (1 wk)				10 MEDD 429 half days (1 wk)				
Year 3						MEDD 431 – Block A (16 weeks)	MEDD 431 – Block B (16 weeks)			MEDD 431 – Block C (16 weeks)			MEDD 439 (4 weeks)	
Year 4						MEDD 441 (4 weeks)	MEDD 442 (4 weeks)	MEDD 443 (4 weeks)	MEDD 444 (4 weeks)	MEDD 445 (4 weeks)	MEDD 446 (4 weeks)			
										MEDD 448 part 1 (13 weeks total)	CaRMS (3 weeks)		MEDD 448 part 2 (13 weeks total)	

*The 3-week Canadian Residency Matching Service (CaRMS) time in Year 4 refers to the period of time when students travel to residency interviews in preparation for their post-graduate training.

Within the program framework (approved by UBC Senate on February 19, 2014), basic curricular components were described in terms of week topics and themes. This full proposal connects these initial framework elements with the detailed course structure. For example, each course has an organized set of clinical week presentations/topics that are ordered developmentally to provide an integrated curriculum that builds from basic clinical presentations to complex ones. Later topics intentionally revisit, or spiral back to, earlier ones periodically to reinforce important topics, and to integrate material across years. Table 1 details the week topic order across MEDD 411, 412, 421, and 422 as an illustration. In the Year 3 Clerkship course, the case order will depend on the order in which students experience different clinical disciplines. For the clinical presentation/topic order for the MEDD 448 course, please see the syllabus.

Table 1: Clinical presentation/topic order by course for MEDD 411, 412, 421, and 422

Wk	MEDD 411	MEDD 412	MEDD 421	MEDD 422
1	Fetal development: normal / abnormal	Peripheral neuropathy with abnormal sensation / numbness / tingling	Congenital dysmorphism	Heart failure / pleural effusion (cardiac valve disease with heart failure)
2	Allergic reaction / anaphylaxis	Spinal cord injury (acute trauma) with abnormal C-spine film, paralysis	Inherited chromosomal (genetic) abnormalities	Nausea / vomiting / diarrhea
3	Breast mass / tissue infection	Multiple Sclerosis (including abnormal eye movements)	Normal and abnormal growth and development, development delay	Arthritis: inflammatory monoarthritis and polyarthritis
4	Pneumonia / cough	Head injury (loss of consciousness, brain death)	Behaviour problem (child)	Chest pain / angina / myocardial infarction
5	Chronic Obstructive Pulmonary Disease (COPD) / haemoptysis	Anemia	Stroke including dysarthria / aphasia	Menstrual abnormalities and menopause
6	Heart murmur (congenital heart disease)	Bleeding / bruising / malignancy	Rash	Jaundice (differential diagnosis including pancreatic cancer)
7	Hypertension	Thyroid abnormalities including thyroid mass	Child abuse and fracture (on X-ray)	Hypotension / shock
8	Acute abdominal pain	Adrenal dysfunction	Joint injury (cartilage / ligament) and osteoarthritis	pregnancy: normal delivery, normal newborn
9	Hematemesis / melena	Hypothalamic, pituitary and end organ axis	Diabetes Mellitus	Prostate cancer (including Benign Prostatic Hypertrophy) and other genitourinary tumours
10	Weight loss / malabsorption / eating disorder	Headache and pain	Chronic Kidney Disease (CKD) (adult and/or child)	Sepsis
11	Acid-base / electrolyte disturbance	Depression (may include anxiety features, must consider suicidality)	Osteoporosis (including pathological fracture)	Arrhythmia
12	Acute Kidney Injury (AKI) (adult and/or child)	Psychosis (e.g.: with hallucinations)	Non-inflammatory joint pain	Ataxia / movement disorder / tremor
13	Infertility	Adverse drug reaction / interaction	Dementia	Consolidation of clinical transition
14	Pregnancy: normal	Meningitis	Deep Vein Thrombosis / Pulmonary Embolism	

In addition to the clinical presentation/topics, foundational themes are integrated across all four years of the program through the course learning outcomes (see course syllabi for more details). These themes are organized under seven major categories clinical medicine; medical sciences; diagnostic sciences; treatment; care of Patients; populations, diversity, and equity; and scholarship. Each of these foundational themes includes sub-themes as detailed in Table 2 below.

Table 2: Foundational program themes

Foundational Theme Categories	Sub-themes
Clinical medicine	<ul style="list-style-type: none"> • Infectious diseases and medical microbiology • Cardiovascular system • Pulmonary system • Fluids, electrolytes, renal, and genitourinary systems • Gastrointestinal system • Blood and lymphatics systems • Musculoskeletal and locomotor systems • Endocrine and metabolism systems • Integument systems • Brain and behaviour systems • Reproduction systems • Nutrition, growth, and development systems
Medical sciences	<ul style="list-style-type: none"> • Anatomy and embryology • Physiology • Medical microbiology and infectious disease • Genetics • Biochemistry and molecular biology • Pathology • Histology
Diagnostic sciences	<ul style="list-style-type: none"> • Diagnostic imaging • Clinical laboratory techniques – laboratory diagnosis
Treatment	<ul style="list-style-type: none"> • Pharmacology, therapeutics complementary / alternative therapies • Non-pharmacotherapy disease management – counselling • Non-pharmacotherapy disease management – surgery • Non-pharmacotherapy disease management – rehabilitation • Non-pharmacotherapy disease management – nutrition and exercise
Populations, diversity, and equity	<ul style="list-style-type: none"> • Public health, prevention, and control • Special populations – First Peoples • Special populations – geriatrics • Special populations – palliative care • Special populations – addictions • Global health • Health advocacy and social determinants of health
Care of patients	<ul style="list-style-type: none"> • Communication • Professionalism • Medical ethics • Collaboration / inter-professional care • Health care system • Leadership • Patient safety and quality improvement • eHealth informatics
Scholarship	<ul style="list-style-type: none"> • Scholarship • Evidence-based medicine

Therefore, themes and clinical presentations/topics provide the foundational framework for the courses throughout the four-year MDUP. Each course syllabus outlines these details and how they are related to the programmatic assessment approach. Appendix C provides illustrations of how Clinical Medicine (systems) and other themes spiral through week presentations/topics. Course Leads are responsible for integration within courses, while Theme Leads are responsible for longitudinal, developmental progression and integration of each theme across the four-year curriculum.

3.3 Programmatic Assessment Approach

Review of the current assessment system within the MDUP identified a number of areas that required attention in order to meet the needs of the students and the program. These included over-assessment, emphasis on course assessment rather than programmatic assessment, and the need to move towards competency-based assessments. The renewed assessment framework has been developed to address these areas.

The renewed assessment framework is a system of integrated components built upon the collective strength of each assessment modality. Each assessment modality is well suited to assessing certain types of content and competencies. When these modalities are combined within each course, a programmatic assessment framework is achieved that ensures learners are developing and meeting the competencies for graduation.

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

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

- Support effective summative decision-making by aggregating assessments over time.
- Optimize the capabilities of all learners by providing the opportunity for assessment to foster learning.
- Provide regular, appropriate, and, timely formative feedback.
- Foster a culture that encourages learners to seek continuous improvements in their own, their colleagues', and their group's performance toward achieving better health outcomes for patients and populations.
- Ensure that all graduates have achieved the required competencies.
- Function as part of a continuous quality improvement process that reflects the reality of the learning process and leads to better student performance, a more effective curriculum and improvements in the assessment system itself.

All students within the MDUP are graded on a pass/fail basis. All assessments are designed to measure achievement of specific objectives related to each course in fulfilment and overall successful completion of the program. Therefore, students must pass each assessment component independently; passing one assessment component cannot offset failure in another. Students will achieve a pass in the course if their scores calculated in each assessment component are 60% or more.

While students must pass each assessment in order to pass the course, the final numerical mark will be based on the combined performance on each of the course assessments. Each course syllabus indicates which assessment types will be used and their relative weightings. Numerical grades and the assessment components are shared with the student, but will never appear on the transcript and are only used internally within the MDUP for the purposes of academic awards and identification of students in

academic difficulty. Please see Appendix D for a table summarizing assessment type weightings per course.

Failure of a specific assessment component will result in a detailed review of performance to identify areas of concern and will require successful completion of an appropriate remedial program. Failure of a specific assessment component may also require a passing grade in supplemental assessments as per the nature of the identified areas of concern.

3.4 Program Credits

As a professional training program with external accreditation standards, the MDUP relies on an integrated, developmental, competency-based approach that, unlike other UBC programs, does not rely on course credits.

The curriculum renewal process promoted an investigation into our current method of assigning credit. As a result, we have devised a more rational approach to credit assignment that can provide students with some idea of the comparative workload among courses. Due to accreditation requirements and for simplicity within the renewed MDUP, we propose that one credit be equal to one week of instructional time. For example, a 14-week full-time course would be worth 14 credits, while a course with 20 half days (equivalent to two weeks) plus three weeks full-time over a 31-week period would be worth 5 credits. This results in the renewed MDUP requiring a reduced number of credits as compared with the current MDUP. The current curriculum consists of 195 credits. The proposed renewed curriculum consists of 161 credits. However, this reduction in number of credits does not reflect a reduction in total program duration, student effort, or program content. The volume of program content, effort required by students, and overall duration of the program all remain essentially unchanged. Every student in the MDUP must complete all MDUP courses. In addition, tuition for the MDUP is not determined based on the number of credits, so this change will have no impact on tuition.

The following tables show how current MDUP course credits are redistributed across the renewed courses.

Table 3: Translation of current Year 1 and 2 course credits to renewed Year 1 and 2 course credits

Current Courses		CRs	Wks	Renewed Courses		CRs	Wks
ORNT 400	Orientation to Medical/Dental School	2	1	MEDD 410	Transition into Medical Education	3	3
PRIN 401	Principles of Human Biology	12	14	MEDD 411 MEDD 412 MEDD 419 MEDD 421 MEDD 422 MEDD 429	Foundations of Medical Practice I Foundations of Medical Practice II Foundations of Scholarship and Flexible Enhanced Learning I Foundations of Medical Practice III Transition into Clinical Education Flexible Enhanced Learning II	14 14 8 14 14 5	14 14 8 14 14 5
FMED 401	Infectious Disease & Medical Microbiology	6	5				
FMED 402	Cardiovascular	6	5				
FMED 403	Pulmonary	6	5				
FMED 404	Fluids, Electrolytes, Renal, & GU	6	5				
FMED 424	Gastrointestinal	6	4				
FMED 421	Blood & Lymphatics	2	2				
FMED 423	Musculoskeletal & Locomotor	4	4				
FMED 425	Endocrine & Metabolism	6	5				
FMED 422	Integument	1	1				
FMED 426	Brain & Behaviour	10	9				
FMED 427	Reproduction	4	4				
FMED 428	Nutrition, Growth & Development	5	5				
DPAS 410	Doctor Patient and Society	6	33				
DPAS 420	Doctor Patient and Society	6	33				
INDE 410	Intro to Clinical Skills & Systems I	6	33				
INDE 420	Clinical Skills	6	33				
FMPR 401	Family Practice Continuum	6	33				
FMPR 420	Family Practice Continuum	6	33				
Total Year 1 & 2 Credits		112		Total Year 1 & 2 Credits		72	

Table 4: Translation of current Year 3 course credits into renewed Year 3 course credits

Current Courses		CRs	Wks	Renewed Courses		CRs	Wks
ANAE 430	Introduction to Anaesthesia	2	2	MEDD 431 MEDD 439	Clerkship	48	48
DERM 430	Clinical Dermatology	1	1				
EMER 430	Emergency Medicine	4	4				
MEDI 430	Internal Medicine	8	8				
OBST 430	Obstetrics & Gynaecology	6	6				
OPHT 430	Ophthalmology	1	1				
ORPA 430	Orthopaedics	2	2		Flexible Enhanced Learning III	4	4
PAED 430	Paediatrics	8	8				
PSYT 430	Psychiatry	6	6				
SURG 430	Surgery	8	8				
FMPR 428	Rural Family Practice	4	4				
INDE 430	Professional Dimensions in Medicine	1	1				
INDE 452	Clinical Elective	2	2				
Total Year 3 Credits		53		Total Year 3 Credits		52	

Table 5: Translation of current Year 4 course credits into renewed Year 4 course credits

Current Courses		CRs	Wks	Renewed Courses		CRs	Wks
INDE 440	Senior Clerkship	4	4	MEDD 441	Senior Elective	4	4
INDE 441	Senior Clerkship	4	4	MEDD 442	Senior Elective	4	4
INDE 442	Senior Clerkship	4	4	MEDD 443	Senior Elective	4	4
INDE 443	Senior Clerkship	4	4	MEDD 444	Senior Elective	4	4
INDE 450	Senior Clerkship	4	4	MEDD 445	Senior Elective	4	4
INDE 455	Senior Clerkship	4	4	MEDD 446	Senior Elective	4	4
INDE 451	Clinical Skills IV	0	0	MEDD 448	Transition into Postgraduate Education and Practice	13	13
INDE 453	Preparation for Medical Practice	6	6				
Total Year 4 Credits		30		Total Year 4 Credits		37	

4 Conclusion

The FOM respectfully requests that UBC Senate consider this renewed curriculum proposal for the MDUP. We hope that the contents of this detailed proposal are sufficiently acceptable to approve, and thereby authorize the FOM MDUP to admit students into this renewed curriculum starting in academic year 2015/16.

Category 1

<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in late August, 2015) Effective Academic Year: 2015/16</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>Introduction</p> <p>The Faculty of Medicine offers the Medical Doctor Undergraduate Program (MDUP), which leads to the Doctor of Medicine (MD) degree. The program requires a minimum of 90 university credits in preparation plus four years of study in Medicine. A physician's education can be broadly divided into four phases:</p> <ol style="list-style-type: none"> 1. Pre-medical preparation, which can be completed in a variety of faculties or programs. 2. Medical school training (four years). 3. Residency training (two years or more). 4. Continuing professional development. <p>This MDUP provides the medical school training referenced in the second phase above.</p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,339</p> <p><u>Present Calendar Entry:</u></p> <p>Introduction</p> <p>The Faculty of Medicine offers a program leading to the Doctor of Medicine. The program requires a preparatory program plus four years of study in Medicine.</p> <p>A physician's education can be broadly divided into four phases:</p> <ul style="list-style-type: none"> • Pre-medical preparation, which can be completed in a variety of faculties or programs • Medical school training (four years) • Residency training (two to six years) • Continuing education <p><u>Type of Action:</u> Update content to ensure clarity and alignment with the renewed curriculum.</p> <p><u>Rationale for Proposed Change:</u> As we renew the curriculum, it is important that the overall program descriptions in the UBC Calendar are clear and represent the renewed curriculum as accurately as possible.</p> <p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,339</p>

<p><u>Proposed Calendar Entry:</u></p> <p>Admission</p> <p>Notes for 2015/16 Applicants</p> <p>There are new and exciting changes to the UBC MD undergraduate curriculum beginning in academic year 2015/2016. Please take a look at the Curriculum Renewal website. Here you will find additional information on the renewed curriculum, which has been in the planning stage for several years.</p> <p>Selection of a Program of Pre-Medical Studies</p> <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform to the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds is considered desirable.</p> <p>Students who have completed programs that include all the prerequisites and who then enrol in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisites</p> <p>...</p> <p>Medical College Admission Test</p> <p>...</p> <p>Required Academic Standards</p>	<p>m?tree=12,209,374,340</p> <p><u>Present Calendar Entry:</u></p> <p>Admission</p> <p>Notes for 2015/16 Applicants</p> <p>There will be some new and exciting changes to the UBC MD curriculum beginning in 2015/2016. We strongly encourage applicants to keep informed on the curriculum renewal process, so please take a look at the Curriculum Renewal website, especially the section for students. Here you will find a lot of information on this initiative which has been in the planning stage for the last few years. We hope this website will answer any questions or concerns you may have.</p> <p>Selection of a Program of Pre-Medical Studies</p> <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform with the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds is considered desirable.</p> <p>Students who have completed programs that include all the prerequisites and who then enroll in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisites</p> <p>...</p> <p>Medical College Admission Test</p> <p>...</p> <p>Required Academic Standards</p>
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Selection Process

The entering class is limited to 288 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enrol the most highly qualified applicants who will be evaluated on the following criteria:

- Two academic evaluations are calculated:
 1. Overall academic average, based on all university-level courses attempted (including summer courses and graduate courses with grades). The academic year (September - August) with the lowest academic average will be dropped (if applicable). At most, 30 credits can be dropped. If more than 30 credits are presented in one academic year, the 30 credits with the lowest grades will be removed. In order to have the academic year with the lowest academic average dropped, applicants must have 90 credits with grades remaining by the application deadline.
 2. Prerequisite courses average.
- MCAT scores.
- The evaluation of non-academic criteria based on the following:
 1. A list of extracurricular activities prepared by the applicant.
 2. A report of non-academic experiences and a rural interest statement.
 3. Interview, if granted.
 4. Three references, when requested.
 5. Rural/remote suitability (if applicable).
 6. Essay by Aboriginal (First Nations, Métis, or Inuit) candidates who are

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 2. prerequisite average
- MCAT scores
- The evaluation of non-academic criteria based on the following:
 1. a list of extracurricular activities prepared by the applicant
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<p>applying to the Aboriginal Stream.</p> <p>Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.</p> <p>The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled in February.</p> <p>The selection of candidates for admission to the distributed M.D. undergraduate program is governed by guidelines established by the Admissions Policy Committee and approved by the Senate of UBC. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC distributed M.D. undergraduate program. The process is designed to choose well-rounded students from a variety of backgrounds who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and small group learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests.</p> <p>The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, sexual orientation, marital, or economic status. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. Preference is given to residents of British Columbia. Information on residency criteria can be found at BC Residency Requirements. A maximum of 10% of the total seats may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help</p>	<p>Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.</p> <p>The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled in February.</p> <p>The selection of candidates for admission to the distributed M.D. undergraduate program is governed by guidelines established by the Admissions Policy Committee and approved by the Senate of UBC. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC distributed M.D. undergraduate program. The process is designed to choose well-rounded students from a variety of backgrounds who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests.</p> <p>The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, sexual orientation, marital, or economic status. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. Preference is given to residents of British Columbia. Information on residency criteria can be found at BC Residency Requirements. A maximum of 10% of the total seats may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help</p>
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<p>determine their suitability for the Northern Medical Program.</p> <p>The applicant will have the opportunity to indicate their regional medical program site preferences (Northern, Southern, Island, or Vancouver Fraser) after receiving an interview offer. Members of the Admissions Selection Committee are not aware of an applicant's medical program site preference during the selection discussions. Following an admissions decision, successful applicants are allocated to sites based on their preferences. The first site choice is given priority, unless the available positions at that site have been filled, in which case he/she would be wait-listed for their preferred site if applicable.</p> <p>UBC Faculty of Medicine Undergraduate Distributed Program</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the Southern Medical Program at UBC Okanagan. The remaining 192 students will be in the Vancouver Fraser Medical Program located at UBC Vancouver.</p> <p>Application Procedure</p> <p>Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from early June until the application deadline. Information can be found at M.D. Undergraduate Admissions. All inquiries should be addressed to M.D. Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a</p>	<p>determine their suitability for the Northern Medical Program.</p> <p>The applicant will have the opportunity to indicate their site preferences after getting an interview offer. Members of the Admissions Selection Committee are not aware of an applicant's site preference during the selection discussions. Following an admissions decision, successful applicants are allocated to sites based on their preferences. The first site choice is given priority, unless the available positions at that site have been filled, in which case he/she would be wait-listed for their preferred site if applicable.</p> <p>UBC Faculty of Medicine Undergraduate Distributed Program</p> <p>The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the Southern Medical Program at UBC Okanagan. The remaining 192 students will be located at UBC Vancouver.</p> <p>Application Procedure</p> <p>Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from early June until the application deadline. Information can be found at M.D. Undergraduate Admissions. All inquiries should be addressed to M.D. Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a</p>
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<p>program of studies must be received by June 30 of the year for which admission is sought.</p> <p>All applicants are required to pay an application fee. An additional evaluation fee is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition. All application fees are under review.</p> <p>The Faculty of Medicine will interview a sub-set of approximately 640 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled in February. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth- year medical students, representing diverse geographic areas of BC. Please refer to M.D. Undergraduate Admissions for more information.</p> <p>Notification will be issued to all applicants starting in mid-May. Successful applicants are offered a position at a specific regional medical program site in the Faculty of Medicine. An offer is binding to a specific area, as outlined in the offer letter.</p> <p>Aboriginal Stream Applicants</p> <p>...</p> <p>Post-Acceptance Requirements</p> <p>Upon receipt of an official letter of offer, each successful applicant must provide a deposit payable to the University of British Columbia by</p>	<p>program of studies must be received by June 30 of the year for which admission is sought.</p> <p>All applicants are required to pay an application fee. An additional evaluation fee is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition. All application fees are under review.</p> <p>The Faculty of Medicine will interview a sub-set of approximately 640 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled in February. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth- year medical students, representing diverse geographic areas of BC. Please refer to M.D. Undergraduate Admissions for more information.</p> <p>Notification will be issued to all applicants starting in mid-May. Successful applicants are offered a position at a specific site in the Faculty of Medicine. Site offer is binding to a specific area.</p> <p>Aboriginal Applicants</p> <p>...</p> <p>Post-Acceptance Requirements</p> <p>Upon receipt of an official letter of offer, each successful applicant must send a deposit of CAD \$1000.00 payable to the University of British</p>
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the date, **and in the amount**, specified **in the letter**. The deposit is non-refundable but will be applied to tuition fees if the student attends the Doctor of Medicine program in the academic session specified. **Please see Offers section of the Post-Acceptance Conditions** [hyperlink to <http://mdprogram.med.ubc.ca/admissions/post-acceptance-conditions/>] **for more information.**

Upon acceptance, each applicant must submit evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR) and a negative TB skin test (if the skin test is positive, a chest x-ray is required) **to the Student Health Service.**

Undergraduate medical students without immunity to Hepatitis B are at risk for infection. Students who are Hepatitis B antigen positive may pose a risk of passing infection to others. All students are strongly encouraged to know their serological status for Hepatitis B prior to applying to the undergraduate program of the Faculty of Medicine. Students are advised that undergraduate medical students who test positive for Hepatitis B antigen may face certain restrictions in the course of their medical training and may be constrained in their ability to practice.

All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they **are able to demonstrate their Hepatitis B status**. Sero-conversion will be tested in all medical students, either upon entry if they have received prior vaccination, or upon completion of a vaccination series.

The Student Health Service will test undergraduate medical students who continue to fail to sero-convert for the presence of Hepatitis B antigen. Students who demonstrate Hepatitis B infectivity may be required to

Columbia by the date specified **therein**. The deposit is non-refundable but will be applied to tuition fees if the student attends the Doctor of Medicine program in the academic session specified.

Upon acceptance, each applicant must submit **to the Student Health Service** evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR) and a negative TB skin test (if the skin test is positive, a chest x-ray is required).

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All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they demonstrate **that they are Hepatitis B surface antigen positive**. Sero-conversion will be tested in all medical students, either upon entry if they have received prior vaccination, or upon completion of a vaccination series.

~~Undergraduate medical students who continue to fail to sero-convert will be tested for the presence of Hepatitis B antigen by the Student Health Service.~~ Students who demonstrate Hepatitis B infectivity may be required to complete a modified course of training and may pursue their

<p>complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.</p> <p>The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of BC. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an M.D. degree will be accepted or recognized by this or any other licensing body. All applicants who accept an offer are required to consent to a Criminal Record Check.</p> <p>Counselling resources are available to any undergraduate medical student identified as Hepatitis B positive.</p> <p>Applicants with Disabilities</p> <p>Applicants to the Faculty with disabilities will be considered in accordance with UBC's policy on Academic Accommodation for Students with Disabilities. This policy does not eliminate the need for evaluation or the need to meet essential learning outcomes. Students seeking academic accommodation due to disability must:</p> <ul style="list-style-type: none"> • Provide the necessary documentation to Access and Diversity (the University does not provide or assume the cost of diagnostic services), and • Bring the request for academic accommodation or for changes in accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations. <p>Students with disabilities are encouraged to</p>	<p>studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.</p> <p>The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of BC. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an M.D. degree will be accepted or recognized by this or any other licensing body. All applicants who accept an offer are required to consent to a Criminal Record Check.</p> <p>Counselling resources are available to any undergraduate medical student identified as Hepatitis B positive.</p> <p>Applicants with Disabilities</p> <p>Applicants to the Faculty with disabilities will be considered in accordance with UBC's policy on Academic Accommodation for Students with Disabilities. This policy does not eliminate the need for evaluation or the need to meet essential learning outcomes. Students seeking academic accommodation due to disability must:</p> <ul style="list-style-type: none"> • provide the necessary documentation to Access and Diversity (the University does not provide or assume the cost of diagnostic services), and • bring the request for academic accommodation or for changes in accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations. <p>Students with disabilities are encouraged to</p>
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pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the core requirements for a medical degree. The Faculty of Medicine will make every reasonable effort to ensure that any modified course of training will meet professional licensing requirements. However, licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of British Columbia. Similarly, access to the full-range of post-graduate training may be limited for students with **certain** disabilities.

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

Reapplications

...

Admission of Students by Transfer

Transfer students may be accepted to the third year of the Doctor of Medicine program only if vacancies exist in that class. Transfers are generally not possible in any other year.

In order to be eligible, students requesting transfer must be in good standing in a Canadian or US medical school accredited by the Committee on Accreditation of Canadian Medical Schools and **/or** the Liaison Committee on Medical Education.

Students who meet the above criteria and wish to be considered for transfer should contact the [Associate Dean, Student Affairs](#).

The application deadline for transfer students is January 31. Applicants must submit an outline of their University curriculum, application fees (see above), a letter indicating their reasons for wishing to transfer, and a letter from the dean (or designate) of the medical school which they currently attend. Interviews may be required.

pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the core requirements for a medical degree. The Faculty of Medicine will make every reasonable effort to ensure that any modified course of training will meet professional licensing requirements. However, licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of British Columbia. Similarly, access to the full-range of post-graduate training may be limited for students with disabilities.

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

Reapplications

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Transfer students may be accepted to the third year of the Doctor of Medicine program only if vacancies exist in that class. Transfers are generally not possible in any other year.

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The application deadline for transfer students is January 31. Applicants must submit an outline of their University curriculum, application fees (see above), a letter indicating their reasons for wishing to transfer, and a letter from the dean (or designate) of the medical school which they currently attend. Interviews may be required.

<p>Requests for partial year transfers will not be considered.</p> <p>Applications from Current Graduate Students</p> <p>...</p> <p>Deferred Entry</p> <p>...</p> <p>Registration</p> <p>Students in each year of the medical program will be notified of registration procedures.</p> <p>No student will be allowed to register after the first day of Year 1 instruction in the year of enrolment, nor will they be admitted to any class after its first session, except by permission of the Dean.</p>	<p>Requests for partial year transfers will not be considered.</p> <p>Applications from Current Graduate Students</p> <p>...</p> <p>Deferred Entry</p> <p>...</p> <p>Registration</p> <p>The Faculty's academic year normally begins late in August for first, second and third years. The academic term for fourth year begins early in September.</p> <p>Students in each year of the medical program will be notified of registration procedures.</p> <p>No student will be allowed to register after the first day of instruction in the term, nor will they be admitted to any class after its first session, except by permission of the Dean.</p> <p>Type of Action: Update content to ensure clarity and alignment with the renewed curriculum.</p> <p>Rationale for Proposed Change: As we renew the curriculum, it is important that the overall program descriptions in the UBC Calendar are clear and represent the renewed curriculum as accurately as possible.</p>
<p><u>Proposed Calendar Entry:</u></p> <p>Academic Regulations</p> <p>All students registered in the distributed program at geographically separated campuses will be subject to the same academic regulations.</p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,341</p> <p><u>Present Calendar Entry:</u></p> <p>Academic Regulations</p> <p><i>Note: the present Calendar entry for Academic Regulations is in place for students who have entered the MD program in 2014/15 or earlier. This section will remain in the Calendar until the new curriculum is fully phased-in. The left-hand column represents adjustments to the existing</i></p>

<p>Attendance</p> <p>The MDUP and MD-PhD program are designed with structured, sequential learning activities that build on prior knowledge and attainment of competencies. Some of these activities are only delivered once per academic year. An absence interrupts the learning process and may have an impact on the development and maintenance of competencies.</p> <p>Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.) and scheduled clinical activities. All absences, whether planned or unplanned, must be reported through the Program's absence procedures.</p> <p>A student wishing an "excused" absence, planned in advance, must submit a request through the Program's absence procedures.</p> <p>An absence from the program for more than four weeks within an academic year will usually require an extension of the usual four-year timeframe for completion of the medical undergraduate program. Excessive, recurrent or extended absences could result in a requirement to repeat some or all of an entire academic year in accordance with the Faculty's attendance and leave policies. In determining the need for an extension of studies, the Faculty may consider the length of the absence(s), timing during the academic year, the student's year of studies, and the student's academic performance, including issues of professionalism.</p> <p>Students may require a leave of absence for ill health or other unexpected personal or family circumstances. Each student's circumstance will be different, and will be handled on a case-by-case basis. Every effort will be made to accommodate the student's completion of the</p>	<p><i>language that will apply to the students beginning the MD program in 2015/16. It will be made clear in the Calendar which regulations apply to which cohort.</i></p> <p>Attendance</p> <p>Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). All absences, whether planned or unplanned, must be reported through the Program's absence procedures.</p> <p>A student wishing an "excused" absence, planned in advance, must submit a request through the Program's absence procedures.</p> <p>All students registered in the distributed program at geographically separated campuses will be subject to the same academic regulations.</p>
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program requirements within the normal duration of study. However, if the student misses a significant amount of the curriculum, the Faculty may require the student to repeat the missed curriculum or the year.

Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program as per UBC's [Academic Concession](#) policy.

Assessments and Examinations

Examinations are a sub-set of assessments which include formal written and/or oral components. Assessments also include other types of formative and summative assessment including, but not limited to, workplace-based assessments and portfolios.

Assessments in the Faculty of Medicine will be held throughout the year. All assessments are mandatory for all students.

Should a student be unavoidably absent from an examination because of illness or other reason, the Dean's Office must be notified of the facts in the case before the end of the period during which the examination is scheduled. Failure to observe this rule may result in a failure being recorded in the course.

When an examination has been missed through illness or some other justifiable cause, application for deferred examination or special consideration must be made in writing to the Dean, or designate, not later than 48 hours after the close of the examination period. If the absence was for reasons of health, a physician's certificate indicating the nature and duration of the illness must be submitted to the Dean's Office.

A student may be denied the privilege of writing an examination in any subject because of unsatisfactory work or attendance, and in this case will be considered to have failed the course.

In any course that involves several components (for example tutorial performance, laboratory

Examinations

Examinations in the Faculty of Medicine may be held at various times throughout the year. These examinations are obligatory for all students.

Should a student be unavoidably absent from a sessional or final examination because of illness or other reason, the Dean's Office must be notified of the facts in the case before the end of the period during which the examination is scheduled. Failure to observe this rule may result in a failure being recorded in the course.

When a sessional or final examination has been missed through illness or some other justifiable cause, application for deferred examination or special consideration must be made in writing to the Dean not later than 48 hours after the close of the examination period. If the absence was for reasons of health, a physician's certificate indicating the nature and duration of the illness must be submitted to the Dean's Office.

A student may be denied the privilege of writing a sessional examination in any subject because of unsatisfactory work or attendance, and in this case will be considered to have failed the course.

In any course which involves several components (for example tutorial performance, laboratory

work and written examinations), a student is required to **pass** all **components** of the course. If the course is repeated, no exemption will ordinarily be granted from the work in any part.

Written assessments may be refused a passing mark if they are illegible or noticeably defective in English.

The passing mark in the Faculty of Medicine is 60%. **In the case of supplemental examinations, the passing mark is 65%.** In the case of Objective Structured Clinical Examinations (OSCE), **the passing mark for individual stations is 60%, but the number of stations required to pass any OSCE is determined by the Faculty and communicated before each OSCE.**

Results of **all assessments** will be **reviewed and approved** by a promotions committee. Final examination results will be released by Enrolment Services **at the end of each session.**

Subjects of Assessments and Examinations

In all courses and years, content will be based on the study and practice of Clinical Medicine; Medical Sciences; Diagnostic Sciences; Treatment; Care of Patients; Populations, Diversity, and Equity; and Scholarship.

Course content builds on prior knowledge. Assessments in a given course or year will focus on the content delivered in that course or year. Nevertheless, content from preceding courses and years in the MDUP, and content from prerequisites may also be assessed.

Course syllabi provide details about content and competencies that students are expected to obtain through the courses. Syllabi also provide details about assessments that will be used to validate achievement of these learning outcomes.

work and written examinations), a student is required to **achieve satisfactory standing in all parts** of the course. If the course is repeated, no exemption will ordinarily be granted from the work in any part.

~~Term essays and examination papers~~ may be refused a passing mark if they are illegible or noticeably defective in English.

The passing mark in the Faculty of Medicine is 60%. In the case of Objective Structured Clinical Examinations (OSCE), ~~students will be informed in advance of the expected number of stations they must pass.~~ In the case of supplemental examinations, the passing mark is 65%.

All results of **final examinations** will be **passed upon** by a promotions committee. Final examination results will be released by Enrolment Services.

Subjects of ~~the Final~~ Examinations

First Year

Three longitudinal courses: Clinical Skills; Doctor, Patient, and Society; Family Practice Continuum.

Six sequential courses:

- Orientation
- Principles of Human Biology
- Host Defences and Infection;
Cardiovascular; Pulmonary; Fluids,
Electrolytes, Renal, and GU

Second Year

Three longitudinal courses: Clinical Skills; Doctor, Patient, and Society; Family Practice Continuum.

Seven sequential courses: Musculoskeletal and Locomotor; Blood and Lymphatics;
Gastrointestinal; Endocrine and Metabolism;
Integument; Brain and Behaviour; Reproduction;
Nutrition, Growth and Development.

Third Year

<p>Medical Council of Canada Examinations</p> <p>...</p> <p>Grading Practices</p> <p>In the Faculty of Medicine, individual courses in the Doctor of Medicine undergraduate program are graded on a Pass (P), Fail (F) system.</p> <p>Academic Performance Review and Advancement</p> <p>Student academic performance is reviewed at regular intervals throughout the four-year program by representatives of the Faculty including instructors and assessors. Information will be provided to the promotions committee to make decisions on student advancement.</p> <p>Two kinds of academic performance review take place, one before winter holidays (in Years 1, 2, and 4) or after each block (in Year 3) and another at the end of each year of the program to consider advancement. Both kinds of reviews</p>	<p>Promotion of students from third to four year will be based on successful completion of written examinations, oral examinations, and clinical performance evaluations for each clinical clerkship.</p> <p>The subjects in which students will be assessed in third year will be Anaesthesia; Dermatology; Emergency Medicine; Family Practice; Medicine; Obstetrics and Gynaecology; Ophthalmology; Orthopaedics; Pediatrics; Psychiatry; and Surgery.</p> <p>Fourth Year</p> <p>Students must successfully complete senior clerkship electives, the Preparation for Medical Practice (PMP) course, and the Year 4 OSCE. Students will be assessed based on clinical performance evaluations, the PMP projects and tests, and the observed performances in the OSCE.</p> <p>Medical Council of Canada Examinations</p> <p>...</p> <p>Grading Practices</p> <p>In the Faculty of Medicine, individual courses in the Doctor of Medicine undergraduate program are graded on a Pass (P), Fail (F) system. The Faculty defines Fail as below 60% and a Pass as 60% or greater, unless otherwise specified in the course Policy and Procedure Manual.</p> <p>Advancement</p> <p>The Faculty will determine the student's fitness for promotion at the end of each session.</p> <p>A student whose academic standing is unsatisfactory may be required either to withdraw from the Faculty or to repeat all or part of the academic work for the year.</p>
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evaluate recent academic performance in light of past performance.

For all courses and years, students must demonstrate satisfactory progress towards achieving the exit competencies. Satisfactory progress is demonstrated by passing all assessments in a given course. Doing so indicates that a student has met course milestones and learning objectives, thus demonstrating the level of competency students are expected to achieve by the end of a given course.

If the progress of a student has been unsatisfactory in any given **course or component of a course**, the Faculty may permit supplemental examination in the course(s) failed, **at the discretion of the Faculty**, provided that attendance has been satisfactory. A course failure is formally and permanently noted on the student's transcript. The **Faculty will identify** supplemental work necessary **for the student** to prepare for the supplemental examination. It is the **student's** responsibility to consult **with the Faculty or designated representative to complete the required supplemental work, and to complete the required supplemental examinations**. If the student satisfies the requirements of the course(s) concerned and passes each supplemental examination according to the required passing standard, he/she will be **allowed to continue in the program**. If the student does not pass the supplemental examination, or otherwise does not fulfill program requirements, he/she may be required to withdraw from the program or to repeat a portion or the entire work of the year.

The Faculty will determine the student's fitness for promotion at the end of each year of the program.

A student will not be promoted to the next year until all of the requirements for the current year have been met, including remedial work and supplemental assessments.

A student must pass all assessments within a

If the progress of a student has been unsatisfactory in any given **term**, the Faculty may permit a supplemental examination in the course(s) failed, provided that attendance has been satisfactory **and no more than two courses have been failed**. A course failure is formally and permanently noted on the student's transcript. The **course director(s) or block chair(s) concerned will direct** supplemental work necessary to prepare for the supplemental examination. It is the responsibility **of the student** to consult **the course director(s) concerned about such arrangements**. If the student satisfies the requirements of the course(s) concerned and passes each supplemental examination according to the required passing standard, he/she will be **promoted**. If the student does not pass the supplemental examination **program**, or otherwise does not fulfill program requirements, he/she may be required to withdraw from the program or to repeat a portion or the entire work of the year.

year to advance to the next year.

A student who fails to meet promotion standards may be required either to repeat all or part of a year of the program or withdraw from the program.

Although satisfactory academic performance is prerequisite to advancement it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if considered to be unsuited to proceed with the study or practice of medicine. **For more information about the expectations of learners in the Faculty of Medicine, please refer to the [Professional Standards for Learners and Faculty Members](#).**

Graduation Requirements

A candidate for the Doctor of Medicine **degree** must be at least 21 years of age; have fulfilled all the requirements for entrance to the Faculty of Medicine and have attended **and successfully completed** the four full years of instruction which comprise the medical **program**. No one will be admitted to candidacy for the Doctor of Medicine **degree** who has not been in attendance for the final two years in the Faculty of Medicine at the University of British Columbia.

Each candidate for graduation must **meet all exit competencies as demonstrated by passing** all the required **assessments** in the subjects comprising the medical **program**, and have received acceptable ratings in certain courses for which satisfactory completion is required but specific marks are not assigned.

The Faculty will recommend to Senate the granting of the Doctor of Medicine **degree** to a student who has **successfully** completed the academic requirements.

Each candidate for the Doctor of Medicine must make formal application, on a form obtainable at Enrolment Services.

M.D. degrees may be approved by the Senate

Although satisfactory academic performance is prerequisite to advancement it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if considered to be unsuited to proceed with the study or practice of medicine.

Graduation Requirements

A candidate for the Doctor of Medicine must be at least 21 years of age; have fulfilled all the requirements for entrance to the Faculty of Medicine and have attended the four full years of instruction which comprise the medical **course**. No one will be admitted to candidacy for the Doctor of Medicine who has not been in attendance for the final two years in the Faculty of Medicine at the University of British Columbia.

Each candidate for graduation must **have passed** all the required **examinations** in the subjects comprising the medical **course**, and have received acceptable ratings in certain courses for which satisfactory completion is required but specific marks are not assigned.

The Faculty will recommend to Senate the granting of the Doctor of Medicine to a student who has completed **satisfactorily** the academic requirements.

Each candidate for the Doctor of Medicine must make formal application, on a form obtainable at

<p>during the Winter Session. Please see the Rolling Graduation policy in the UBC Calendar.</p>	<p>Enrolment Services.</p> <p>Type of Action: Update content to ensure clarity and alignment with the renewed curriculum.</p> <p>Rationale for Proposed Change: As we renew the curriculum, it is important that the overall program descriptions in the UBC Calendar are clear and represent the renewed curriculum as accurately as possible.</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements</p> <p>The following degree requirements apply to students starting the first year of the program in academic year 2015/16 (the class expected to graduate in 2019) and onwards.</p> <p>The medical program extends over four academic years. All students in the distributed program will follow the same course of studies at the geographically separated campuses. All students will be based in Vancouver for the first half of first year (August – December), after which students in the Island Medical Program, Northern Medical Program, and Southern Medical Program will move to their respective campus to continue their studies.</p> <p>In order to receive the MD degree, students must pass all assessments, all courses, and all years of the four-year MD undergraduate program. For more information about courses, please see the Courses Leading to the Doctor of</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,342</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p><i>Note: the present Calendar entry for Degree Requirements is in place for students who have entered the MD program in 2014/15 or earlier. This section will remain in the Calendar until the new curriculum is fully phased-in. The left-hand column represents adjustments to the existing language that will apply to the students beginning the MD program in 2015/16. It will be made clear in the Calendar which requirements apply to which cohort.</i></p> <p>The medical course extends through four academic sessions. All students in the distributed program will follow the same course of studies at the geographically separated campuses. All students will be based in Vancouver for the first half of first year, after which students in the Island Medical Program, Northern Medical Program, and Southern Medical Program will move to their respective campus to continue their studies.</p> <p>The first half of the first year begins with a one-week orientation in which students are introduced to the problem-based learning (PBL) method, receive instruction in medical informatics and are oriented to the profession of medicine</p>

Medicine section below.	<p>and the components of the curriculum. Following the orientation phase, Principles of Human Biology continues for 14 weeks. This course has the PBL tutorial as its primary teaching methodology with supporting lectures and labs. The underlying purpose of this course is to provide an introduction to the core concepts, basic principles, and the language of medicine. This will then enable students to participate effectively in the next component, the Foundations of Medicine. Basic science material is taught in the context of clinical cases and the material learned is interdisciplinary and integrated. The courses in this segment are Host Defenses and Infection, Cardiovascular, Pulmonary, and Fluids, Electrolytes, Renal, and GU. Clinical Skills I allows students to acquire effective communication skills and to learn how to conduct an interview of a patient. History taking and physical examination skills are learned in relation to the body systems covered in the Foundations of Medicine courses. Family Practice Continuum exposes students to patients and physicians in a medical office setting where they learn and practice clinical skills. This is supplemented by small group tutorials. The Doctor, Patient, and Society course focuses on the scientific basis for the humanities and deals with issues of population health, health care systems, ethics, and the doctor-patient relationship.</p> <p>In the second year of the curriculum, students continue with the Foundations of Medicine component. The courses in this year are Gastrointestinal, Blood and Lymphatics, Musculoskeletal and Locomotor, Endocrine and Metabolism, Integument, Brain and Behaviour, Reproduction, and Nutrition, Growth and Development. Clinical Skills II, Doctor, Patient, and Society and Family Practice Continuum also run as continuums through the second year in conjunction with the Foundations of Medicine blocks.</p> <p>The third year is a clerkship and consists of 12</p>
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<p>During the program, protected time for independent study has been set aside to allow and encourage students to take responsibility for their own progress in meeting the competencies for the undergraduate medical program.</p> <p>The first two years of the program are given mainly at the university campuses of UBC Vancouver, UBC Okanagan, University of Victoria, and University of Northern British Columbia. During third and fourth years, clinical instruction is given in affiliated teaching hospitals and community resources throughout the province.</p> <p>Students must have the skills and abilities to ensure their own safety and the safety of the patients they encounter during their medical training. Please see Essential Skills and Abilities for the Essential Skills and Technical standards required to complete the MD Undergraduate Program, as approved by UBC Senate. For any questions regarding these technical standards, please contact Student Affairs at associate.dean@ubc.ca.</p> <p>Expenses</p> <p>Equipment, instruments, and supplies will be required throughout the four-year program. Computer access via desktop/laptop is essential, and access to a mobile device is recommended. It is recommended that no purchases be made until details concerning the necessary equipment are provided at the beginning of classes by the courses concerned.</p> <p>Textbooks</p>	<p>months of clinical studies.</p> <p>The fourth year consists of senior clerkships, a longitudinal curriculum comprising diagnostics, therapeutics, information management, and professionalism, and a Preparation for Medical Practice block.</p> <p>During the program, protected time for independent study has been set aside to allow and encourage students to take responsibility for their own progress in meeting the broad objectives for the undergraduate medical course.</p> <p>The first two years of the program are given mainly at the university campuses of UBC Vancouver, UBC Okanagan, UVIC, and UNBC. Clinical instruction is given in affiliated teaching hospitals and community resources throughout the province.</p> <p>Expenses</p> <p>Equipment, instruments, and supplies will be required throughout the four-year program. It is recommended that no purchases be made until details concerning the necessary equipment are provided at the beginning of classes by the courses concerned.</p> <p>Textbooks</p>
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Information regarding textbooks will be given before the start of each course. **Approximate costs for purchasing textbooks and expendable supplies can be found using the [Cost Calculator](#).**

Courses Leading to the Doctor of Medicine

Departmental and interdepartmental courses offered by the Faculty of Medicine are listed in detail in [Courses](#).

The subjects in which instruction is given in the four **years** leading to the Doctor of Medicine are as follows:

First and Second Year

The first year of the program typically starts in late August and ends in late May. The second year of the program typically starts in late August and ends in mid-April. The first two years of the program consist of seven courses:

- **MEDD 410 (Transitions into Medical Education),**
- **MEDD 411 (Foundations of Medical Practice I),**
- **MEDD 412 (Foundations of Medical Practice II),**
- **MEDD 419 (Foundations of Scholarship and Flexible Enhanced Learning I),**
- **MEDD 421 (Foundations of Medical Practice III),**
- **MEDD 422 (Transition into Clinical Education), and**
- **MEDD 429 (Flexible Enhanced Learning II).**

MEDD 410 orients students to the medical profession and the components of the program, presents foundational biological and behavioural/psychosocial concepts, and introduces the learning activities and assessment types that students will engage in throughout the program.

Information regarding textbooks will be given before the start of each course. **Not less than CAD \$500 per year should be available for purchasing textbooks and expendable supplies.**

Courses Leading to the Doctor of Medicine

Departmental and interdepartmental courses offered by the Faculty of Medicine are listed in detail in [Courses](#).

The subjects in which instruction is given in the four **academic sessions** leading to the Doctor of Medicine are as follows:

First Year

Three longitudinal courses: Clinical Skills; Doctor, Patient, and Society; Family Practice Continuum.

Six sequential courses:

- **Orientation**
- **Principles of Human Biology**
- **Host Defences and Infection; Cardiovascular; Pulmonary; Fluids, Electrolytes, Renal and GU**

Second Year

Three longitudinal courses: Clinical Skills; Doctor, Patient, and Society; Family Practice Continuum.

Seven sequential courses: Gastrointestinal, Blood and Lymphatics; Musculoskeletal and Locomotor; Endocrine and Metabolism; Integument; Brain and Behaviour; Reproduction; Nutrition, Growth and Development.

MEDD 411, 412, 421, and 422 are full-time courses, each spanning 14 weeks (August – December or January – April), that offer a variety of learning activities including small group case-based learning, lectures, seminars, labs, clinical skills, family practice office visits, and self-directed learning. Each week, these learning activities will be focused on weekly clinical presentations/topics, and will address foundational program themes including:

- Clinical Medicine (e.g.: infectious diseases and medical microbiology; cardiovascular; pulmonary; fluids, electrolytes, renal, and genitourinary; gastrointestinal; blood and lymphatics; musculoskeletal and locomotor; endocrine and metabolism; integument; brain and behaviour; reproduction; and nutrition, growth, and development),
- Medical Sciences (e.g.: anatomy and embryology, physiology, medical microbiology and infectious disease, genetics, biochemistry and molecular biology, pathology, and histology),
- Diagnostic Sciences (e.g.: diagnostic imaging, clinical laboratory techniques, and laboratory diagnosis),
- Treatment Methods (e.g.: pharmacology, therapeutics, and complementary/alternative therapies; and non-pharmacological disease management including counselling, surgery, rehabilitation, and nutrition and exercise),
- Care of Patients (e.g.: communication, professionalism, medical ethics, collaboration and inter-professional care, health care system, leadership, quality improvement, patient safety, and eHealth informatics),
- Populations, Diversity, and Equity (e.g.: public health, prevention, and control; geriatrics; first peoples; addictions;

<p>palliative care; global health; health advocacy), and</p> <ul style="list-style-type: none"> • Scholarship (e.g.: scholarship and evidence-based medicine). <p>The weekly clinical presentations/topics and associated content progress in complexity from course to course. Also, as these courses progress, there is an increasing focus on preparation for clinical training. MEDD 422 (Transition into Clinical Education) continues to provide students with an enriched learning environment supporting enhanced understanding of foundational medical sciences and culminates in preparing the student to transition from more classroom-based learning to more clinical practice-based learning.</p> <p>MEDD 419 (Foundations of Scholarship and Flexible Enhanced Learning I) runs longitudinally through first year with weekly half-day sessions concurrent with MEDD 411 and 412, plus a six week block at the end of MEDD 412. MEDD 429 (Flexible Enhanced Learning II) runs longitudinally through second year with weekly half-day sessions concurrent with MEDD 421 and 422, plus a three week block between MEDD 421 and winter holidays. These courses provide a foundation for scholarly inquiry and time to pursue a variety of scholarly and community service projects.</p> <p>Third Year</p> <p>Third year typically starts in early May and ends in May the following year. It consists of one, year-long (12 month) course, MEDD 431 (Clerkship), which includes content and clinical experiences in family medicine, internal medicine, obstetrics and gynaecology, pediatrics, psychiatry, surgery, anaesthesiology, emergency medicine, orthopaedics, and ambulatory medicine (e.g.: dermatology, ophthalmology, geriatrics).</p> <p>After the clerkship course, students will</p>	<p>Third Year</p> <p>Rural and Under-served Community Practice.</p> <p>Clinical Clerkships: Medicine; Obstetrics and Gynaecology; Ophthalmology; Pediatrics; Psychiatry; Surgery (including sub-specialties); Anaesthesia; Emergency Medicine; Dermatology; Orthopaedics.</p>
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<p>complete a four-week MEDD 439 (Flexible Enhanced Learning III) to enable students to engage in scholarly and community service projects.</p> <p>Fourth Year</p> <p>Fourth year typically starts in early July and ends at the end of April. It consists of seven sequential courses:</p> <ul style="list-style-type: none"> • MEDD 441, 442, 443, 444, 445, and 446 (Senior Electives), and • MEDD 448 (Transition into Postgraduate Education and Practice). <p>MEDD 448 supports students to effectively transition from medical school to residency and medical practice.</p> <p>Information concerning elective offerings may be obtained from the Dean's Office, Undergraduate Education. In addition to formal courses offered by the Faculty of Medicine elective programs arranged by the student may be permissible in individual cases, subject to approval by the Faculty.</p> <p>Inter-professional Electives</p> <p>The College of Health Disciplines is responsible for the administration of inter-professional courses and experiences, which are recommended as electives to students in Medicine. For more information see IHHS Courses or the College of Health Disciplines.</p>	<p>Electives</p> <p>Information concerning elective offerings may be obtained from the Dean's Office, Undergraduate Education. In addition to formal courses offered by the Faculty of Medicine elective programs arranged by the student may be permissible in individual cases, subject to approval by the Faculty.</p> <p>Interprofessional Electives</p> <p>Under the auspices of the Council, Health Disciplines is responsible for the administration of interprofessional courses (IHHS), which are recommended as electives to students in Medicine. For more information see IHHS Courses or the College of Health Disciplines.</p> <p>Type of Action: Update content to ensure clarity and alignment with the renewed curriculum.</p> <p>Rationale for Proposed Change: As we renew the curriculum, it is important that the overall program descriptions in the UBC Calendar are clear and represent the renewed curriculum as accurately as possible.</p>
<p>Faculty: Medicine</p> <p>Department: MD Undergraduate Dean's Office</p> <p>Faculty Approval Date: June 11, 2014</p>	<p>Date: June 11, 2014</p> <p>Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum</p>

Effective Session (W or S): W (Starting in late August, 2015) Effective Academic Year: 2015/16	Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)
<u>Proposed Calendar Entry:</u> MEDD – Doctor of Medicine	<u>Present Calendar Entry:</u> n/a <u>Type of Action:</u> Create new course subject code. <u>Rationale for Proposed Change:</u> Creating this new course code allows all courses in the renewed MDUP curriculum to have the same course code. This will consolidate the MDUP courses within the calendar while maintaining a course code specific to the MDUP.
Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in late August, 2015) Effective Academic Year: 2015/16	Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)
<u>Proposed Calendar Entry:</u> MEDD 410 (3) Transition into Medical Education Orientation to the Medical Doctor Undergraduate Program curriculum content, learning activity types, and assessment types. Sets expectations of the medical profession. Topics include basic human biology and behavioural/psychosocial aspects of medicine, clinical skills, and anatomy.	<u>Present Calendar Entry:</u> n/a <u>Type of Action:</u> Create a new course. <u>Rationale for Proposed Change:</u> This new course is being created as a comprehensive introduction and orientation to the four-year renewed MDUP curriculum. In addition, it will introduce students to foundational frameworks, professional identity, and set expectations for learning and assessment within the renewed curriculum. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early	Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216

September, 2015) Effective Academic Year: 2015/16	Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)
<u>Proposed Calendar Entry:</u> MEDD 411 (14) Foundations of Medical Practice I Integrating foundational and clinical sciences and clinical practice themes. Case-based approach fostering the development of evidence-based clinical reasoning and clinical skills. Organized on the basis of clinical presentations.	<u>Present Calendar Entry:</u> n/a <u>Type of Action:</u> Create a new course. <u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. Creating this course allows greater integration of clinical and foundational science learning opportunities and the opportunity to developmentally integrate foundational program themes. In addition this course is the first stage of the spiral curriculum where students will be introduced to body systems and themes at a basic level. These systems and themes will be revisited with increasing depth and breadth in subsequent courses (MEDD 412, 421, 422, and into the clinical years). <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early January, 2016) Effective Academic Year: 2015/16	Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)
<u>Proposed Calendar Entry:</u> MEDD 412 (14) Foundations of Medical Practice II Increasingly complex clinical presentations through integration of foundational and clinical sciences and clinical practice themes. Developmental, case-based approach fostering	<u>Present Calendar Entry:</u> n/a <u>Type of Action:</u> Create a new course. <u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. Creating this course allows greater integration of clinical and foundational science learning opportunities and the opportunity to

<p>the development of evidence-based clinical reasoning and clinical skills.</p>	<p>developmentally integrate foundational program themes. In addition, this course is the second stage of the spiral curriculum where students will be introduced to body systems and themes at a more complicated level. These systems and themes will be revisited with increasing depth and breadth in subsequent courses (MEDD 421, 422, and into the clinical years).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early September, 2015) Effective Academic Year: 2015/16</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 419 (8) Foundations of Scholarship and Flexible Enhanced Learning I</p> <p>Various medically-related learning experiences and scholarly activities. Emphasizes social accountability, introduces scholarly methods, and fosters innovation, creativity, and critical thought to prepare graduates for roles as scholars, life-long learners, and leaders.</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. This course will provide students with the necessary knowledge and skills to engage in scholarly activities throughout the four-year MD program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in late</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216</p>

<p>August, 2016)</p> <p>Effective Academic Year: 2016/17</p>	<p>Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 421 (14) Foundations of Medical Practice III</p> <p>Increasingly complex clinical presentations integrating foundational sciences and clinical practice themes. Developmental, case-based approach fostering the development of evidence-based clinical reasoning and clinical skills.</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. Creating this course allows greater integration of clinical and foundation science learning opportunities and the opportunity to developmentally integrate foundational program themes. In addition, this course is the third stage of the spiral curriculum where students will be introduced to body systems and themes at a more complex level. These systems and themes will be revisited with increasing depth and breadth in subsequent courses (MEDD 422, and into the clinical years).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine</p> <p>Department: MD Undergraduate Dean's Office</p> <p>Faculty Approval Date: June 11, 2014</p> <p>Effective Session (W or S): W (Starting in early January, 2017)</p> <p>Effective Academic Year: 2016/17</p>	<p>Date: June 11, 2014</p> <p>Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum</p> <p>Phone: 604-875-4111 extension 68216</p> <p>Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 422 (14) Transition into Clinical Education</p> <p>Prepares students to transition from classroom-based to clinical learning environments. Increasingly complex clinical presentations integrating foundational sciences and clinical practice themes. Prepares students for clinical</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. Creating this course allows greater integration of clinical and foundation science learning opportunities and the opportunity to</p>

<p>practice in Year 3 Clerkship.</p>	<p>developmentally integrate foundational program themes. In addition, it acknowledges and supports a critical transition time for students into clinical clerkships and electives. This transitional course will build upon the spiral of theme and system learning that has preceded this course to prepare students for the full time care of patients in the clinical setting that immediately follows this course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in late August, 2016) Effective Academic Year: 2016/17</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 429 (5) Flexible Enhanced Learning II</p> <p>Opportunity to build on scholarly activities initiated in MEDD 419, or start new ones. Emphasizes social accountability and fosters innovation, creativity, and critical thought to prepare graduates for roles as scholars, life-long learners, and leaders.</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. It will provide students the opportunity to select or continue areas for scholarly or academic pursuit that address areas of interest for further development in order to expose and foster lifelong learning and to encourage students to aspire to excellence within an educational framework.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early May, 2017) Effective Academic Year: 2017/18</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 431 (48) Clerkship</p> <p>Core experiences across the breadth of medicine through clinical and academic learning opportunities in ambulatory, hospital-based, and rural/remote settings. Interaction with patients under supervision.</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. The clinical clerkship experience has always been a critical component of the MD program during which students begin interacting with patients on a full time basis under the guidance and supervision of clinical preceptors. The rationale for changing clerkship into a single course is to allow for more integration and continuity of patients, faculty interaction, assessments, and curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early May, 2018) Effective Academic Year: 2017/18</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 439 (4) Flexible Enhanced Learning III</p> <p>Opportunity to build on scholarly activities initiated in MEDD 419 and 429, or start new ones. Emphasizes social accountability and fosters</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. It will provide students the</p>

<p>innovation and critical thought to prepare graduates for roles as scholars, life-long learners, and leaders.</p>	<p>opportunity to select or continue areas for scholarly or academic pursuit that address areas of interest for further development in order to expose and foster lifelong learning and to encourage students to aspire to excellence within an educational framework.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early July, 2018) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 441 Senior Elective (4)</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular elective. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p><u>Present Calendar Entry:</u></p> <p>INDE 440 Senior Clerkship</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular rotation. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><u>Type of Action:</u> Modify the course code, number, and description.</p> <p><u>Rationale for Proposed Change:</u> Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The</p>

	<p>MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early August, 2018) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 442 Senior Elective (4)</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular elective. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p><u>Present Calendar Entry:</u></p> <p>INDE 441 Senior Clerkship</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular rotation. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><u>Type of Action:</u> Modify the course code, number, and description.</p> <p><u>Rationale for Proposed Change:</u> Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early September, 2018) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>

<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 443 Senior Elective (4)</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular elective. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p><u>Present Calendar Entry:</u></p> <p>INDE 442 Senior Clerkship</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular rotation. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><u>Type of Action:</u> Modify the course code, number, and description.</p> <p><u>Rationale for Proposed Change:</u> Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early October, 2018) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 444 Senior Elective (4)</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p><u>Present Calendar Entry:</u></p> <p>INDE 443 Senior Clerkship</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular</p>

<p>elective. This course is not eligible for Credit/D/Fail grading.</p>	<p>rotation. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Modify the course code, number, and description.</p> <p>Rationale for Proposed Change: Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in late October, 2018) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p>Proposed Calendar Entry:</p> <p>MEDD 445 Senior Elective (4)</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular elective. This course is not eligible for Credit/D/Fail grading.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p>Present Calendar Entry:</p> <p>INDE 450 Senior Clerkship</p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular rotation. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Modify the course code, number, and description.</p> <p>Rationale for Proposed Change: Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course.</p>

	<p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Faculty: Medicine</p> <p>Department: MD Undergraduate Dean's Office</p> <p>Faculty Approval Date: June 11, 2014</p> <p>Effective Session (W or S): W (Starting in late November, 2018)</p> <p>Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014</p> <p>Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum</p> <p>Phone: 604-875-4111 extension 68216</p> <p>Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 446 Senior Elective (4)</p> <p>A senior clinical or academic elective for fourth-year students. Students will participate in all relevant clinical and/or academic activities associated with the particular elective. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=INDE</p> <p><u>Present Calendar Entry:</u></p> <p><u>INDE 455 Senior Clerkship</u></p> <p>A senior clinical elective for fourth-year students. Students will participate in all relevant clinical and academic activities associated with the particular rotation. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><u>Type of Action:</u> Modify the course code, number, and description.</p> <p><u>Rationale for Proposed Change:</u> Aligning all courses with the MEDD course code. Also, we may wish to allow students to do a variety of elective activities during this course. We request to change the course description language to allow for both academic and clinical practice experiences.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

<p>Faculty: Medicine Department: MD Undergraduate Dean's Office Faculty Approval Date: June 11, 2014 Effective Session (W or S): W (Starting in early January, 2019) Effective Academic Year: 2018/19</p>	<p>Date: June 11, 2014 Contact Person: Dr. Sandra Jarvis-Selinger, Director of Curriculum Phone: 604-875-4111 extension 68216 Email: sandra.js@ubc.ca (please also include mdcurric.renew@ubc.ca in any email correspondence)</p>
<p><u>Proposed Calendar Entry:</u></p> <p>MEDD 448 (13) Transition into Postgraduate Education and Practice</p> <p>Enables students to effectively transition from medical school to residency and medical practice. Complex clinical presentations that integrate foundational sciences and practice themes. Prepares students for practice as residents and physicians.</p>	<p><u>Present Calendar Entry:</u> n/a</p> <p><u>Type of Action:</u> Create a new course.</p> <p><u>Rationale for Proposed Change:</u> This new course is being created to enable the renewed MDUP curriculum. It will draw together the learning from the previous course work that students have undertaken since medical school entry and transition them into the next stage of learning with greater independence and autonomy. This course will also prepare student for their educational, practice and professional life beyond medical school.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><u>Rationale for not being available for Cr/D/F:</u> The MDUP curriculum is pass/fail.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

Appendix C: Integration of Themes, Systems, and Week Topics

The following examples show how systems (clinical medicine) and other themes spiral through the program, building on preceding related content. They also show how systems and themes intersect with week topics. We felt that there was too much information to provide complete details for the full program within this document. These are meant to be indicative examples with more details and illustrations available upon request.

The following table shows an example of how a system spirals through MEDD 411, 412, 421, and 422.

Table 1: Example system [Pediatrics](#)

Course	Wk	Week topic	Primary System(s)	Secondary System(s)
MEDD 411	1	Fetal development: normal / abnormal	Pediatrics	
	6	Heart murmur	Cardiology	Pediatrics
	8	Acute abdominal pain	Gastroenterology	Pediatrics , Obstetrics and Gynecology
	10	Weight loss / malabsorption / eating disorder	Pediatrics , Gastroenterology	Psychiatry
	12	Acute kidney injury	Nephrology	Pediatrics , Urology, MMID
MEDD 412	19	Anemia	Hematology	Pediatrics , Nephrology
MEDD 421	29	Congenital dysmorphism	Pediatrics	
	30	Inherited chromosomal (genetic) abnormalities	Pediatrics	
	31	Normal and abnormal growth and development, development delay	Pediatrics	
	32	Behaviour problem (child)	Pediatrics , Psychiatry	
	34	Rash	MMID, Dermatology	Pediatrics
	35	Child abuse and fracture (on X-ray)	Orthopedics	Pediatrics
MEDD 422	44	Nausea / vomiting / diarrhea	Gastroenterology, MMID	Pediatrics
	50	Pregnancy: normal delivery, normal newborn	Obstetrics and Gynecology	Pediatrics , Orthopedics, Dermatology

The following table shows an example of how a theme spirals through MEDD 411, 412, 421, and 422.

Table 2: Example Theme Special Populations – Geriatrics

Course	Wk	Week topic	Primary Theme(s)	Secondary Theme(s)
MEDD 411	2	Allergic reaction / anaphylaxis	Medical microbiology and infectious disease; Biochemistry and molecular biology; Physiology; Pharmacology; Leadership; eHealth	Histology; Genetics; Public health; First Peoples; <u>Geriatrics</u> ; Patient safety and quality improvement; Clinical skills; Professionalism; Collaboration / Interprofessional care; Scholarship
	5	Chronic obstructive pulmonary disease (COPD) / haemoptysis	Anatomy and embryology; Histology; Medical microbiology and infectious disease; Biochemistry and molecular biology; Physiology; Pharmacology; Addiction medicine; Palliative care; Health advocacy; Collaboration / Interprofessional care; eHealth; Health system improvement; Scholarship	Pathology; Counselling; Rehabilitation; <u>Geriatrics</u> ; First Peoples; Global health; Patient safety and quality improvement; Clinical skills; Informatics; Professionalism
	8	Acute abdominal pain	Anatomy and embryology; Diagnostic imaging; Surgery; Patient safety and quality improvement; Medical ethics; Professionalism	Medical microbiology and infectious disease; Physiology; Pathology; Pharmacology; <u>Geriatrics</u> ; Addiction medicine; Palliative care; Clinical skills; Collaboration / Interprofessional Care
	9	Hematemesis / melena	Anatomy and embryology; Histology; Physiology; Genetics; Pathology; Medical microbiology and infectious disease; Patient safety and quality improvement	Diagnostic imaging; Pharmacology; <u>Geriatrics</u> ; Clinical skills
	12	Acute kidney injury	Anatomy and embryology; Histology; Physiology; Medical microbiology and infectious disease; Genetics; Patient safety and quality improvement	Diagnostic imaging; Pharmacology; <u>Geriatrics</u> ; Clinical skills; Scholarship
MEDD 412	24	Headache and pain	Anatomy and embryology; Physiology; Genetics; Pharmacology; Palliative care; Collaboration / Interprofessional care	Histology; Biochemistry and molecular biology; Medical microbiology and infectious disease; Diagnostic imaging; Rehabilitation; <u>Geriatrics</u> ; Global health; Health advocacy; Patient safety and quality improvement; Clinical skills; Scholarship
	25	Depression (may include anxiety features, must consider suicidality)	Anatomy and embryology; Genetics; Pharmacology; Counselling; <u>Geriatrics</u> ; First peoples; Health advocacy; Professionalism; Medical ethics; Leadership; Collaboration / Interprofessional care; eHealth; Scholarship	Biochemistry and molecular biology; Physiology; Medical microbiology and infectious disease; Rehabilitation; Public health; Addiction medicine; Global health; Patient safety and quality improvement; Clinical skills; Informatics

Course	Wk	Week topic	Primary Theme(s)	Secondary Theme(s)
	27	Adverse drug reaction / interaction	Biochemistry and molecular biology; Physiology; Genetics; Pharmacology; Geriatrics ; Professionalism; eHealth	Addiction medicine; Patient safety and quality improvement; Clinical skills; Collaboration / Interprofessional care; Scholarship
	28	Meningitis	Anatomy and embryology; Physiology; Genetics; Pharmacology;	Histology; Diagnostic imaging; Public health; Geriatrics ; Patient safety and quality improvement; Clinical skills; Collaboration / Interprofessional care; Scholarship
MEDD 421	33	Stroke including dysarthria / aphasia	Anatomy and embryology; Physiology; Diagnostic Imaging; Pharmacology; Rehabilitation; Informatics; eHealth; Scholarship	Histology; Biochemistry and molecular biology; Geriatrics ; Addiction medicine; Health advocacy; Patient safety and quality improvement; Clinical skills; Collaboration / Interprofessional care
	36	Joint injury (cartilage / ligament) and osteoarthritis	Anatomy and embryology; Physiology; Histology; Genetics; Pharmacology	Biochemistry and molecular biology; Diagnostic imaging; Rehabilitation; Geriatrics ; First Peoples; Clinical skills; Collaboration / Interprofessional care; Scholarship
	37	Diabetes Mellitus	Biochemistry and molecular biology; Physiology; Genetics; Pharmacology; Public health; First Peoples; eHealth; Scholarship	Laboratory diagnosis; Rehabilitation; Geriatrics ; Global health; Health advocacy; Patient safety and quality improvement; Clinical skills; Medical ethics; Informatics; Health system improvement; Evidence-based medicine
	38	Chronic kidney disease (adult and/or child)	Anatomy and embryology; Physiology; Medical microbiology and infectious disease; Pathology; Genetics; Pharmacology; Health system improvement	Geriatrics ; Patient safety and quality improvement; Clinical skills; Scholarship
	39	Osteoporosis (including pathological fracture)	Anatomy and embryology; Biochemistry and molecular biology; Physiology; Genetics; Diagnostic imaging; Pharmacology; Geriatrics ; Patient safety and quality improvement; Scholarship	Pathology; Rehabilitation; Clinical skills; Professionalism; Collaboration / Interprofessional care
	40	Non-inflammatory joint pain	Anatomy and embryology; Physiology; Pharmacology;	Histology; Medical microbiology and infectious disease; Diagnostic imaging; Rehabilitation; Geriatrics ; First Peoples; Palliative care; Patient safety and quality improvement; Clinical skills; Collaboration / Interprofessional care; Scholarship
	41	Dementia	Physiology; Pharmacology; Rehabilitation; Geriatrics ; Palliative care; Medical ethics; Leadership; eHealth; Scholarship	Anatomy and embryology; Diagnostic imaging; Addiction medicine; Patient safety and quality improvement; Clinical skills; Professionalism; Collaboration / Interprofessional care

Course	Wk	Week topic	Primary Theme(s)	Secondary Theme(s)
MEDD 422	43	Heart failure / pleural effusion (cardiac valve disease with heart failure)	Anatomy and embryology; Physiology; Genetics; Diagnostic imaging; Pharmacology; Medical ethics; eHealth	Histology; Geriatrics ; Addiction medicine; Patient safety and quality improvement; Clinical skills; Health system improvement; Scholarship
	44	Nausea / vomiting / diarrhea	Anatomy and embryology; Physiology; Medical microbiology and infectious disease; Public health	Histology; Pharmacology; Geriatrics ; Global health; Patient safety and quality improvement; Clinical skills; Informatics; Scholarship
	45	Arthritis: inflammatory monoarthritis and polyarthritis	Anatomy and embryology; Physiology; Medical microbiology and infectious disease; Genetics; Diagnostic Imaging; Pharmacology; Addiction medicine; Collaboration / Interprofessional care	Histology; Rehabilitation; Geriatrics ; First Peoples; Patient safety and quality improvement; Clinical skills; Scholarship
	46	Chest pain / angina / myocardial infraction	Histology; Biochemistry and molecular biology; Physiology; Genetics; Diagnostic imaging; Pharmacology; Professionalism; Evidence-based medicine; Scholarship	Anatomy and embryology; Laboratory diagnosis; Geriatrics ; Addiction medicine; Global health; Health advocacy; Patient safety and quality improvement; Clinical skills
	48	Jaundice (differential diagnosis including pancreatic cancer)	Histology; Biochemistry and molecular biology; Medical microbiology and infectious disease; Physiology; Pathology; Genetics; Pharmacology; Surgery; Addiction medicine; Health advocacy; Scholarship	Anatomy and embryology; Diagnostic imaging; Laboratory diagnosis; Geriatrics ; Patient safety and quality improvement; Clinical skills
	49	Hypotension / shock	Physiology; Surgery	Anatomy and embryology; Medical microbiology and infectious disease; Diagnostic imaging; Pharmacology; Geriatrics ; Patient safety and quality improvement; Clinical skills; Scholarship
	52	Sepsis	Medical microbiology and infectious disease; Physiology; Pharmacology; Addiction medicine; Patient safety and quality improvement	Biochemistry and molecular biology; Pathology; Laboratory diagnosis; Geriatrics ; Clinical skills; Collaboration / Interprofessional care; eHealth; Scholarship
	53	Arrhythmia	Physiology; Genetics; Pharmacology; eHealth	Anatomy and embryology; Diagnostic imaging; Geriatrics ; Addiction medicine; Patient safety and quality improvement; Clinical skills; Collaboration / Interprofessional care; Evidence-based medicine; Scholarship
	54	Ataxia / movement disorder /	Anatomy and embryology; Physiology; Pharmacology	Histology; Diagnostic imaging; Rehabilitation; Geriatrics ; Addiction medicine; Clinical skills; Scholarship

Course	Wk	Week topic	Primary Theme(s)	Secondary Theme(s)
		tremor		

The following table shows examples of how systems and themes are distributed into sample week topics in MEDD 411, and 422.

Table 3: Example of systems and themes distributed into sample week topics

Course	Wk	Week Topic	System(s)	Theme(s)
MEDD 411	13	Infertility	Primary <ul style="list-style-type: none"> • Obstetrics and Gynecology Secondary <ul style="list-style-type: none"> • MMID • Endocrinology 	Primary <ul style="list-style-type: none"> • Anatomy and embryology • Histology • Physiology • Medical microbiology and infectious disease • Therapeutics – counselling • Professionalism • Medical ethics Secondary <ul style="list-style-type: none"> • Biochemistry and molecular biology • Pharmacology • Special populations – Addiction medicine • Patient safety and quality improvement • Clinical skills • eHealth • Scholarship
MEDD 422	52	Sepsis	Primary <ul style="list-style-type: none"> • MMID Secondary <ul style="list-style-type: none"> • Hematology 	Primary <ul style="list-style-type: none"> • Physiology • Medical microbiology and infectious disease • Pharmacology • Special populations – Addiction medicine • Patient safety and quality improvement Secondary <ul style="list-style-type: none"> • Biochemistry and molecular biology • Pathology • Laboratory diagnosis • Special populations – Geriatrics • Clinical skills • Professionalism • Collaboration / interprofessional care • eHealth • Scholarship

Appendix D: Assessment Weightings per Course

The following table shows the progression of weightings of assessment types throughout the program.

Table 4: Assessment weightings per course

Course	Written Exam	Progress Test	Portfolios	Workplace-based Assessment	OSCE
MEDD 410	70%	n/a	10%	20%	n/a
MEDD 411	60%	0%	15%	25%	n/a
MEDD 412	50%	0%	15%	25%	10%
MEDD 419	50%	n/a	50%	n/a	n/a
MEDD 421	40%	0%	25%	35%	n/a
MEDD 422	30%	0%	20%	35%	15%
MEDD 429	n/a	n/a	100%	n/a	n/a
MEDD 431	15%	0%	25%	40%	20%
MEDD 439	n/a	n/a	100%	n/a	n/a
MEDD 448	5%	30%	35%	30%	n/a

The focus of content is developmental to align with the progression of students over the MDUP and the competencies they must achieve to graduate. To reflect this developmental approach, the weighting of written exams decreases through the program, while weighting of portfolios and workplace-based assessments generally increases. Progress tests are formative (weighted 0%) for the first three years, then summative in Year 4. OSCEs are delivered at the end of Years 1, 2, and 3 with weighting increasing each year.

Appendix E: Week Schedule Template Year 1

The following week schedule template for Year 1 of the renewed MD Undergraduate Program (MEDD 411 and 412) has been approved by the Curriculum Renewal Project Development Committee (CR-PDC), the MD Undergraduate Education Committee (MDUEC), and the MD Undergraduate Regional Executive (MDUREX).

Time	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00-9:00	Case-based learning	Self-directed Learning / Assessment	Case-based learning	Self-directed Learning / Assessment	Case-based learning	
9:00-10:00						
10:00-11:00	Medicine Lectures		Theme Lectures / Seminars			Medicine Lectures
11:00-12:00						
12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00-2:00	FLEX	Clinical Curriculum (Clinical Skills, Clinical Applications, Family Practice)	Clinical Reasoning	Clinical Curriculum (Clinical Skills, Clinical Applications, Family Practice)	Medicine Lectures	
2:00-3:00			Gross Anatomy, Radiology, Histology, Pathology Seminars and Labs		Gross Anatomy, Radiology, Histology, Pathology Seminars and Labs	
3:00-4:00						
4:00-5:00						



3 October 2014

From: Senate Student Awards Committee

To: Senate

Re: **New Awards and Changes to Existing Awards (September 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.”

Henry C. BELHOUSE Scholarship in Science – A \$3,000 scholarship has been made available through an endowment established by Diana L. Belhouse (BA 1947, LLB 1973), to honour the memory of her husband, Henry C. Belhouse (University of Alberta, BSc '41 honours). The award is available to an outstanding student in the one-year intensive Diploma in Meteorology program, or a graduate student in Atmospheric Sciences, or a 4th year student in the Faculty of Science whose studies involve: physics, applied mathematics, or atmospheric sciences. Candidates must be Canadian citizens who have demonstrated an ability to think creatively and outside the box through projects related to their studies. Henry was a brilliant physicist ahead of his time with his creativity and innovation. During his career as Head of the Instrumentation Branch of the Meteorological Service of Canada, Henry's many successful projects included: the design and installation of Automatic Weather Stations, setting up the weather radar system across Canada, and his innovative design of a digital altimeter, which won international acclaim. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

GUTTMAN-DALES Award in Voice – A \$1,000 award is offered by Prof. Nancy Hermiston in honour of Dr. Irving Guttman, C.M., O.B.C. (DLit 2009) and Mr. Robert Dales, to celebrate their many contributions to opera. Dr. Guttman played a pivotal role in bringing opera to Western Canada. He established companies in Edmonton, Winnipeg,



and Vancouver, and over the course of more than four decades worked with, and brought to, Canada the world's most accomplished directors, conductors and singers who continue to support and mentor young artists and champion up-and-coming singers. The award is made to a talented student majoring in voice opera on the recommendation of the Chair of the Voice & Opera Division at the School of Music, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. The student's promise as an operatic singer is the most important criterion for the award. (First Award Available in the 2013/2014 Winter Session)

ITCC Award for Cardiovascular Research Excellence in Adult Cardiology – A

\$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support an adult cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of adult cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology. (First Award Available in the 2014/2015 Winter Session)

ITCC Award for Cardiovascular Research Excellence in Pediatric Cardiology – A

\$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support a pediatric cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of pediatric cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of pediatric cardiologists, the International Taoist Church of Canada wishes to establish this award to support pediatric research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Divisions of Cardiology and Pediatric Cardiology. (First Award Available in the 2014/2015 Winter Session)

ITCC Award in Humanitarianism – A \$1,000 award has been made available through an endowment established by the International Taoist Church of Canada to support a cardiology resident or clinical fellow in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International



Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The award is made on the recommendation of the Faculty of Medicine in consultation with the UBC Division of Cardiology. (First Award Available in the 2014/2015 Winter Session)

Carley “Kitty” Rosaline KENNEDY Memorial Leadership Award for Aboriginal Students – A \$1,000 award has been made available through an endowment established by the School of Kinesiology, in memory of Carley “Kitty” Rosaline Kennedy. In Kitty’s words, “Follow your heart but let your body lead the way and BE the health for the life you want to live.” The award is for a third or fourth year Aboriginal student in the School of Kinesiology who has demonstrated inspirational leadership in their community and in Aboriginal programs at UBC. To be considered, students need to be registered in any courses or the Co-op program in the School of Kinesiology. The award is made on the recommendation of the School of Kinesiology. (First Award Available in the 2014/2015 Winter Session)

Robert H. LEE Award in Opera – A \$2,500 award is offered by Dr. Robert H. Lee, CM, OBC and Mrs. Lily Lee to support outstanding singers in the UBC Opera Ensemble. The award is made on the recommendation of the Chair of the Voice & Opera Division within the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Tony and Marissa PEÑA Entrance Award – A \$1,000 award has been made available through an endowment established by the Peña Family Foundation (Tony and Marissa Peña) to support undergraduate students entering UBC who have demonstrated academic excellence, with preference given to students with involvement in the Filipino community through volunteering and/or community service. Candidates must be a Canadian citizen or a permanent resident. Financial need will also be taken into consideration. The award is renewable for up to three years and only one student may receive this award each year. The award is made on the recommendation of Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

SPITZ Family Entrance Award for Aboriginal Students – A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program, with preference given to candidates coming from remote communities in BC.



Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

SPITZ Transfer Award for Aboriginal Women – A \$10,000 award is offered by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program from a post-secondary institution other than UBC, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

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

#962 Ray Cole and Perkins + Will Entrance Scholarship in Architecture – A \$2,400 scholarship has been made available through the Busby Cole Entrance Scholarship in Architecture Endowment Fund established by Peter Busby, Perkins + Will and Dr. Ray Cole, Professor at the 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 a strong commitment to sustainable design principles through their past education, work experience or community activities 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: included original name of the endowment fund in the description; improved language around the award criteria.

#1537 KPMG Scholarship – A scholarship of \$1,500, the gift of KPMG, is awarded to a student with high standing in the Sauder School of Business who is proceeding to a further year of study in the School and who has a particular interest in Accounting. In making the award, consideration is given to extra-curricular activities or work experience, character and general academic record of the student. The award is made on the recommendation of the Sauder School of Business.



How amended: updated the faculty name and added the recommending body.

#1592 KPMG Scholarship in Accounting – A scholarship of \$1,500 has been made available by KPMG in memory of Thomas A. Cook, B.Comm., FCA. The scholarship is awarded to a student entering his/her final year who has obtained a high standing in Intermediate Financial Accounting and demonstrated strong extra-curricular involvement within the university or community. The award is made on the recommendation of the Sauder School of Business.

How amended: updated the recommending body from Faculty of Commerce to Sauder School of Business, as well as improvements to the syntax of the description.

#3276 Donna Gibson Memorial Prize – A \$225 prize has been made available through an endowment established by family, friends and colleagues of Donna Gibson who, at the time of her death, was a Research Associate in Health Care and Epidemiology. The award is made on the recommendation of the School of Population and Public Health to a M.Sc. graduating student with the highest grade after completion of the required course.

How amended: updated name of recommending body.

#4519 Rachel J. Maclean Prize in Social Work - A \$1,000 prize is offered in honour of Rachel J. Maclean by her family. Rachel worked on behalf of children and families for many years. The prize is awarded to a Social Work student focusing on practice with children and families. The award is made on the recommendation of 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: removed donor's name to add a more generic reference to the family of Rachel J. Maclean, and added biographic information; improved language around the adjudication criteria.

#5686 Casiro Family Island Medical Program Award – Awards totalling \$1,000 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the



recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.

How amended: changed name of the recommending body within the Island Medical Program at UVic.

#6454 Audain Foundation Graduate Fellowship – Fellowships totalling \$45,000 have been made available through an endowment established by the Audain Foundation for graduate students in the Critical and Curatorial Studies Program. The awards are made on the recommendation of the Faculty of Arts, in consultation with the Faculty of Graduate and Postdoctoral Studies.

How amended: removed reference to the specific number of fellowships available to give greater flexibility in the number and dollar value of the award available.

#6588 Rev. Dr. Bernard J. O'Connor Scholarship – Scholarships totalling \$9,000 are offered by the J.D. Ferguson Historical Research Foundation in honor of Fr. Bernie O'Connor, who was a lifelong collector who specialized in the specie of pre-Confederation Canada. The awards are available to graduate students in the second or subsequent year(s) of study whose research or thesis is focused on any one of the following areas of inquiry: monetary history; the history of banks and banking; fine art and money, such as the iconography on coins, medals, and paper money; the history of collections and collecting; the curatorship of coins, medals, tokens, paper money, and other financial instruments; Aboriginal practices of exchange including, but not restricted to, the function and role of trade silver, treaty medals, and the fur trade; numismatics; metallurgy and money. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

How amended: added donor's name and expanded the research/thesis focus to increase the pool of candidates.



30 September 2014

To: Senate

From: Senate Nominating Committee

Re: Appointments of Senators to Committees and Other Bodies

President's Advisory Committee for the Extension of the Appointment of the Vice-Provost Health

At the request of the Provost and pursuant to Board Policy 24, the Senate Nominating Committee has considered senators for appointment to a committee to consider the extension of the term of Dr Gavin C. E. Stuart as Vice-Provost Health. The Committee is pleased to recommend as follows:

Motion: *"That Dean Michael Coughtrie and Dr Robert Sparks be appointed to the President's Advisory Committee for the Extension of the Appointment of the Vice-Provost Health."*

Regent College

As specified by the statute of affiliation between the University and Regent College, the Senate is to appoint a member to the Senate of Regent College. The Committee is please to recommend as follows:

Motion: *"That Dr Bonita Sawatzky be appointed to the Senate of Regent College from 15 October 2014 to 31 August 2017 and thereafter until replaced."*

Ad Hoc Committee on Flexible Learning

As directed by the previous Senate on 16 April 2014, the Nominating Committee has considered senators for appointment to the Ad Hoc Committee on Flexible Learning. The Committee is please to recommend as follows:

Motion: *"That the following persons be appointed to the Senate Ad Hoc Committee on Flexible Learning:*

Dr Kenneth Baimbridge
Dean Blye Frank
Dr Paul Harrison
Dr Peter Marshall
Dr Ingrid Parent



Dr Richard Tees
Dr Larry Walker
Mrs Carol Yeager
Mr Aaron Bailey (student)
Mr Daniel Munro (student)
Mr Christopher Roach (student)”

Ad Hoc Committee on Mental Health and Wellbeing

As directed by the Senate on 17 September 2014, the Nominating Committee has considered additional student senators for appointment to the Ad Hoc Committee on Mental Health and Wellbeing. Ms Mona Maleki and Ms Elaine Kuo continue on the Committee. On the recommendation of the students, the Committee is please to recommend as follows:

Motion: *“That Ms Aliya Daulat and Mr Eric Zhao be appointed to the Senate Ad Hoc Committee on Mental Health and Wellbeing.”*

Admissions Committee

On the recommendation of the students, the Committee is please to recommend as follows:

Motion: *“That Mr Eric Zhao be appointed to fill a vacancy on the Senate Admissions Committee from 15 October 2014 to 31 March 2015 and thereafter until replaced.”*



25 September 2014

To: Senate

From: Senate Nominating Committee

Re: Senate Student Awards Committee Terms of Reference and Quorum

At its first meeting of the 2014-2017 triennium, the newly constituted Student Awards Committee reviewed its Terms of References. The Committee suggested revisions to its Terms to clarify the ambit of the Committee for titular “awards” and to update the title of the Faculty of Graduate and Postdoctoral Studies. Additionally, the Committee recommended that the quorum be revised to make it more proportional to the number of voting members. The Senate Nominating Committee has reviewed this request, and with a slight adjustment to reflect the language used in the *University Act* for awards, is pleased to recommend the request to Senate.

Motion: *“That the terms of reference for the Student Awards Committee be amended as follows:*

- 1. To recommend awards, fellowships, scholarships, exhibitions, bursaries and prizes to Senate for approval, to report to Senate on matters of policy under discussion by the Committee, and to make recommendations to Senate with respect to regulations and policies for awards*
- 2. To advise Enrolment Services and the Faculty of Graduate and Postdoctoral Studies on matters of policy relating to awards, fellowships, scholarships, exhibitions, bursaries and prizes; and*

That the quorum for the Student Awards Committee be amended from four (4) voting members to five (5) voting members.



30 September 2014

To: Senate

From: Senate Nominating Committee

Re: Senate Ad Hoc Committee on Student Mental Health and Wellbeing –
Membership and Reporting

At the 17 September 2014 meeting, Senate passed a motion that included the addition of “a representative from the Dean’s Office of the Faculty of Graduate and Postdoctoral Studies” to the Senate Ad Hoc Committee on Student Mental Health and Wellbeing. After consulting with the Faculty of Graduate and Postdoctoral Studies, it is requested that Dr. Jenny Phelps be appointed to the Committee.

Motion: *“That Dr. Jenny Phelps be appointed to the Senate Ad Hoc Committee on Student Mental Health and Wellbeing.”*

Further, the Ad Hoc Committee was directed by Senate to report to Senate by October 2014 with additional information relating to its areas of review and inquiry, terms of reference and membership, and a proposed date for a final report. Respectfully, the Ad Hoc Committee has advised that it required an additional month to prepare the required information, and thus would ask for an extension until the November 2014 meeting of Senate.

Motion: *“That the direction to the Ad Hoc Committee on Student Mental Health and Wellbeing to report back to Senate by October 2014, as resolved by Senate on 14 May 2014, be amended to provide for a report by November 2014.”*