

**Vancouver Senate****THE FOURTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2014/2015 ACADEMIC YEAR****WEDNESDAY, 17 DECEMBER 2014****6:00 P.M.****ROOM 182, IRVING K. BARBER LEARNING CENTRE, 1961 EAST MALL**

- 1. Senate Membership – Mr Christopher Eaton** (information) (docket page 3)
Ms Sonam Vohra, Student Representative for the Faculty of Forestry, to replace Ms Nani Yahya.
- 2. Minutes of the Meeting of 19 November 2014 – Prof. Arvind Gupta**
(approval) (docket pages 4-22)
- 3. Business Arising from the Minutes – Prof. Arvind Gupta** (information)
- 4. Remarks from the Chair and Related Questions – Prof. Arvind Gupta** (information)
 - a. General Remarks (information)
 - b. Record of President's Activities for November 2014 (information) (docket pages 23-28)
- 5. Curriculum Committee – Mrs Carol Jaeger**
Curriculum Proposals for December for the faculties of Arts, Dentistry, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Medicine), and Science (approval) (docket pages 29-57)
- 6. Joint Report from the Admissions & Curriculum Committee – Dr Robert Sparks and Mrs Carol Jaeger**
 - a. New Degree: Doctor of Pharmacy (Flexible Degree Program) (approval) (docket pages 58-108)
 - b. New Degree: Bachelor of Urban Forestry (approval) (docket pages 109-141)
 - c. New Dual Degree Program Option: Bachelor of Music/Bachelor of Education (approval) (docket pages 142-159)
 - d. New Dual Degree Program Options: (B.Sc. (Applied Animal Biology), B.Sc. (Food, Nutrition, and Health), B.Sc. (Global Resource Systems))/Master of Management (M.M.) (approval) (docket pages 160-168)

7. Student Awards Committee – Mr Graham Beales New

and Revised Awards (approval) (docket pages 169-174)

8. Tributes Committee – Dr Sally Thorne

Emeritus Appointments (approval) (docket pages 175-176)

9. Report from the Provost – Dr David Farrar

2013-2014 Consolidated Financial Statements (information) (linked due to length)

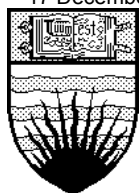
Pursuant to Section 32 (2) of the *University Act*, the annual consolidated financial statements are available

at: http://finance.ubc.ca/sites/finance.ubc.ca/files/uploads/financial/documents/FS%20March%202014_final%20signed.pdf.

10. 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>



The University of British Columbia – Vancouver Senate

Members of Senate

Effective 12 November 2014

EX OFFICIO

Chancellor	Mr. Lindsay Gordon
President, Chair of Senate	Prof. Arvind Gupta
Academic Vice-President	Dr. David Farrar
Chief Librarian	Dr Ingrid Parent
Director of Continuing Education	Dr. Judith Plessis

DEANS OF FACULTIES

Applied Science	Dr. Marc Parlange
Arts	Dr. Gage Averill
Commerce and Business Administration	Dr. Robert Helsley
Dentistry	Dr. Charles Shuler
Education	Dr. Blye Frank
Forestry	Dr. John Innes
Graduate and Postdoctoral Studies	Dr. Susan Porter
Land and Food Systems	Dr. Rickey Yada
Law	Dr. Mary Anne Bobinski
Medicine	Dr. Gavin C.E. Stuart
Pharmaceutical Sciences	Dr. Michael Coughtrie
Science	Dr. Simon Peacock

PRINCIPAL OF THE COLLEGE OF HEALTH DISCIPLINES

Dr. Louise Nasmith

ELECTED BY THE FACULTIES

Applied Science	Dr. William Dunford Dr. André Ivanov
Arts	Dr. C.W. Marshall Dr. Glen Peterson
Commerce and Business Administration	Dr. David Gillen Dr. Frieda Granot
Dentistry	Prof. Bonnie Craig Dr. Lance Rucker
Education	Dr. Nancy Perry Dr. Claudia Rutenberg
Forestry	Dr. Stavros Avramidis Dr. Peter L. Marshall
Graduate and Postdoctoral Studies	Dr. Thomas Schneider Dr. Lawrence Walker
Land and Food Systems	Dr. Andrew Riseman Vacancy
Law	Prof. Benjamin Goold Prof. Isabel Grant
Medicine	Dr. Paul A. Keown Dr. Christian Naus
Pharmaceutical Sciences	Dr. Corey Nislow Dr. Abby Collier
Science	Dr. Santokh Singh Dr. Don Witt

ELECTED BY THE JOINT FACULTIES

Dr. Perry Adebar	Mrs. Carol Jaeger
Dr. Richard Anstee	Dr. Philip Loewen
Dr. Kenneth Baimbridge	Dr. Bonita Sawatzky
Dr. Peter T. Choi	Dr. Robert Sparks
Dr. Susan Forwell	Dr. Katja Thieme
Dr. Paul G Harrison	Dr. Sally Thorne

ELECTED BY THE CONVOCATION

Mr. Tariq Ahmed	Dr. Stanley B. Knight
Ms. Erin Biddlecombe	Dr. Bikkar S. Lalli
Dr. Lawrence Burr	Mr. Haymen Leong
Dr. Andrea Dulay	Mr. William B. McNulty
Dr. John Gilbert	Ms. Shannon Sterling
Mr. Séan Haffey	Dr. Richard Tees

ELECTED BY THE PROFESSIONAL LIBRARIANS

Vacancy

REPRESENTATIVES OF AFFILIATED COLLEGES

St Mark's College	Dr. Peter Matthew Meehan
Vancouver School of Theology	The Rev. Dr. Richard Topping
Regent College	Dr. Rod Wilson
Carey Theological College	The Rev. Dr. Colin Godwin

ELECTED BY THE STUDENTS

Applied Science	Mr. Graham Beales
Arts	Mr. Daniel Munro
Commerce and Business Administration	Mr. Cole Leonoff
Dentistry	Mr. Sukhpaul Gurm
Education	Ms. Mélanie Chartrand
Forestry	Ms. Sonam Vohra
Graduate and Postdoctoral Studies	Ms. Julianne Jagdeo Mr. Justin Wiebe
Land and Food Systems	Ms. Collyn Chan
Law	Ms. Brenda Bailey Gershkovich
Medicine	Mr. Casey Chan
Pharmaceutical Sciences	Ms. Aliya Daulat
Science	Mr. Aaron Bailey
Members at-large	Ms. Nina Karimi, Arts Ms. Anne Kessler, Arts Ms. Mona Maleki, Science Mr. Christopher Roach, Science Mr. Eric Zhao, Medicine



VANCOUVER SENATE

MINUTES OF 19 NOVEMBER 2014

DRAFT

Attendance

Present: Prof. A. Gupta (Chair), Dr K. Ross (Secretary), Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dr S. Avramidis, Mr A. Bailey, Dr K. Baimbridge, Mr G. Beales, Ms E. Biddlecombe, Mr Casey Chan, Ms M. Chartrand, Dr A. Collier, Dean M. Coughtrie, Ms B. Craig, Dr A. Dulay, Dr W. Dunford, Dr S. Forwell, Ms B. Gershkovitch, Dr J. Gilbert, Dr D. Gillen, Dr F. Granot, Prof. I. Grant, Mr S. Haffey, Dr P. Harrison, Dean R. Helsley Dr A. Ivanov, Mrs C. Jaegar, Ms J. Jagdeo, Ms N. Karimi, Dr P. Keown, Ms A. Kessler, Dr S. Knight, Dr B. Lalli, Mr H. Leong, Mr C. Leonoff, Dr P. Loewen, Ms M. Maleki, Dr P. Marshall, Dr W. McNulty, Dr P. Meehan, Ms S. Vohra, Mr D. Munro, Dr L. Nasmith, Dr C. Naus, Dr I. Parent, Dean S. Peacock, Dr G. Peterson, Dr J. Plessis, Dean S. Porter, Dr A. Riseman, Dr L. Rucker, Dr C. Ruitenberg, Dr B. Sawatzky, Dean C. Shuler, Dr S. Singh, Dr R. Sparks, Dean G. Stuart, Dr R. Tees, Dr K. Thieme, Dr S. Thorne, Dr L. Walker.

Regrets: Dean M. Bobinski, Dr L. Burr, Ms Collyn Chan, Dr P. Choi, Ms A. Daulat, Dr D. Farrar, Dean B. Frank, The Rev. Dr C. Godwin, Prof. B Goold, Chancellor L. Gordon, Ms S. Gurm, Dean J. Innes, Dr C. Nislow, Dean M. Parlange, Dr N. Perry, Mr C. Roach, Dr T. Schneider, Ms S. Sterling, The Rev. Dr. R. Topping, Mr J. Weibe, Dr R. Wilson, Dr D. Witt, Dean R Yada, Mr E. Zhao.

Recording Secretary: Mr C. Eaton.

Call to Order

The Chair of Senate, Professor Arvind Gupta, called the third regular meeting of the Vancouver Senate for the 2014/2014 academic year to order at 6:08 pm.

Senate Membership

The Registrar, Dr Kate Ross, introduced Dr Abby Collier, Faculty Representative for the Faculty of Pharmaceutical Sciences, to fill a vacancy.

Minutes of the Previous Meeting

Richard Tees
Lance Rucker

}

That the Minutes of the Meeting of 15 October 2014 be adopted as corrected:

*Corrections: Mr Cole Leonoff misspelt as Lenoff.
Mr Haymen Leong mistitled as Ms Leong.*

Approved

Remarks from the Chair

The President noted that he had recently been meeting with department heads and, in the smaller faculties, with individual faculty members, to discuss his goals for the University as outlined in his installation speech. He opined that UBC needed to think about questions such as the significance of research excellence on our undergraduates, if we have effective structures for graduate programs, and what was our research hiring strategy.

Professor Gupta further noted that he had been meeting with various levels of government; the Federal Government in particular was sensitized to our concerns and was trying to figure out how best to support the work of universities; the President suggested that the encouragement was present at high policy levels, and that the challenges would be in implementation and finding UBC's specific opportunities to benefit.

The President reminded Senate of his recent trip to India, noting that they were very keen in building partnerships and in UBC being a partner. He suggested that in many countries – such as India – there are a small number of very high quality institutions, but that the challenge is to grow and support the level just below that; we have been asked if we would build partnerships with the next tier to help them develop their capacities.

Senator Singh noted that undergraduate research was important for UBC further growth as a research-intensive university. He advised that the Senate Teaching & Learning Committee submitted a report last year encouraging undergraduate research, and understanding its importance to them and the University, undergraduate students were seeking more research opportunities. Secondly, he suggested that it will be a difficult challenge for UBC to decide which universities it wished to partner with. With particular regard to India, he noted that there were some areas such as Agriculture where there was already a basis and opportunity for excellence and that assistance in both curriculum and faculty development would be welcomed. He went on to suggest that a great asset to UBC in these interactions would be our international student alumni.

The President replied that we had an international strategy with laudable goals, but we have had a challenge in turning strategy into tactics. He noted that presidents from international universities approach us with very specific goals and that UBC did not yet have a comparable position of its own. He advised that he had asked the Vice-President Research & International to consider specific ways in which we can engage partner universities so that we can approach them and be ready for when they approach us.

Senator Vohra asked if the president could provide an opinion on the new tuition increase proposed for international students.

The President replied that one thing he noted with UBC's budget – and what was brought to his attention early by the Province – is that we are required to run a balanced consolidated budget. His interpretation of our financial situation was that that after the 2008/9 downturn, UBC decided that its best opportunity for balancing that budget in the short term was to increase the number of international students. He opined that this was a valid strategy at the time but is not sustainable in the face of non-inflation adjusted or decreasing public funding; UBC was now facing both a financial and an academic deficit. To address that, he suggested UBC needed to take three approaches – review what it was

doing administratively and consider what it needed to be doing, consider its fee structures, and be more entrepreneurial in achieving its academic mission. As part of the second item, a 10% increase in International undergraduate tuition has been proposed.

In response to a question from Senator Beales, the President noted that UBC charged much less than comparable institutions for international students. As a result of lower funding, for the past 4 years we have not been able to support and grow our academic activities, including research and we were compromising our quality as a result – the academic deficit referred to earlier. Professor Gupta noted that there were many other universities that students could attend with lower tuition costs; However, if through trying to keep tuition low at all costs our quality slips, UBC will stop being of unique benefit to BC and to our society and he suggested that this was not acceptable.

Dr Cowin added that for undergraduate students, the first reason why students choose to attend UBC is its reputation, and that reputation is driven in a large part by academic excellence. She suggested that part of new any increases in revenue could provide additional work/learn opportunities for students, and more graduate students being funded would allow for more TAs and grad/undergrad interactions.

Senator Singh noted that his own department was showing a deficit, and departments did not have the individual resources or tools for balancing their own budgets. He asked if UBC had a strategy to address this situation.

Professor Gupta replied that both the centre administration and our units were running deficits. He noted that in 2010, SFU and UVIC started taking cuts. UBC did not. UBC instead spent from its reserves. As noted, we are reviewing administrative expenditures, but we may not be able to do everything we do now. The President suggested that we needed to protect our departments and backstop the academic deficit being created. In closing, he noted the importance of having governments understand that support for UBC now would be support for our economy in the future.

Candidates for Degrees

Richard Anstee
Gage Averill

}

*That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective November 2014, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.
NB: 2/3rds Approval Required*

Approved

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented.

Robert Sparks	}	<i>That Senate approve the English Language</i>
Paul Harrison		<i>Admission Standard for students in UBC Vantage</i>
		<i>College program to enter Year 2 of direct-entry</i>
		<i>undergraduate programs and progression</i>
		<i>requirements for students continuing on to the</i>
		<i>Bachelor of Arts and Bachelor of Science programs,</i>
		<i>effective for entry to the 2015 Winter Session and</i>
		<i>thereafter.</i>

Senator Sparks advised that the changes proposed would clarify the transition requirements for Vantage college students progressing into year 2 of the BA and BCOM programs. The Committee has adopted the normal progression requirements for all year 1 students in the program.

Senator Anstee spoke against the proposal. He stated that in the future he would be willing to consider graduating from the Vantage program as meeting the English Language Admission Standard (ELAS), but that a few years evidence would be helpful. He noted that this was the approach taken by the University of Melbourne with a similar program and suggested that while he was open to the idea for the future, to act now would be in haste.

Senator Sparks advised that his committee had heard this point and the recommendation from the language acquisition specialists was that using TOEFL or IELTS would be the wrong tool for the job. What Vantage was doing was similar to CAP and was building language acquisition into their courses. French Immersion was a parallel. The assessment component was also included. The Committee agreed that ELAS would be best met through completing Vantage.

With consent of Senate Dr Joanna Fox, Academic Director of Vantage College, advised that the idea behind ELAS was to show that students could be successful in English communication at a University level; their performance in Vantage was a clear indicator.

In response to a question from a student senator, Dr Fox replied that Vantage wished to make requirements for transition clearer and more explicit to students. She also noted that a new advising staff member had been hired to help students navigate these processes as well as their degrees.

A student senator asked what would be done to help marginal students at the end of term 1.

Dr Fox replied that we already had advisors that worked with students and would have more to intervene early with students. We can and do reach out with students to at risk.

Senator Bailey asked if we had evaluated if students presently felt that they had adequate language support. Is there an exit examination to test their skills?

Dr Fox replied that yes, we have a program evaluation plan and all of our courses, being UBC courses, are being evaluated through the evaluations of teaching. Outside of that, Vantage has program evaluation plans. To the 2nd question, she noted that Vantage students were in their own sections of UBC courses. Students have the same exams and midterms but the expectations for communications and language skills in those courses are the same as students in other UBC courses.

Senator Loewen described Vantage College's proposal as "Trust us" yet again. He noted that he taught 2nd year APSC and even in the current cohort there are students whose academic success is seriously compromised by their lack of English skills.

Dr Fox advised that the TOEFL is not undertaken lightly by students and sets the wrong priority for students. It would be contrary to our approach of integrating language and culture.

Dr Sparks noted that the CAP program would not accept any other measure; the TOEFL could not be used. Further, the requirements to get into Vantage are similar to those for CAP. On IELTS CAP is 6, Vantage is 5.5.

Senator Riseman asked what the consequence would be for this proposal not passing.

Dr Fox replied that 187 students would not have clarity on what would be required of them. She further noted that Going with a test approach would run counter to integration.

Senator Knight asked if the English department would take this as equivalent, and could students transfer.

Dr Fox replied that Vantage College students were UBC students completing UBC courses, not equivalents.

In response to a question from Senator Jagdeo, Dr Fox replied that students completing both disciplinary writing courses and well as tutorial courses for additional assistance.

Senator Maleki mentioned that being 3 months in to what the requirements were was a concern for their mental health.

Dr Kessler asked if there was a way of considering improvements in progression requirements and asked why this wasn't part of the original proposal.

Dr Sparks replies that Vantage was part of UBC, these are our students and these are our faculty members in the faculty of arts and science.

Mr Haffey asked how these students would be addressed if Senate did approve this proposal.

Senator Harrison advised that each faculty set its own requirements for transfer and we are just trying to make that clear.

Approved

Abstention – Aaron Bailey

Curriculum Committee

See Appendix A: Curriculum Report

The Committee Chair, Dr Peter Marshall, presented.

Peter Marshall	}	<i>That the revised academic regulations and programs and new course brought forward by the Faculty of Education be approved."</i>
Richard Tees		

Dr Marshall noted that we were clarifying language around program requirements and considering one new course.

Senator Sawatzky asked why we were keeping the name Native Indian Teacher Education Program (NITEP) given sensitivities around the phrase "native indian".

Dr Marshall advised that the NITEP program was consulted on this topic and that they wished to keep the phrase "native indian" in the program title.

The Education Student Senator asked if due process would be followed for practicum determinations.

Dr Marshall replies yes, any decisions made under that regulation would have to follow due process in making these decisions, and any decisions made therein would be appealable to the faculty and Senate.

Approved

Joint Report of the Admissions & Curriculum Committees

See Appendix B: MPPGA

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

Peter Marshall	}	<i>That the new Master of Public Policy and Global Affairs (M.P.P.G.A.) degree program and its associated new course code and courses be approved.</i>
Richard Anstee		

With consent of Senate, Dr Angela Redish, Acting Provost, spoke on behalf of Dr Farrar. She noted that the proposed program was about multi-disciplinary programming. It joined together 3 faculties, and 3 institutes. We hope that beyond this program itself, this would bring forward new ideas.

Dean Averill noted that we designed this program to advance UBC abilities to engage in policy. It has been in design for 2 years. He further advised that UBC consulted with the provincial and federal government and with other universities in BC and Canada.

Senator Jagdeo commented on the high tuition cost. She asked why there was such a significant difference between the domestic and international fees.

Dean Averill noted that although the province was not funding this program, we want to ensure that the program is accessible to domestic students and to keep their fees as low as possible to encourage accessibility while still allowing the program sufficient financial resources to be successful. A significant amount from revenues would be put back into student support to facilitate access to the program.

Senator Ruitenberg asked how the price for the program was set, given that the University of Toronto charged less for domestic students.

With consent of Senate, Dr Moura Quayle replied that UBC wanted to have enough resources to offer an exceptional program and be able to provide financial support to attract the best students.

Dr Tiberghien added that UBC's domestic fees were essentially capped once set, while Toronto could adjust their fees based on current circumstances. As a result, UBC had to be more cautious about setting initial fees.

In response to a question from Senate Knight and with consent of Senate, Dr Yves Tiberghien replied that we have hired a faculty member who has great experience with the World Bank and we are bringing in people who can speak to those interactions for the program.

Dr Quayle added that one exciting thing about the program is a partnership council that adds engagement beyond the program's core.

Senator Parent thanked the program for consulting with the library on new resources and noted that since the proposal was submitted the library consultation and budget had been completed.

In response to a question from Senator Bailey, Dr Quayle advised that as a new program we are designing the recruitment incentives that are needed to attract students to the program. 25% of students will receive \$10K over 4 years.

Dr Tiberghien added that we met with Toronto and are confident in the design of our program and that this provides a top-level package.

Approved

Nominating Committee

The Committee Chair, Dr Richard Tees, presented.

REFERRAL ON ATHLETICS AND RECREATION

As noted in the report, Dr Tees advised that the previous and current Senate Nominating Committees had discussed this matter at length, and the current committee had met with Senator Knight to ask questions and discuss his proposal. In its considerations, the Committee discussed the existing mechanisms for input from all parts of the University – including its alumni – into the operations of athletics, the structure and mandate of this Senate and senates in general, and general notions around campus community, culture, and recreation.

Senator Tees advised that Senate Nominating Committee had resolved that it does not consider it appropriate at this time for Senate to establish a standing committee on this topic. The Nominating Committee appreciates the interest by senators into this topic, and is of the opinion that further/regular information being provide to Senate on University athletics and recreation activities would be of value. The Committee would therefore asks that the secretary arrange for such a report from the Vice-President, Students on an annual basis and at an opportune time of year.

Senator Knight thanked the previous chair of the Committee, Dr Rhodri Windsor-Liscombe, and the current Chair, Dr Tees, for their work. He expressed his disappointment that the Nominating Committee had decided to not establish the committee given the interest in the topic. He did not agree with a narrow interpretation of academic governance, and suggested that a broader interpretation would be useful. Finally, he expressed support for the notion of the Senate examining its structures and work.

SENATE TEACHING AND LEARNING COMMITTEE

Richard Tees	}	<i>That the composition of the Senate Teaching & Learning Committee be amended to include one representative from the Faculty of Graduate and Postdoctoral Studies, as designated by the Dean, as an ex officio, voting, member.</i>
Kenneth Baimbridge		

Senator Tees asked if we were diluting the senate committees by adding administrators.

Dean Porter advised that she did expect that it would be a senator. This did not happen his year, hence the request. She noted that many of the conversations around teaching & learning at UBC focused on undergraduate matters and that there was concern that graduate student needs would not be given appropriate consideration or that the Faculty would not be kept appropriately informed without explicit representation.

Senator Haffey noted that in the past the nominating committee had not proposed such changes and instead would simply accommodate proposals. He asked why the position had to be voting.

Approved

CHANGES IN COMMITTEE MEMBERSHIP

Richard Tees	}	<i>That Dr Don Witt be appointed to the Senate Curriculum Committee in place of Dr Richard Tees, effective until 31 August 2017 and thereafter until replaced; and That the number of convocation senators set in the composition of the Senate Curriculum Committee be changed from three (3) to two (2).</i>
William Dunford		

Senator Beales asked why we were adjusting the composition.

The Associate Registrar, Mr Eaton, replied that the schedule of the Senate Curriculum Committee was not compatible with the works schedules of many of our convocation representatives, while Senator Witt would be shortly returning from leave and did not current have committee responsibilities.

Approved

Student Awards Committee

See Appendix C: Awards Report

The Committee Chair, Mr Graham Beales, presented.

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

Senator Beales noted that six of the seven new awards were in health sciences.

Approved

Ad Hoc Committee on Student Mental Health and Wellbeing

The Committee Chair, Ms Mona Maleki, presented.

FRAMEWORK

Mona Maleki	}	<i>That Senate adopt the Framework for Senate Consideration of Student Mental Health and</i>
Robert Sparks		

Wellbeing; and,

That Senate direct its committees to consider the Framework for Senate Consideration of Student Mental Health and Wellbeing in their policy and decision-making processes.”

The Ad-hoc Committee Chair, Ms Mona Maleki, presented with Dr Paul Harrison.

Dr Harrison noted that on page 111 of the docket onwards there were suggestions for how the framework could apply to the work of Senate’s Committees. He noted that if the above motions were resolved, the suggestion was that this would be the start of a discussion within committees, and that members of the Ad Hoc Committee will work with the standing committees to see how they can work together to move mental health and wellbeing forwards.

Senator Gershkovich noted that mental health could seem like a giant topic and she appreciated the Ad-Hoc Committee for breaking it down into committee areas of interest.

Senator Knight asked how we could present this rubric to groups beyond the Senate.

Senator Harrison replied that the ad hoc committee had benefitted from the participation of others who are already involved in other areas. Those connections will develop as the committee deliberates.

Approved

REPORTING

Mona Maleki
Daniel Munro

}

That the Senate Ad Hoc Committee on Student Mental Health and Wellbeing present its final report by May 2017, or upon dissolution of the Committee.

Senator Maleki noted that the Ad-hoc Committee has had ongoing discussions on how to build tools to facilitate decision making and the committee still has work to do.

Senator Ahmed asked if May 2017 was the best date to report, given that it would be the last regular meeting of the triennium.

Senator Harrison advised that he expected other reports could be forthcoming but the committee did not consider the date in particular to be its only opportunity to report and that May 2017 was intended to signify the end of the Ad Hoc Committee’s work and that they had not considered an earlier date.

Approved

Report from the Provost

With consent of Senate, Vice-Provost Angela Redish presented on behalf of the Provost, who sent regrets to the meeting.

CHANGE IN NAME FOR THE BRAIN RESEARCH CENTRE

Gage Averill	}	<i>That Senate approve the name change from the Brain Research Centre to the Djavid Mowafaghian Centre for Brain Health.</i>
Kenneth Baimbridge		

Acting Provost Redish noted that this recommendation is coming jointly from the Faculty of Medicine and the two co-directors of the centre.

Dean Stuart noted that this proposal would reflect the evolution of the centre, which was largely focused on biomedical research and part of larger initiatives that spanned from basic research to patient care.

Approved

2014 ENROLMENT REPORT

Acting Provost Redish spoke regarding the circulated report. She noted that while we are funded by the government for a set number of seats, we have chosen to enrol domestic students beyond our funded targets for academic reasons, and this year, we have more than 50000 students on the Vancouver campus. She advised that the number of students graduating from BC schools is declining and so too are our application numbers, while the number of students admitted is increasingly slightly.

Dr Redish drew Senate's attention to the following statistics in the report: the mean admissions average was 91.7%, International students accounted for 19% of our undergraduate and 32% of graduate students, and our number of First Nations students had grown, but commensurately with our general growth, and still represented 2% of total enrolment.

Senator Singh advised that there are still some members of the public who mistakenly think that UBC was taking in more international students at the expense of domestic enrolment. He noted that in this report we speak of still being above government targets but closer to them and that he expected public comment on that approach.

Dr Redish replied that while UBC faculties were planning to admit more international students, we were still educating more domestic students than were funded by the Provincial grant.

Dr Forwell noted the optics of international student growth, despite UBC admitting beyond our funded quotas for domestic students.

Senator Baimbridge asked about time to completion: he noted that graduate students in Europe, Asia, south America were able to complete their PhDs much faster than those in North America, and that UBC was actually slightly above the Canadian average.

Senator Porter agreed that this was a difficult problem. She suggested that our PhD students were in a very competitive environment and were spending time and energy to publish and gain experience they feel is needed for post-doctoral and faculty positions once they graduate. Other issues to consider would be funding, although there was not much data on this, personal factors, and the extensiveness/breadth of our curricula.

FIX THE TIME TO ADJOURN

Aaron Bailey	}	<i>That the time for adjournment be extended by 15</i>
Sally Thorne		<i>minutes.</i>

Approved

Senator Ruitenberg noted that on aboriginal students as a proportion has stayed constant since 2009 although the absolute numbers were increasing.

The Registrar replied that UBC had a number of initiatives to try and grow the relative and absolute numbers of aboriginal applicants and students. Two particular areas of concern she noted were lack of funding, and lack of incentives for transfer applicants. She further noted that the Okanagan campus had 6% of its student body identifying as aboriginal.

The President noted that he had an advisory committee on this topic, and he had asked them to look at best practices.

Senator Bailey asked if there was data on undergraduate time to completion, and why there was a decrease in international retention for Kinesiology.

Dr Redish noted that kinesiology was a small numbers problem: we have very few international students in that program. With respect to time to completion for undergraduates – we have that data on the PAIR website. Our six year completion rate is good, but we can include this data in the report for the future.

Report from the Faculty of Medicine

Dean Gavin Stuart presented.

Gavin Stuart	}	That Senate approve the Faculty of Medicine “Policy
Paul Keown		on Partner Appointments” as distributed.

Dean Stuart noted that this proposal addressed a specific need in the health sector for organizations that have contracts with their staff who want to participate in academic health activities. They are contracted with the health authorities but look identical with the normal professoriate. This proposal would allow them to be paid by the health authorities and hospitals while still being considered. They would not be our employees but would be subject to our scrutiny.

Senator Haffey noted that he did not see anything explicit in the policy covering what happens if they lost their employment with the partner.

Senator Stuart said that although it was not explicit in the policy, it was implicit that their academic positions would be terminated or not renewed.

Senator Singh asked to what level these partner persons could take part in undergraduate teaching, and if promotions to these ranks would go through the normal channels

Senator Stuart replied that they would have the same teaching expectations as the regular professoriate. The policy set out the scheme for promotion and tenure considerations. Instead of the Senior Appointments Committee, the files are sent to the Provost and President.

Senator Tees noted that in 2009 this scheme was first established; he asked how many appointments there were presently and if this number was expected to grow.

Stuart said presently there were around 20; in the future we would anticipate fewer than 100 but that may change with the evolution of the healthcare system.

Senator Tees noted that for clinical faculty members, would it be proper to give them emeritus status.

Stuart noted that it was an honorary status but that there were many people at the BC Centre for Disease Control and BC Cancer (Control) Agency who would be interested.

FIX THE TIME TO ADJOURN

Robert Sparks	}	<i>That the time for adjournment be extended by a</i>
Aaron Bailey		<i>further 20 minutes.</i>

Senator Ruitenbergh asked if holders of these appointments would be automatically eligible to teach or supervise in graduate programs.

Senator Porter confirmed that as they did not fall into the ranks that were automatically members, these persons would have to apply for membership in the Faculty in order to teach or supervise graduate students.

Approved

IN CAMERA – TRIBUTES COMMITTEE

Adjournment

There being no further business, the meeting was adjourned at 8:59 pm.

Appendix A: Curriculum Report

FACULTY OF EDUCATION

Revised Academic Regulations:

BEd>Academic Policies and Regulations (Academic Accommodation for Students with Disabilities; Attendance);

BEd>Academic Regulations (Advancement; Practica; Community Field Experience);

Revised Program:

BEd>Degree Requirements for Native Indian Teacher Education>Indigenous Concentration [&] Indigenous Studies;

New Course:

EDCP 210 (3) Introduction to Music Education

Appendix B: MPPGA

FACULTY OF GRADUATE & POSTDOCTORAL STUDIES

New program:

Master of Public Policy and Global Affairs Degree Program (MPPGA)

FACULTY OF ARTS

New Course Code:

GPP – Global Public Policy

New Courses:

GPP 501 (3) Microeconomic Analysis for Public Policy;
GPP 502 (3) International Macroeconomics;
GPP 503 (3) Measurement and Data Analysis for Policy;
GPP 504 (3) Policy Analysis and Evaluation;
GPP 505 (3) Domestic and Global Policy Process;
GPP 506 (3) Public Management;
GPP 507 (3) Environmental Law and Policy Frameworks;
GPP 508 (3) Philosophical and Ethical Foundations for Public Policy;
GPP 509 (3) Communicating Policy;
GPP 520 (3) Economics of Poverty;
GPP 521 (3) Development and Institutions;
GPP 522 (3) Development Discourses and Practices;
GPP 523 (3) Economic Change and Reforms in Asia;
GPP 524 (3) Legal Change and Sustainability Challenges in Asia;
GPP 525 (3) Social Policy Responses to Rapid Development;
GPP 526 (3) Challenges of Urbanization;
GPP 527 (3) Corporate Social Responsibility;
GPP 540 (3) Tools and Techniques for Sustainability Assessment;
GPP 541 (3) Policy Dimensions of Energy Systems;
GPP 542 (3) Science, Technology, and Public Policy;
GPP 543 (3) Sustainable Water Systems;
GPP 544 (3) Economic Foundations of Environmental Policies;
GPP 545 (3) Ecology for Policy;
GPP 560 (3) Global Governance: Frameworks and Policy Debates;
GPP 561 (3) Impact of Globalization on Societies;
GPP 562 (3) Resource Governance, Environment and Human Security;
GPP 563 (3) Asia Pacific Human Migration and Social Change;
GPP 564 (3) Security Challenges for Asian States and People;
GPP 565 (3) Nationalism, Religion, and Ethnic Conflict in Asia;
GPP 566 (3) Asia Diplomacy and International Relations;
GPP 567 (3) Human Rights and Justice;
GPP 580 (3) Internet and Global Affairs;
GPP 581 (3) Behavioral Foundations for Public Policy;
GPP 582 (3) Public Engagement in Policy Decisions;
GPP 583 (3) Food Security;
GPP 584 (3) Policy Responses to Global Climate Change;
GPP 590 (6) Capstone Project;
GPP 591 (3) Special Topics in Public Policy

Appendix C: Awards Report

New Awards:

Rinda CHAN Bursary in Pharmaceutical Sciences – Bursaries totalling \$1,500 are offered annually by Rinda Chan (BSc Pharm, 1980) for undergraduate students in any year of study in the Faculty of Pharmaceutical Sciences. Candidates must have graduated from a high school in British Columbia. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Angus RAE Aboriginal MD Bursary – Bursaries totalling \$5,220 are offered annually by Dr. Angus Rae to support Aboriginal MD students in financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

Kenneth G. RINGROSE Memorial Award in Pharmaceutical Sciences – A \$1,000 award is offered annually by colleagues, friends and family in memory of Kenneth G. Ringrose (BSc Pharm, 1968), to an undergraduate student in the UBC Faculty of Pharmaceutical Sciences. Ken was most recognized for his enduring pursuit of excellence in pharmacy and his commitment to the Lower Mainland community in which he lived and worked. While a Pharmasave Drug Store owner, Ken was deservedly awarded the prestigious Bowl of Hygeia for outstanding service to the community by a pharmacist. For more than four decades, Ken remained passionate about patient-centred community pharmacy and sought to inspire the highest of standards in students while in his preceptor role. In honour of Ken's life and work, the award is given to a student who has demonstrated excellence in community service in their experiential education rotations or employment at a pharmacy, and who has a proven track record of volunteer leadership benefiting his or her community. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2014/2015 Winter Session)

Shelagh J. SMITH Award for Mature Students in Nursing – A \$1,000 award is offered annually by Shelagh Smith, BASc 1950 (Nursing), MSN 1982 and Senior Instructor in the UBC School of Nursing. During her years as both a graduate student and an instructor, Mrs. Smith observed that academic excellence is compromised for some mature students because of their financial need. This award supports such students. The recipient will be a full-time, mature student who is pursuing a Bachelor of Science degree in Nursing. Candidates must demonstrate academic merit, and preference will be given to those who demonstrate financial need. The award is made on the recommendation of the School of Nursing. (First Award Available in the 2014/2015 Winter Session)

Norman THOMAS Memorial Bursary – A \$4,000 bursary is offered annually by the College of Pharmacists of BC, in memory of Norman S. Thomas (1930 – 2014) and his long and distinguished pharmacy career in BC and across Canada. Norm graduated from UBC's pharmacy program in 1953 and went on to become owner/operator of Norman's Pharmacy in his hometown of Kimberley, BC. After serving as the College President from 1975-76, he was appointed Registrar in 1978 and held the position for 17 years until his retirement in 1995. During his tenure, Norm was at the helm of many major accomplishments, including the purchase of the Vancouver office and the establishment of the provincial PharmaNet system. The bursary is offered to a student in the Faculty of Pharmaceutical Sciences in the first, second or

third year of the undergraduate program. In the case that there is not one student eligible for the full \$4,000 award, it may be given out as two or more bursaries of lesser value. Adjudication is made by Enrolment Services. (First Award Available in the 2014/2015 Winter Session)

VANCOUVER Branch of the BC Retired Teachers' Association Award in Nursing – A \$1,000 award is offered annually by the Vancouver Branch of the BC Retired Teachers' Association to a student in the School of Nursing who demonstrates an interest in the health and wellbeing of older adults, with a goal of doing research in an area which will affect older adults. Preference is given to students who have graduated from a Vancouver public secondary school. Consideration is also given to students who have been active volunteers with older adults. Students must apply for this award at the School of Nursing. The award is made on the recommendation of the School of Nursing, 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)

Robert C. WATTERS Forestry Award – A \$1,000 award has been made available through an endowment established in memory of Robert (Bob) C. Watters, for an undergraduate student in the Faculty of Forestry. In addition to academic merit, candidates must have demonstrated leadership, community and/or volunteer experience. Preference will be given to mature students and financial need may be considered. After serving with the Calgary Tank Corp in World War II, Bob Watters returned to Canada to finish his higher education at the University of British Columbia, graduating as a Forest Engineer with a Bachelor's degree in Applied Science in 1952. In 1984, Bob completed his Master's degree in Forestry from the Faculty of Forestry at UBC. Bob was both a certified Professional Forester and a Professional Engineer. He helped to establish the Forestry and Construction Technology Program at the College of New Caledonia in Prince George, BC. Bob had many passions in life, including skiing, hiking and his family. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2015/2016 Winter Session)

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

#738 A J Wood Memorial Scholarship - A \$1,550 scholarship has been made available through an endowment established by friends and family of the late A. J. Wood, who was for many years a distinguished member of the Faculty of Agricultural Sciences at the University of British Columbia. The award is offered to a student who is completing an undergraduate degree in the Faculty of Land and Food Systems and is proceeding to a graduate degree at the University of British Columbia or any other approved university. The award is made on the recommendation of the Dean of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate and Postdoctoral Studies.

Why and how amended: At the request of the Faculty of Land and Food systems, updated the name of the Faculty of the eligible students; added reference to the Faculty of Graduate and Postdoctoral Studies in the last line.

#5318 Sandy Laird Service Award in Mining Engineering - Two awards of \$2,200 each have been made available through an endowment established by Sandy Laird, BAsC, 1957 (Mining Engineer) to second year undergraduate students majoring in Mining Engineering in the Faculty

of Applied Science. This award was originally conceived to inspire first year engineering students to pursue a career in mining engineering leading to operations management. Recipients have the opportunity to expand their understanding and knowledge of the industry that will help them succeed in their professional career. Strong leadership abilities are critical to advancement in the mining industry; therefore, candidates must have demonstrated leadership through active participation in extracurricular activities in high school, the community, the university and/or sports. The awards are made on the recommendation of the Department of Mining Engineering.

Why and how amended: At the donor's request, added language that explains the original intentions of the donor.

#8106 Elsie Roy Bursary – Bursaries totalling \$2,325 have been made available through an endowment established by the Estate of Henrietta Roy for undergraduate students in the Kindergarten – Primary Program Cohort of the Bachelor of Education (Elementary) program. Adjudication is made by Enrolment Services.

Why and how amended: Upon request of the Faculty of Education, changed name of the program from “primary education option” to “Kindergarten – Primary Program Cohort” to allow Enrolment Services to identify the correct pool of candidates.



President's Activity Report

November 2014

Record of President's Activities: September 25 – November 21, 2014

External Group

September 25	Rogers Gala Opening of the Vancouver International Film Festival with Dr. Phil Lind, Campaign Cabinet Co-Chair and Executive Vice President, Communications
September 26	Campaign Cabinet, Fall Meeting
September 26	Canada-North Korea Knowledge Partnership Program
September 26	KPMG External Auditors
September 26	Bob and Carol Lee with John and Dana Montalbano
September 27	Lane Merrifield, Co-Founder and Past-CEO and Dave Krysko, Co-Founder, Club Penguin (Kelowna)
September 27	Mike Jacobs, President, Emil Anderson Construction and Dilworth Homes (Kelowna)
September 27	Robert Harris, Alumnus and Donor (Kelowna)
September 27	Dr. Charles Fipke, Founder & President, CF Mineral Research Ltd., and Founder, Charles E. Fipke Foundation (Kelowna)
October 1	Dr. Stewart Blusson, President, Archon Minerals Ltd.
October 1	Hang Fang Zheng, President and Chairman, Shanghai United Benefit Group
October 2	Dr. Daniel Weeks, President, University of Northern British Columbia
October 2	UBC Alumni Association Board Meeting
October 2	Consul General of China Liu Fei
October 3	William Westeringh, Q.C., Managing Partner, and Robin Dhir, Strategic Advisor, Fasken Martineau DeMoulin LLP
October 3	Kelly Tremblay, Professor, Speech & Hearing Sciences, University of Washington
October 3	Stewart Beck, President and CEO, Asia Pacific Foundation of Canada
October 7	Meric Gertler, Suzanne Fortier, Indira Samarasekera (London, UK)
October 7	Jeremy Newsum, Executive Trustee, Grosvenor Estate, and Kate Brown, Group Sustainability Director, Grosvenor Group (London, UK)
October 8	Prof. Alice P. Gast, President, Imperial College London (London, UK)
October 8	Joan Wasylik, Group Head of Communications, Euler Hermes & UBC start an evolution Campaign Cabinet Member (London, UK)
October 9	U15 Internal Meeting and U15 Joint Roundtable with Russell Group - Chaired by Prof. Sir David Eastwood, Vice-Chancellor, University of Birmingham, and Chair, Russell Group, and Prof. Feridun Hamdullahpur, President & Vice-Chancellor, University of Waterloo and U15 Chair (London, UK)
October 10	Darren Huston, President and CEO, Priceline Group, and CEO, Booking.com (Amsterdam)
October 13	Amarjeet Sinha, Additional Secretary, Technical Education, Ministry of Human Resource Development, Government of India (Dehli)
October 13	Dr. Arabinda Mitra, Advisor and Head, International Cooperation, Dept. of Science and Technology (DST), Government of India (Dehli)
October 13	Dr. Kavita Sharma, Director, India International Centre, and UBC Alumna (Dehli)
October 15	Education Delegation Reception (Bangalore)
October 15	Dr. Subrata Chattopadhyay, Associate Director, Centre for Development of Advanced Computing and UBC Alumnus (Bangalore)
October 16	Education Delegation (Mumbai)

October 16	Dr. Aravind Chinchure, Independent Researcher (Mumbai)
October 17	Aga Khan Network Event (Mumbai)
October 23	George and Jane Hungerford
October 23	Dr. Djavad Mowafaghian, Honourary President, Djavad Mowafaghian Foundation
October 24	Rick Hansen, Blusson Spinal Cord Centre
October 24	BC Business Council Luncheon
October 24	RUCBC Presidents' Meeting
October 28	AUCC Membership Dinner (Ottawa)
October 29	Gilles Patry, President and CEO, Canada Foundation for Innovation (Ottawa)
October 29	John McDougall, President, National Research Council Canada (Ottawa)
October 31	Prof. Xiaohong Li, President, Wuhan University and Delegation
October 31	Bill Levine, Diane Switzer, Chair, and Ezra Shanken, CEO, Jewish Federation of Greater Vancouver
October 31	Mr. Seiji Okada, Consulate General of Japan
November 3	Robin Ciceri, President, RUCBC (Victoria)
November 3	Athletics Stakeholders and Alumni
November 4	University Neighbourhood Association Quarterly Meeting
November 5	Harry Culham, Managing Director and Group Co-Head, Wholesale Banking, CIBC (Toronto)
November 5	Wayne White, Investment Advisor, Brant Securities Ltd. and William White, Chairman, IBK Capital Corporation, and Members of the Toronto Leadership Circle (Toronto)
November 5	Ken McCarter, Partner, Torys LLP and Member, UBC Campaign: Toronto Leadership Circle and UBC Toronto Alumni Leadership Council (Toronto)
November 5	Jim Meekison, Chairman, President & CEO, Trimin Capital Corp. and Start an Evolution Campaign Cabinet Member (Toronto)
November 5	Reeta Roy, President and CEO, MasterCard Foundation (Toronto)
November 5	Nadir Mohamed, Former CEO and President, Rogers Communications (Toronto)
November 6	Breakfast with Mr. Warren Spitz, Founder and CEO, UCS Forest Group (Toronto)
November 6	The Right Honourable John N. Turner, Lead Director, Northland Power Inc. (Toronto)
November 6	Michael Koerner, President, Canada Overseas Investments (Toronto)
November 7	U15 Meeting (Ottawa)
November 12	UBC Properties Trust Board of Directors
November 13	Prof. Keping OU, Chairman of the University Council, Chongqing University
November 13	Prof. Keizo Yamaguchi, President, Hokkaido University
November 15	Goel Foundation Awards
November 16	Claudia Franco Hijuelos, Consul General of Mexico and His Excellency Francisco Suárez Dávila, Ambassador of Mexico to Canada
November 18	President's Advisory Committee on Aboriginal Affairs
November 18	Dr. Michael Audain, Chairman, Polygon Homes Ltd. and Neil Chrystal, President and CEO, Polygon Homes
November 18	Paulo Maia, President & CEO, HSBC Bank Canada
November 18	Dr. Stewart Blusson, President, Archon Minerals Ltd
November 20	Peter Wall, Wall Financial Corporation
November 20	Ambassador Kie-Cheon Lee, Consul General of the Republic of Korea and Prof.

	Kyung-Ae Park, Co-Director, Center for Korean Research - Institute of Asian Research
November 20	Mr. Laurent Potdevin, CEO and Eric Petersen, Director of Brand Innovation, Lululemon Athletica
November 20	Grace McCarthy, Founder of CHILD Foundation
November 21	Dana Hayden, Whistler Institute

Government

October 1	John Jacobson, Deputy Minister, Technology, Innovation & Citizens' Services
October 1	Sandra Carroll, Deputy Minister, Ministry of Advanced Education
October 8, 9	His Excellency Gordon Campbell, High Commissioner for Canada to the U.K. of Great Britain and Northern Ireland (London, UK)
October 12	Hon. Amrik Virk, BC Advanced Education Minister (Dehli)
October 14	BC Investment Luncheon with Premier Christy Clark (Dehli)
October 14	Friends of Canada and BC Reception with Acting High Commissioner for Canada to India, Hon. John Baird, Minister of Foreign Affairs and Hon. Christy Clark, Premier of BC (Dehli)
October 16	BC-India Business Luncheon Hosted by BC Government and Premier Christy Clark (Bangalore)
October 24	Sandra Carroll, Deputy Minister, Ministry of Advanced Education
October 29	Lawrence Hanson, Incoming ADM, Science, Technology and Innovation (Ottawa)
October 29	Rachel Curran, Director of Policy, Prime Minister's Office (Ottawa)
October 29	Janice Charette, Clerk of the Privy Council (Ottawa)
October 29	Gary Toft, Chief of Staff, Sean O'Leary, Senior Policy Advisor, and Brad Lattanzi, Policy Advisor to Minister of State for Science & Technology (Ottawa)
October 29	Stephen Lucas, Deputy Secretary to the Cabinet, Privy Council Office (Ottawa)
November 3	Hon. John Yap, Parliamentary Secretary to the Minister of Justice and Attorney General for Liquor Policy Reform (Victoria)
November 3	Lunch with Advanced Education Minister Virk and UBC Alumni MLAs in Government Caucus (Victoria)
November 3	Sandra Carroll, Deputy Minister, Ministry of Advanced Education (Victoria)
November 3	Hon. Terry Lake, Minister of Health (Victoria)
November 3	Hon. Andrew Wilkinson, Minister, Ministry of Technology, Innovation and Citizens' Services (Victoria)

Travel

September 27-30	Kelowna: Development and UBC Board Meetings
October 3-10	London, UK - Amsterdam: U-15 meetings, Development, Alumni
October 10-18	India: Premier's Trade Mission, Alumni, Development (Dehli, Bangalore, Mumbai)
October 22	Kelowna: Senate
October 28-29	Ottawa: Government Relations, AUCC meeting
November 3	Victoria: Government Relations
November 4-7	Toronto - Ottawa: Development, Alumni, Government Relations
November 14-15	Kelowna: Community outreach (Chamber of Commerce Address), UBC meetings,

	development
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Speeches

September 29	Board Reception for New President (Kelowna)
October 1	Keynote Address: Vancouver Board of Trade
October 2	Presidential Staff Awards and President's Service Award for Excellence Reception
October 7	UBC Dinner with Alumni and Friends (London, UK)
October 8	Alumni Breakfast Gathering (London, UK)
October 13	Keynote Panel - Designing 21st Century Learning Spaces (Dehli)
October 13	UBC Alumni Dinner Hosted (Dehli)
October 14	Workshop: Green Technologies for Sustainable and Smart Cities (Dehli)
October 15	Innovation and Education: Next steps for BC and India (Bangalore)
October 22	Okanagan Major Entrance Scholarship Reception
October 23	19th Annual Quarter Century Club Dinner
October 25	Keynote Address" Vancouver Institute's "An Evening with UBC's 13th President"
October 27	BC Knowledge Development Fund Announcement with BC Innovation Minister Andrew Wilkinson
November 5	Start an Evolution: Campaign Update Celebration (Toronto)
November 10	Luncheon for Retiring Members of Faculty
November 12	Academic All Canadian Athletes Breakfast
November 14	Keynote Address: Kelowna Chamber of Commerce
November 14	Indo-Canadian Community Reception (Kelowna)
November 21	Press Conference: Whitecaps Announcement / NSDC Update

Student Events/Meetings

September 28	Dinner with UBCO Student President & Executive Members (Kelowna)
October 1	Breakfast with Student Leaders at NAM
October 25	Men's Rugby UBC Vs. UVIC Vikes
October 27	Meeting with AMS President
November 8	Men and Women's Basketball UBC Vs. UVIC Vikes
November 11	UBC Remembrance Day Ceremony
November 13	Graduate Student Society Executive
November 18	Meeting with AMS and student leadership

Media Interviews

September 28	UBCO-TV (Kelowna)
September 28	Alexandra Barberis, Coordinatng Editor, UBCO Phoenix Student Newspaper
September 29	CBC Radio Kelowna Daybreak
September 29	Media Release re: Dr. Charles Fipke donation
October 14	Proyashi Barua, Chief Copy Editor, Hindustan Times (Dehli)
October 14	Press Conference with Local India Media with AVED Minister Amrik Virk (Dehli)
October 16	Live Interview with Red FM from India

October 16	Live Interview with SherE Punjab Radio from India
October 20	Vancouver Sun re: Innovation and Broadway Corridor
October 21	Nancy McDonald, MacLean's Feature Interview
October 23	Vancouver Sun re: income and employment rates of graduates
October 24	CBC Radio Vancouver Early Edition with Rick Cluff
October 24	CKNW Radio Vancouver with Simi Sarah
October 27	Ajit Jain, Canada Editor, The India Diaspora
October 28	Barrie McKenna, National Business Correspondent, Globe and Mail (Ottawa)
November 8	Trek Alumni Magazine, Athletics Article
November 13	Ubysey Student Newspaper re: Athletics
November 14	Vancouver Sun re: David Cheriton donation
November 14	Kelowna Media Availability – Kelowna Chamber of Commerce Speech



17 December 2014

To: Vancouver Senate

From: Senate Curriculum Committee

Re: December Curriculum Proposals (approval)

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

The following is recommended to Senate:

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

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair

Senate Curriculum Committee



FACULTY OF ARTS

New courses and course codes, revised programs, and new institute

ASIA 110 (3) Introduction to the Major Eastern Religions; ASIA 397 (3) The Idea of India; KORN 300 (6) Readings in Korean Topics; POLI 377 (3) Nuclear Weapons and Arms Control; FNEL (First Nations and Endangered Languages) Course Code; Arts>BA>First Nations and Endangered Languages Program; FNIS (First Nations and Indigenous Studies) Course Code; Arts>BA>First Nations and Indigenous Studies

FACULTY OF DENTISTRY

Revised courses and program

DENT 410 (35) Dentistry I: Foundations of Clinical Dentistry; Dentistry>Doctor of Dental Medicine>Degree Requirements>First Year; DENT 420 (38) Dentistry II: Basic Clinical Dentistry; Dentistry>Doctor of Dental Medicine>Degree Requirements>Second Year

FACULTY OF FORESTRY

New course

CONS 415 (3) Who Owns the Forest: Land, Trees, and Tenure

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New courses

Applied Science

CICS 506 (3) Operating Systems; CICS 507 (3) Software Engineering

Arts

MUSC 535 (4) Art Song: Interpretation, Collaboration, and Performance

Medicine

SPPH 531 (3) Health Care Systems Analysis; PHTH 576 (1) Clinical Decision Making V

FACULTY OF PHARMACEUTICAL SCIENCES

Revised programs

Pharmaceutical Sciences>BSc in Pharmacy>Academic Regulations; Pharmaceutical Sciences>Entry-to-Practice Doctor of Pharmacy>Academic Regulations

FACULTY OF SCIENCE

New and revised courses

CHEM 111 (4) Structure, Bonding, and Equilibrium in Chemistry; CHEM 121 (4) Structure and Bonding in Chemistry; CHEM 123 (4) Thermodynamics, Kinetics and Organic Chemistry; ENVR 430 (3) Ecological Dimensions of Sustainability

Category 1

Faculty: Arts Department: ASIA Faculty Approval Date: 16 October 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: July 31, 2014 Contact Person: Stephanie Lee Phone: 7-2635 Email: Stephanie.Lee@ubc.ca
Proposed Calendar Entry: ASIA 110 (3) Introduction to the Major Eastern Religions Introduction to the major Asian religious traditions (Islam, Hinduism, Sikhism, Jainism, Buddhism, Confucianism, Daoism, Christianity, Shintoism, and Shamanism); employs theoretical models drawn from religious studies. Equivalency: RELG 102 <i>This course is eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: ASIA 110 is being created to conform to the already approved curriculum change regarding converting the 6-credit RELG 100 into two 3-credit courses (RELG 101/102, for which ASIA 110 is listed as the equivalent of RELG 102). This proposal aims to reflect this change and to provide students with the ASIA equivalent.
Proposed Calendar Entry: ASIA 397 (3) The Idea of India History of cultural ideas that led to India's transformation from a traditional, colonial society tied to the British empire to a postcolonial, pluralistic, development oriented parliamentary democracy.	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: While traditional accounts of India as an exotic space made up of decadent maharajas, gurus and snake charmers have been displaced by sophisticated representations informing us that the country is now a nuclear power, a hub for information technology, an Asian power poised to be an economic behemoth in the twenty-first century, in actual fact there are still considerable lacuna and predicaments in how to conceptualize India in the Western academy. This course will examine these predicaments and in the process add to the visibility of our South Asian offerings.

<p>Faculty: Arts Department: ASIA Faculty Approval Date: 16 October 2014 Effective Session (W or S): S Effective Academic Year: 2015</p>	<p>Date: July 23, 2014 Contact Person: Stephanie Lee Phone: 604-827-2635 Email: Stephanie.Lee@ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>KORN 300 (6) Readings in Korean Topics</p> <p>Readings in intermediate-level Korean on aspects of Korean culture, customs, and contemporary life, along with structured conversations based on those readings. As of 2011W, credit will be granted for only one of KORN 301/302 or KORN 300 <i>Prerequisite:</i> KORN 200 or KORN 202 or permission of instructor.</p>	<p>Present Calendar Entry: N/A Type of Action: Reinstate course deleted from calendar in error</p> <p>Rationale: This course was deleted in error when we divided our 6 credit language courses into 2-3 credit courses in 2011W. In March 2012 we put forward Cat 2 proposals to have the 6- credit courses reinstated for those language courses affected. While the changes went through for HINU, INDO, PUNJ and some of our other KORN courses, it did not for KORN 300.</p> <p>There was a delay in splitting KORN 300 into KORN 301/KORN 302 as one of the course numbers we wanted to use was already assigned. By the time the course was finally split it seems that the approved reinstatement of KORN 300 was passed over.</p> <p>The original rationale for the reinstatement is listed below:</p> <p>The rationale was that the 3 credit courses would make these courses more attractive to students, more flexible for scheduling purposes and help boost enrollments. We intended to keep the 6 credit courses as an option to the 3 credit courses.</p> <p>In addition, since offering the 3 credit courses, numbers have shown large scale withdrawal in Term 2 and marks and performances are down overall. For reasons unknown we seemed to get steady and acceptable enrollments and better student performance in the 6 credit courses that we aren't seeing in the 3 credit courses.</p>

	<p>We still need the 3-credit option for placement flexibility in Term 2. Because these programs are not robust enough numerically to mount separate heritage and non-heritage tracks, we often get students who would place more comfortably into Term 2 of the first year than Term 1. So we need to keep in reserve the option of the 3 credit courses for cases like these. But otherwise all that will be available is the 6-credit all or nothing course for most would-be learners.</p>
<p>Faculty: Arts Department: POLI Faculty Approval Date: October 16, 2014 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: September 9, 2014 Contact Person: Allen Sens Phone: 2 6127 Email: asens@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>POLI 377 (3) Nuclear Weapons and Arms Control</p> <p>Evolution and contemporary significance of nuclear weapons and arms control policy and technology from the perspective of the physical and life sciences and the social sciences and humanities.</p> <p>Equivalent: APSC 377</p> <p>Prerequisites: 3rd year standing in B.A. or B.Sc. program, or 2nd year standing in B.A.Sc. program</p>	<p>Present Calendar Entry: NA</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This course is built on the philosophy that a full understanding of nuclear weapons requires an interdisciplinary education across the boundaries of the physical and life sciences and the social sciences and humanities. This course will provide a space for students in the Faculty of Arts and students in the Faculty of Applied Science (as well as students from other faculties admitted by instructor permission) to explore the subject of nuclear weapons in a way that engages and expands their respective educational backgrounds and disciplinary knowledge. The course will be formally cross-listed between the Faculty of Arts and the Faculty of Applied Science. Enrolment is restricted to second, third and fourth year students in the Faculty of Applied Science and third and fourth year students in the Faculty of Arts or Science. The reason for allowing enrollment of second-year standing BASC students is the generally higher level of applied</p>

	<p>mathematics skills found in the BASC program, and the fact that many APSC students take their impact of technology on society credit requirement in their second year.</p> <p>This course was developed with support from the UBC Flexible Learning Initiative, and was piloted in 2013 (and again in 2014 W1).</p> <p>The course is unique due to its mixed pedagogical model. The Department of Political Science (Arts) and the Department of Electrical and Computer Engineering (Applied Science) both support the course by contributing teaching resources. The course is team taught by a faculty member from the Department of Political Science and the Department of Electrical and Computer Engineering. The course features mixed enrollment of Arts and Engineering students who work together on group activities and projects. The course provides an excellent opportunity to incorporate “flipped” or “blended” learning techniques at the discretion of the instructors. Finally, the course was developed in cooperation with educational outreach and treaty ratification awareness programming of the Preparatory Commission of the Comprehensive Test Ban Treaty Organization (CTBTO) in Vienna.</p> <p>The course will count as elective credit for Arts and Science students and the impact of technology on society credit for Applied Science students. It will add to the interdisciplinary course offerings available at UBC and provide interested students with a unique opportunity to enhance their knowledge about nuclear weapons and nuclear arms control.</p>
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<p>Faculty: Arts Department: FNLG Faculty Approval Date: 16 October 2014 Effective Session: (W) Effective Academic Year: 2014</p>	<p>Date: 13 June 2014 Contact Person: Patricia A. Shaw Phone: 604-822-6481/604-612-8082 Email: patricia.a.shaw@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>First Nations and Endangered Languages (FNEL)</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0</p> <p>Present Calendar Entry:</p> <p>First Nations Languages Program (FNLG)</p> <p>Type of Action: Creation of a new subject code</p> <p>Rationale for Proposed Change: As we are proposing a program name change from the “First Nations Languages” program to the “First Nations and Endangered Languages” program, the previous subject code FNLG needs to be changed to FNEL to be consistent with the new name.</p>
<p>Faculty: Arts Department: FNLG Faculty Approval Date: October 16, 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: September 19, 2014 Contact Persons: Patricia A. Shaw & Mark Turin Phone: 604-822-6481 & 604-827-0613 Email: patricia.a.shaw@ubc.ca & mark.turin@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>The First Nations and Endangered Languages Program is part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent. British Columbia has an extraordinarily rich linguistic heritage, being the ancestral home of more than half of the</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,689#8021</p> <p>Present Calendar Entry:</p> <p>The <u>First Nations Languages Program</u> is part of UBC's commitment to community-based collaboration with First Nations peoples, in recognition of the vital importance of the First Nations languages of British Columbia and of the cultural traditions they represent. In all, there are 26 extant First Nations languages in British Columbia, belonging to eight genetically distinct language families. Each</p>

<p>Aboriginal languages of Canada. The reality is that all of the 32 surviving First Nations languages of BC are critically endangered, many facing the loss of their last generation of fluent speakers within the next decade. The loss of any one of these languages, which have flourished for millennia being passed from generation to generation as rich and vibrant oral traditions, constitutes an irreplaceable loss of a living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability.</p> <p>Through partnership with the Musqueam Indian Band, the Faculty of Arts' First Nations and Endangered Languages (FNEL) program offers university-level classes in the traditional language and cultural heritage of the Musqueam (Coast Salish) people, on whose ancestral territory UBC is situated. These classes are held at the Musqueam Indian Reserve, and are taught in collaboration with members of the Musqueam community.</p> <p>The program also offers courses in other First Nations and Indigenous languages, as well as courses in methodologies and technologies for endangered language documentation, conservation, and revitalization.</p> <p>FNEL courses are broadly interdisciplinary in approach and hence are of relevance to students in a diversity of humanities and social sciences programs who are interested in the complex spectrum of human language diversity, and in the dynamics of change, loss, sustainability, and revitalization.</p>	<p>of these is seriously threatened. The loss of any one of these languages, which have persisted for millennia being passed from generation to generation as rich and vibrant oral traditions, would constitute an irreplaceable loss not only to the First Nations communities whose linguistic heritage is at risk, but also to both science and humanity at large.</p> <p>Through partnership with the Musqueam Indian Band, the Faculty of Arts' First Nations Languages (FNLG) program offers a three-year sequence of university-level classes in the traditional language and cultural heritage of the Musqueam (Coast Salish) people, on whose ancestral territory UBC is situated. All classes are held at the Musqueam Indian Reserve, and are taught in collaboration with members of the Musqueam community. The program also offers courses in other First Nations languages, though not every year. Languages that are taught include Nl'kepmxcin (Thompson River Salish), Kaska, Dakelh (Carrier), and Cree. Through special arrangement, other First Nations languages or language credit may also be available. FNLG courses are of particular interest to students in Anthropology, Canadian Studies, Ethnic and Intercultural Studies, First Nations Studies, Linguistics (see Major/Minor in First Nations Languages and Linguistics), Museum Studies, and the Native Indian Teacher Education Program (NITEP).</p> <p>Type of Action: Program name change, and update of</p>
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	<p>program description.</p> <p>Rationale for Proposed Change: It has become increasingly apparent that the designation “First Nations” is too narrow and not appropriately inclusive of the constituencies that our curricular goals and research initiatives embrace. Specifically, the term “First Nations” does not include the Métis or Inuit peoples of Canada and their languages, which are also endangered. Moreover, the term “First Nations” is a uniquely Canadian designation and hence does not have global currency, including across the border in the United States. Yet Aboriginal languages are, of course, not delimited by post-colonial political borders, and many of the languages we focus on extend to linguistically-related “American Indian”/“Native American” languages across the Canadian/US border.</p> <p>By retaining the term “First Nations” in our name, we aim to acknowledge our primary responsibility to the BC First Nations peoples, particularly the Musqueam, on whose ancestral unceded territory UBC is situated. At the same time, through extending the wording to include other endangered language groups, viz. “First Nations and Endangered Languages”, we aim to be inclusive of all peoples, both locally and globally, whose languages are endangered.</p> <p>The explicit incorporation of “endangered” into the program’s name brings into focus our principal teaching and research commitment to ethical modes of community engagement, interdisciplinary skills development, and capacity-building for endangered language conservation and revitalization.</p>
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<p>Faculty: Arts Department: FNSP Faculty Approval Date: 16 October 2014 Effective Session (W or S): W Effective Academic Year: 2014</p>	<p>Date: 4 June 2014 Contact Person: Daniel Justice Phone: 604-827-5176 Email: daniel.justice@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>First Nations and Indigenous Studies Program (FNIS)</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0</p> <p>Present Calendar Entry:</p> <p>First Nations Studies Program (FNSP)</p> <p>Type of Action: Program course code change.</p> <p>Rationale for Proposed Change: We are proposing a program name change to First Nations and Indigenous Studies, so a change in course coding will ensure that there is consistency across all levels of the academic calendar.</p>
<p>Proposed Calendar Entry:</p> <p>First Nations and Indigenous Studies</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,76</p> <p>Present Calendar Entry:</p> <p>First Nations Studies</p> <p>Type of Action: Program name change.</p> <p>Rationale for Proposed Change: The change from First Nations Studies to First Nations and Indigenous Studies more accurately reflects the curricular, research, and community commitments of the Program. “First Nations” on its own is often interpreted as being exclusive of Métis, Inuit, and global Indigenous peoples, and given our emphasis and attention on local and global ideas, issues, and politics, this limits our legibility in the institution and beyond it. Further, the addition of Indigenous to our name reflects</p>

	our location within the proposed new Institute for Critical Indigenous Studies, and locates us firmly within international Indigenous Studies scholarship, while maintaining our commitments to local First Nations concerns.
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W. Leandra Best DMD*Clinical Professor**Associate Dean, Academic Affairs*

UBC Dentistry

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Email: lb主@dentistry.ubc.ca**November 12, 2014****To: UBC Senate Curriculum Committee****Respectfully Submitted by: Leandra Best, Associate Dean, Academic Affairs
UBC Faculty of Dentistry****RE: UBC Faculty of Dentistry Doctor of Dental Medicine (DMD) Program
Category 1 Curriculum Change – **Rationale for Proposed Change****

The UBC Faculty of Dentistry DMD program students are currently enrolled in the following Faculty of Medicine courses, in addition to their Year 1 DENT 410 (21) and Year 2 DENT 420 (21) courses:

- Year 1: ORNT 400 (2) , PRIN 401 (12), FMED401 (6), FMED 402 (6), FMED 403 (6) and FMED 404 (6) = **38 credits**
- Year 2: FMED 421 (2), FMED 422 (1), FMED 423 (4), FMED 424 (6), FMED 425 (6), FMED 426 (10), FMED 428 (5) = **34 credits**

The Faculty of Medicine has had a concurrent curriculum change approved by the UBC Senate on October 15, 2014. Their new curriculum has been designed specifically to address the educational needs of medical students. The focus is on integrating the basic biomedical sciences with medical clinical sciences where assessment will reflect the medical exit competences. While the changes are educationally beneficial for the medical students, the design is not focused on educational benefits for the dental students. The Faculty of Dentistry has a different set of exit competencies; Medicine's week themes and schedule are not all dentally relevant; the integration of the basic biomedical science needs to integrate with dental clinical sciences. Therefore, the Faculty of Dentistry is proposing that dental students not enroll in the Faculty of Medicine's newly proposed Year 1 and 2 curricula. Instead, Dentistry will move relevant biomedical content from the medical courses into the existing DENT 410 (Year 1) course for implementation in the 2015-16 academic year and into the existing DENT 420 (Year 2) course for implementation in the 2016-17 academic year. The DENT 410 course will be **35 credits** and the DENT 420 course will be **38 credits**.

Credit Value

As a professional training program, similar to the Faculty of Medicine, with external accreditation standards, the DMD program also relies on an integrated, developmental, competency-based approach that, unlike other UBC programs, does not rely on course credits. Therefore, the Faculty of Dentistry has adopted the same rationale as the Faculty of Medicine for determining credit value within our DMD program.

The curriculum renewal process for both the Faculties of Medicine and Dentistry prompted an investigation into the current method of assigning credits to courses. As a result, a more rational approach to credit assignment has been devised that can provide students with some idea of the workload. It is proposed that one credit be equal to one week of instructional time. This results in the revised Year 1 curriculum requiring a reduced number of 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 DMD program must complete all DMD courses. In addition, tuition for the DMD program is not determined based on the number of credits, so this change will have no impact on tuition for students.

The following table illustrates how the current (2014-15) Years 1 & 2 MED-DENT course content is integrated into the proposed (2015-16) DENT 410 course and the 2016/17 DENT 420 course.. Transfer of content is indicated by the colour coding.

Current (2014-15) Year 1: (7 courses= 6 MED and 1 DENT with 4 modules)	Proposed Year 1 (Aug 31, 2015 – May 20, 2016) 1 DENT course with 7 modules
1. DENT 410 Dentistry I (21 credits) <ul style="list-style-type: none"> i. PACS (Professionalism & Community Service) ii. POB (Principles of Oral Biology) iii. IPA (Introduction to Patient Assessment) iv. ADS (Anatomical and Diagnostic Sciences) 2. ORNT 400 (2 credits) 3. PRIN 401 (Principles of Human Biology) (12 credits) 4. FMED 401 (IDMM) (6 credits) 5. FMED 402 (Cardio) (6 credits) 6. FMED 403 (Pulm) (6 credits) 7. FMED 404 (FERGU) (6 credits) Total credits 59	1. DENT 410 Dentistry I: Foundations of Clinical Dentistry <ul style="list-style-type: none"> i. Professionalism I ii. POB (Principles of Oral Biology) iii. IPA (Introduction to Patient Assessment) iv. ADS (Anatomical Diagnostic Sciences) v. IDP (Introduction to Dental Practice) vi. FMS-I (Fundamental Medical Sciences I) vii. Restorative Dentistry I Total credits 35 (35 weeks)
Current Year 2: (8 courses= 7 MED and 1 DENT with 5 modules)	Proposed Year 2 (Aug 29,2016 – June 22, 2017) 1 DENT course with 5 modules
1. DENT 420 Dentistry II (21 credits) <ul style="list-style-type: none"> i. PACS (Professionalism & Community Service) ii. ICP (Intro to Child Patient) iii. IDS (Intro to Diagnostic Sciences) iv. IPROS (Intro to Prosthodontics) v. PSO (Psychomotor Skills & Operative) 2. FMED 421 (Blood & Lymphatics) (2 credits) 3. FMED 422 (Integument) (1 credits) 4. FMED 423 (Musculoskeletal) (4 credits) 5. FMED 424 (Gastrointestinal) (6 credits) 6. FMED 425 (Endocrine & Metabolism) (6 credits) 7. FMED 426 (Brain & Behaviour) (10 credits) 8. FMED 428 (Nutrition, Growth & Development) (5) Total credits 55	1. DENT 420 Dentistry II: Basic Clinical Dentistry <ul style="list-style-type: none"> i. Professionalism II ii. ICP (Intro to Child Patient) iii. IDS (Intro to Diagnostic Sciences) iv. FMS-II (Fundamental Medical Sciences II) v. Restorative Dentistry II Total credits 38 (38 weeks)

Course content has been informed by the “need to know” biomedical objectives agreed upon by the Faculty of Dentistry¹. Advantages to both the Faculties of Medicine and Dentistry are that they can each manage their program curriculum planning, timetabling, assessment methods and student learning. This arrangement will ensure that both medical and dental students can benefit from curricula that best support their learning needs and meet requirements of professional accreditations.

The Faculties of Dentistry and Medicine will maintain an academic undergraduate affiliation to explore areas of commonality in both the Faculty of Medicine and Faculty of Dentistry curricula where meaningful inter-professional activities could be developed for dental and medical students.

The Faculty of Medicine has agreed to give the Faculty of Dentistry access to dentally relevant resources/support and services during the transition period when the two curricula separate. There are short-term and long-term plans related to the financial support of a DMD curriculum independent of the MD program curriculum. In the short term, the 2015-16 budget for Dentistry and Medicine will not reflect changes in the tuition flow relative to this curriculum change but Medicine will continue to provide resources, material and space to Dentistry. During this transition period, the Provost’s office will work with the UBC Budget office and with Dentistry and Medicine to determine the extent of the necessary long term revenue re-allocations that will include automatic flow of tuition paid by dental students to Dentistry. In the interim, the Provost office will also continue to work with the Faculties on any short term adjustments to funding to ensure successful curriculum separation. In the light of this two-phase process, it has been confirmed with the Provost office earlier this year that this curriculum change proposal will not require SDS’s financial review.

Information Supporting the Faculty of Dentistry’s Curriculum Change Proposal:

In May 2010, the Commission on Dental Accreditation suggested “That the course load delivered by the Faculty of Medicine be revisited to reduce medical course content that is not relevant to education in and the practice of Dentistry.” (Requirement 2.2.2).

¹In November 2010, the Faculty of Dentistry implemented a UBC TLEF (Teaching and Learning Enhancement Fund) funded one year study to identify the foundational biomedical sciences learning objectives required for new graduates of the UBC Dentistry program by surveying 4th year UBC dental students and faculty (dental specialists, general dentists, basic scientists). The Delphi method was employed to facilitate reaching a 75% consensus among panelists within each of the 13 Year 1 and 2 medical courses reviewed. From the 1515 objectives reviewed, overall 49% of them were deemed “need to know”.

The change in Medicine’s and subsequently Dentistry’s curriculum provides Dentistry with the opportunity to consider deleting the irrelevant content from the DMD program and it will open up time in the DMD program curriculum to enrich the dentally relevant content in the DENT courses.

The Faculty of Dentistry is seeking approval of the attached Category 1 Curriculum Change for the first year 2015-16 DENT 410 course and the second year 2016-17 DENT 420 course.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Dentistry Department: Oral Health Sciences & Oral Biological and Medical Sciences Faculty Approval Date: Nov. 13, 2014 Effective Session: W Effective Year: 2015	Date: Nov. 6, 2014 Contact Person: Leandra Best Phone: (604) 822-1729 Email: lbest@dentistry.ubc.ca
Proposed Calendar Entry: DENT 410 (35) Dentistry I: Foundations of Clinical Dentistry Fundamentals of human biology, body systems, diseases, and supporting basic oral health sciences. Learning in small groups, classroom, laboratory, and clinical settings utilizing technology. Professionalism, ethics, inter-professional education and the social contract, communication skills, and critical evaluation of the literature. Begin to apply foundation knowledge and skills to patient assessment and care. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: DENT 410 (21) Dentistry I Introduction to dentistry and supporting science in problem-based tutorial ; classroom, laboratory and clinical settings. Professional behaviour; ethics; community service learning and the social contract; communication skills; critical evaluation of the literature; the fundamentals of oral systems and diseases; dental ergonomics; infection control; anatomical and diagnostic sciences; begin to apply foundation knowledge and skills to patient assessment. <i>This course is not eligible for Credit/D/Fail grading.</i> Type of Action: Change to course description, credits and course name. Rationale for Proposed Change: See attached cover letter. <input checked="" type="checkbox"/> Not available for Cr/D/F grading.
Proposed Calendar Entry: Degree Requirements First Year	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,153 Present Calendar Entry: Degree Requirements First Year



<p>In first year, students take the following course:</p> <p>1. DENT 410 (Dentistry I: Foundations of Clinical Dentistry)</p> <p>...</p>	<p>In first year, students take the following courses:</p> <ol style="list-style-type: none"> 1. DENT 410 (Dentistry I) 2. ORNT 400 (Orientation) 3. PRIN 401 (Principles of Human Biology) 4. FMED 401 (Host Defenses and Infection) 5. FMED 402 (Cardiovascular) 6. FMED 403 (Pulmonary) 7. FMED 404 (Fluids, Electrolytes, Renal and genitourinary) <p>...</p> <p>Type of Action: Change degree requirements.</p> <p>Rationale for Proposed Change: See attached cover letter.</p>
<p>Faculty: Dentistry Department: Oral Health Sciences & Oral Biological and Medical Sciences Faculty Approval Date: Nov. 13, 2014 Effective Session: W Effective Year: 2016</p>	<p>Date: Nov. 6, 2014 Contact Person: Leandra Best Phone: (604) 822-1729 Email: lbest@dentistry.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>DENT 420 (38) Dentistry II: Basic Clinical Dentistry</p> <p>Continued exposure to body systems and the supporting biomedical sciences with applications in dental clinical sciences, integrated into small group learning, classroom, laboratory, and community settings utilizing technology; continued engagement in professionalism, ethics and communication skills.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> DENT 410.</p>	<p>Present Calendar Entry:</p> <p>DENT 420 (24) Dentistry II</p> <p>Continued exposure to clinical dentistry and supporting science; at UBC and in the community. In problem-based tutorials, clinical and classroom settings, students are introduced to diagnostic sciences; prosthodontics; pediatric dentistry; psychomotor skills; operative dentistry; geriatrics; while continuing to engage in professionalism and community service learning activities.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> DENT 410.</p>



	<p>Type of Action: Change to course description, credits and course name.</p> <p>Rationale for Proposed Change: See attached cover letter.</p> <p>■ Not available for Cr/D/F grading.</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements ... Second Year¹</p> <p>In second year, students take the following course:</p> <ol style="list-style-type: none"> 1. DENT 420 Dentistry II: Basic Clinical Dentistry <p>...</p> <p>¹Students who began the program in the 2014-2015 Academic Year (Class of 2018), please see the archived 2014-2015 Academic Calendar {link to http://www.calendar.ubc.ca/archive/vancouver/} for Second Year Degree Requirements.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,153</p> <p>Present Calendar Entry:</p> <p>Degree Requirements ... Second Year</p> <p>In second year, students take the following courses:</p> <ol style="list-style-type: none"> 1. DENT 420 (Dentistry II) 2. FMED 421 (Blood and Lymphatics) 3. FMED 422 (Integument) 4. FMED 423 (Musculoskeletal and Locomotor) 5. FMED 424 (Gastrointestinal) 6. FMED 425 (Endocrine and Metabolism) 7. FMED 426 (Brain and Behaviour) 8. FMED 428 (Nutrition, Growth & Development) <p>...</p> <p>Type of Action: Change degree requirements.</p> <p>Rationale for Proposed Change: See attached cover letter.</p>

Faculty: Faculty of Forestry Department: Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015	Date: July 2014 Contact Persons: Dr. Janette Balkan Phone: 604-822-8089 Email: Janette.bulkan@ubc.ca
<p>Proposed Calendar Entry:</p> <p>CONS 415 (3) Who Owns the Forest: Land, Trees, and Tenure</p> <p>Exploration of the forces that gave rise to the global variety of systems of property for trees and forestlands; evolution in the governance of property. [3-0-0].</p> <p>Prerequisite: Minimum third-year standing.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale: Rising human aspirations, the structures of our globalized economy, declining and degraded natural resources put increasing pressure on the remaining resources. Students aspiring to become natural resources managers or to work in any aspect of environmental governance will need to know how rights to own and manage resources come into being and are defended, enhanced or ignored, by statutory and customary processes. When claims overlap, students will need to know on what bases stable settlements can be reached for sustainable developments.</p> <p>This course was offered in 13W as a directed studies course and will be offered as such again in 14W. We would like to move this course from a pilot status to a course that has its own calendar listing.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Institute for Computing, Information and Cognitive Systems Faculty Approval Date: October 21, 2014 Effective Session: W (T2) Year for Change: 2014</p>	<p>Date: August 11 2014 Contact Person: Panos Nasiopoulos Phone: 604-827-4483 Email: panos@icics.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CICS 506 (3) Operating Systems</p> <p>Concepts, structure and mechanisms of modern operating systems.</p> <p>Corequisite: CICS 507, CICS 511 and CICS 520</p>	<p>URL: https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=1&dept=CICS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course (replace CICS 505 with CICS 506 and CICS 507)</p> <p>Rationale for Proposed Change: CICS 505 is currently a six-credit course that covers Operating Systems and Software Engineering which are not very closely related so can be easily split. This new course is the operating system portion of the current CICS 505. No new material has been added nor modified.</p> <p>We feel that splitting the existing CICS 505 course of 6.0 credits into two 3.0 credit courses (CICS 506 and CICS 507) will benefit the students, since having the 6.0 credit course as it currently stands, can sometimes negatively impact the overall grade. At the same time, splitting the course into two courses, it eases finding and appointing an instructor. In summary, this course can very easily be divided into two separate courses without changing the current course content in order to benefit the students.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Institute for Computing, Information and Cognitive Systems Faculty Approval Date: October 21, 2014 Effective Session: W (T2) Year for Change: 2014</p>	<p>Date: August 11 2014 Contact Person: Panos Nasiopoulos Phone: 604-827-4483 Email: panos@icics.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CICS 507 (3) Software Engineering</p> <p>This course covers the latest development in software engineering theory and practice, and integrates software engineering with the relevant aspects of system engineering.</p> <p>Corequisite: CICS 506, CICS 511 and CICS 520</p>	<p>URL: https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=1&dept=CICS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course (replace CICS 505 with CICS 506 and CICS 507)</p> <p>Rationale: CICS 505 is currently a six-credit course that covers Operating Systems and Software Engineering which are not very closely related so can be easily split. This new course is the software engineering portion of the current CICS 505. No new material has been added nor modified.</p> <p>We feel that splitting the existing CICS 505 course of 6.0 credits into two 3.0 credit courses (CICS 506 and CICS 507) will benefit the students, since having the 6.0 credit course as it currently stands, can sometimes negatively impact the overall grade. At the same time, splitting the course into two courses, it eases finding and appointing an instructor. In summary, this course can very easily be divided into two separate courses without changing the current course content in order to benefit the students.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Arts Department: School of Music Faculty Approval Date: May 6, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: 4 June 2014 Contact Person: Alex Fisher Phone: 2-3524 Email: fisher@mail.ubc.ca
Proposed Calendar Entry: MUSC 535 (4) Art Song: Interpretation, Collaboration, and Performance <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MUSC Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: <p>The Art Song repertoire is a vital component of the musical literature for classical singers and pianists. Training in interpretation, collaboration, and the performance styles and practices of its immense global canon is a crucial element of performance career preparation, and this course offers the primary access to this collaborative realm of study at the graduate level. The focus is on providing a balance of grounded foundation in traditional interpretation and performance practices for the recital stage, while also exploring current directions in innovation to practice through staging, multi-media, and alternative formats.</p> <p>Note that the content of this course has been previously offered under the rubric of MUSC 532, Advanced Studies in Music History and Musicology. There are several courses offered periodically in the School of Music under this rubric with differing content (with different letters, such as 532C, 532D, and so forth), and the School of Music faculty believes that this course, Graduate Studies in Art Song Interpretation, is sufficiently distinctive to be offered under its own rubric. Furthermore, since students are restricted in the number of credits of MUSC 532 that they can take in a given academic year, offering MUSC 535C will allow students to take this course simultaneously with others under the MUSC 532 rubric.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: SPPH Faculty Approval Date: May 23, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: 15 April 2014 Contact Person: Kim McGrail Phone: 778-998-3821 Email: kmcgrail@chspr.ubc.ca
Proposed Calendar Entry: SPPH 531(3) Health Care Systems Analysis Theory, concepts, measurement, and practical skills using administrative data for analysis of health care systems.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=SPPH Present Calendar Entry: Currently this course is offered as SPPH 581D (Selected Topics) Type of Action: Create new Course Rationale for Proposed Change: This course was run as a trial in fall 2013 as SPPH 581D. The course offers theoretical content on health care systems analysis and training in analyses using administrative data. This material is not currently offered anywhere else in the SPPH curriculum. In the first offering we had 11 students, and the course was well-received. We propose to move this to a permanent course number.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Physical Therapy Faculty Approval Date: Oct. 23, 2014 Effective Session (W or S): Winter 2 Effective Academic Year: 2014 (1/2015)	Date: July 2, 2014 Contact Person: Cailen Ogley Phone: 604-827-4958 Email: cailen.ogley@ubc.ca
Proposed Calendar Entry: <div style="background-color: yellow; padding: 2px;">PHTH 576 (1) Clinical Decision Making</div> <div style="background-color: yellow; padding: 2px;">V</div> <div style="background-color: yellow; padding: 2px;"><i>Pass/Fail</i> </div>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=PHTH Present Calendar Entry: None. Type of Action: Create New Course Rationale for Proposed Change: <p>Interprofessional collaboration is a core competency of the physical therapy profession and is one of the central elements of the entry-level master's curriculum in physical therapy. The intent of the new course, PHTH 576, is to expand interprofessional content and collaborative practice in the Master of Physical Therapy (MPT) Program by having students complete a pre-approved interprofessional education activity for course credit (please find a list of approved IPE activities in Appendix I, page 4, of PHTH 576 course outline).</p> <p>These activities have been classified as interprofessional immersion experiences relevant to the field of PT by the College of Health Disciplines (CHD), based on a standardized rubric (please see Activity Weighting Rubric attached for reference)</p> <p>Due to its practical structure, PHTH 576 will be graded on a PASS/FAIL basis. Because students may complete their Interprofessional experience at any time during the MPT Program from September, year one, through August, year two, we propose scheduling the course to span the full length of the MPT Program in order to allow for students to participate in their chosen activity at the time it is offered. Final marks for the course (pass/fail)</p>



will be given to all students in the final semester of the MPT program; the rationale being that the final term of the program is when interprofessional activities are due and will be assessed for completion.

We propose to assign a value of 1 credit to PHTH 576. The rationale for this is that the approved IPE activities to be undertaken by students for course credit are of an average 16 instructional hours.

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

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Faculty Approval Date: Oct. 9, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: August 18, 2014 Contact Person: Marion Pearson Phone: 2-4933 Email: marionp@mail.ubc.ca
Proposed Calendar Entry: Bachelor of Science in Pharmacy ... Academic Regulations ... The passing mark for a course in the Faculty is 60 %. A student who has failed two or more courses for a total of 12 credits or more in a Winter Session will be considered to have failed in the work of that session.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,397,392 Present Calendar Entry: Bachelor of Science in Pharmacy ... Academic Regulations ... The passing mark for a course in the Faculty is 50 %. A student who has failed two or more courses for a total of 12 credits or more in a Winter Session will be considered to have failed in the work of that session, and will not receive credit for any of the courses passed in that session. Type of Action: 1) Increase passing mark for courses. 2) Revise statement regarding disposition of courses passed during a failed session. Rationale for Proposed Change: 1) The passing mark for courses is being increased to be consistent with the major health professions programs at UBC and some other Canadian pharmacy programs, and to be consistent with the Entry-to-Practice PharmD program. Many students are already under the impression that the passing mark in courses is 60% because the promotion average is 60%. 2) The rule that credit will not be given for courses passed during a failed session is not currently being applied. Rather students are currently required to repeat courses in which

	<p>they received less than 60%. With the passing mark set at 60%, no statement is necessary regarding credit for courses passed during a failed session. A similar change is proposed for the Entry-to-Practice PharmD program on the advice of the Education and Health Subcommittee of the Senate Curriculum Committee.</p>
<p>Proposed Calendar Entry:</p> <p>Entry-to-Practice Doctor of Pharmacy ... Academic Regulations</p> <p>The passing mark for a course in the Faculty is 60%.</p> <p>A student who has failed the Foundations of Pharmacy course or a Medication Management course in a Winter Session will be considered to have failed in the work of that session.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,0</p> <p>Present Calendar Entry:</p> <p>Entry-to-Practice Doctor of Pharmacy ... Academic Regulations</p> <p>The passing mark for a course in the Faculty is 60%.</p> <p>A student who has failed the Foundations of Pharmacy course or a Medication Management course in a Winter Session will be considered to have failed in the work of that session, and will not receive credit for any of the courses passed in that session (failed year).</p> <p>Type of Action: Revise statement regarding disposition of courses passed during a failed session.</p> <p>Rationale: The rule that credit will not be given for courses passed during a failed session is not consistent with other UBC programs and is unnecessarily punitive. This statement is being removed on the recommendation of the Education and Health Subcommittee of the Senate Curriculum Committee.</p>

Contact: Dr. Norm Hutchinson Phone: 822-8818	Faculty Approval Date: October 31, 2014 Email: norm@cs.ubc.ca
CHEMISTRY	
<p>Effective Date for Change: 15S Proposed Calendar Entry:</p> <p>CHEM 111 (4) Structure, Bonding, and Equilibrium in Chemistry</p> <p>Fundamentals of bonding theories, structural chemistry and equilibrium with applications relevant to modern society. Not open to students with credit for CHEM 12. [3-3-1]</p>	<p>Present Calendar Entry:</p> <p>CHEM 111 (4) Principles of Chemistry I</p> <p>Stoichiometry, atomic and molecular structure, chemical periodicity, descriptive inorganic chemistry. [3-3-1]</p> <p>Prerequisite: Not open to students with credit for CHEM 12.</p> <p>Action: Modify course title and update course description.</p> <p>Rationale: Currently, CHEM 111/113 forms a parallel course sequence with CHEM 121/123 for students without Chemistry 12. The Department is changing this philosophy. Instead, such students will first take CHEM 111 and then proceed directly to CHEM 123. CHEM 113 will be phased out and no longer taught after the 2014-2015 winter session. The proposed revision strengthens the content on chemical equilibrium which is the principal subject non-Chemistry 12 students will lack when starting first year chemistry. Content on structure and bonding is already taught in the current CHEM 111. The revised content will provide the foundation needed for CHEM 111 students to proceed directly to CHEM 123. The change in title better reflects the revised content, and also highlights the parallel between CHEM 111 and CHEM 121. There will be a time of transition when some small number of students with credit for the current CHEM 111 may not have received credit for CHEM 113 before it ceased being offered, and will hence be forced to take CHEM 123 without the revised content of the new version of CHEM 111. For such students, written and online learning materials will be provided allowing them to make up for the content in the new version of CHEM 111 which</p>

	<p>they would have missed. The Department maintains a first year consultation centre that can help such students learn this material to prepare them for CHEM 123.</p> <p>Supporting Documents: SCI-14-1-CHEM 111</p>
<p>Effective Date for Change: 15S Proposed Calendar Entry:</p> <p>CHEM 121 (4) Structure and Bonding in Chemistry</p> <p>Fundamentals of bonding theories and structural chemistry, with applications relevant to modern society. [3-3-0]</p> <p>Prerequisite: CHEM 12.</p>	<p>Present Calendar Entry:</p> <p>CHEM 121 (4) Structural Chemistry, with Application to Chemistry of the Elements</p> <p>Fundamentals of structural chemistry; descriptive chemistry of main group elements, with industrial and environmental applications. This is a required course for all students needing a first year Chemistry course who have CHEM 12. [3-3-0]</p> <p>Prerequisite: CHEM 12.</p> <p>Action: Modify course title and update course description. Rationale: CHEM 121 includes topics showing the broad relevance of chemistry to modern society. The change in title and description better reflects this content, and also highlights the content on bonding theories in chemistry, which has always been present in the course but did not appear explicitly in the course description.</p> <p>Supporting Documents: SCI-14-1-CHEM 121</p>
<p>Effective Date for Change: 14W2 Proposed Calendar Entry:</p> <p>CHEM 123 (4) Thermodynamics, Kinetics and Organic Chemistry</p> <p>Fundamentals of chemical reactivity: thermodynamics; kinetics; organic chemistry, including stereochemistry; applications relevant to modern society. [3-3-0]</p> <p>Prerequisite: CHEM 111 or CHEM 121.</p>	<p>Present Calendar Entry:</p> <p>CHEM 123 (4) Physical and Organic Chemistry</p> <p>Principles of equilibrium and chemical thermodynamics. Introductory organic chemistry: stereochemistry; substitution, elimination and oxidation-reduction reactions. This course or CHEM 113 is prerequisite to all subsequent courses in chemistry. [3-3-0]</p>

	<p>Prerequisite: CHEM 121.</p> <p>Action: Modify course title, update course description, and broaden prerequisites.</p> <p>Rationale: CHEM 123 is being updated to include topics showing the relevance of chemical reactivity to modern society. In particular, the coverage of kinetics has been expanded and that of thermodynamics contracted so as to focus the content primarily on those aspects directly related to chemical reactions and equilibria. The change in title better reflects this revised content. The prerequisites are being broadened, recognizing that a proposed revision of CHEM 111 will provide sufficient background for CHEM 123. The early effective date allows us to apply the broadened prerequisite in January 2015 even though we know that the change will not appear in the calendar until February 2015.</p> <p>Supporting Documents: SCI-14-1-CHEM 123</p>
ENVIRONMENTAL SCIENCES	
<p>Effective Date for Change: 15S</p> <p>Proposed Calendar Entry:</p> <p>ENVR 430 (3) Ecological Dimensions of Sustainability</p> <p>Current issues. Application to agricultural, energy, and resource systems in terrestrial and aquatic contexts. Analysis of complex problems; incorporation of science into novel interdisciplinary solutions. [3-0-0]</p> <p>Prerequisite: One of ENVR 300, BIOL 230, fourth-year standing in the BSCN program, or other demonstrated ecology background.</p>	<p>Present Calendar Entry: N/A</p> <p>Action: Create new course.</p> <p>Rationale: Many pressing societal problems—especially but not only environmental ones—have crucial ecological dimensions, such that the problem and possible solutions cannot be understood without a working understanding of ecology. The BIOL program provides deep treatment of ecology as a discipline, but current offerings do not include a pragmatic treatment of ecology for diverse societal applications. ENVR 430 was proposed in the 2010 ENSC curriculum review as a fourth-year course, providing an integration opportunity for the Ecology and Conservation Area of Concentration to complement other fourth-year course offerings (ENVR 410 and ENVR 420) focusing on water and energy.</p> <p>Supporting Documents: SCI-14-1-ENVR 430</p>



17 December 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Doctor of Pharmacy (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Pharmaceutical Sciences and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Doctor of Pharmacy (Pharm.D.) flexible degree program and its associated new courses be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee

**FACULTY OF PHARMACEUTICAL SCIENCES***New program and courses*

PHAR>Doctor of Pharmacy Flexible Degree Program (Introduction; Academic Advising; Admission; Post-Acceptance Requirements; Academic Regulations; Degree Requirements); PHRM 555 (4) Critical Appraisal of Pharmacotherapy Literature; PHAR 556 (4) Patient Assessment Skills; PHRM 557 (3) Applied Pharmacokinetics & Pharmacogenomics; PHRM 559 (2) Practice Management; PHRM 560 (2) PharmD Seminar; PHRM 561 (2) Pharmacotherapeutics 1; PHRM 562 (2) Pharmacotherapeutics 2; PHRM 563 (2) Pharmacotherapeutics 3; PHRM 564 (2) Pharmacotherapeutics 4; PHRM 565 (2) Pharmacotherapeutics 5; PHRM 566 (2) Pharmacotherapeutics 6; PHRM 567 (2) Pharmacotherapeutics 7; PHRM 568 (2) Pharmacotherapeutics 8; PHRM 569 (2) Pharmacotherapeutics 9; PHRM 571 (6) Experiential Rotation I Community; PHRM 572 (6) Experiential Rotation II Inpatient; PHRM 573 (6) Experiential Rotation III Advanced Practice; PHRM 574 (6) Experiential Rotation IV Ambulatory/Primary Care; PHRM 575 (6) Experiential Rotation V Community or Inpatient; PHRM 576 (8) Experiential Rotation VI Elective; PHRM 599 (1) Comprehensive Examination

EXECUTIVE SUMMARY
Doctor of Pharmacy – Flexible Program
Faculty of Pharmaceutical Sciences
University of British Columbia
October 29, 2014

Overview

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

Since 1946, the Faculty of Pharmaceutical Sciences at UBC has made a lasting difference in the health and well being of people throughout British Columbia and beyond. We have graduated over 4,000 pharmacists and pharmaceutical scientists who make outstanding contributions in the community, hospitals, government, academia, and industry. Our mission is to advance knowledge, health outcomes, and the profession of pharmacy leading to enhanced societal benefit and optimal patient care.

Commencing in 2015 a new entry-to-practice PharmD (E2P PharmD) program will replace the current Bachelor of Science in Pharmacy (B.Sc. (Pharm)) program in the Faculty of Pharmaceutical Sciences. The PharmD Flexible Program is designed to bridge the gap between the graduating outcomes of the B.Sc. (Pharm) and those of the E2P PharmD. Bachelors-trained pharmacists in practice will, through the UBC PharmD Flexible program, have an opportunity to advance their training, achieve the same learning outcomes and earn the PharmD credential.

Proposed credential to be awarded

The credential awarded will be the Doctor of Pharmacy (Pharm.D.).

Location

Eighty-five percent of the didactic coursework will be undertaken online. In person interaction (either face-to-face or technology enabled) will occur at the Pharmaceutical Sciences Building, University of British Columbia Point Grey Campus. The experiential courses will be completed in a variety of inpatient and outpatient clinical settings.

Faculty offering the proposed new degree program

The program will be offered by the Faculty of Pharmaceutical Sciences.

Program start date

The first cohort will enter the program in January 2016.

Anticipated completion time in years or semesters

It is anticipated that students will take between 2 and 5 years to complete the program, dependent on their time commitment.

Program Aim and Objectives

The aim of the program is to prepare pharmacists as *medication therapy experts* focused on improving their patients' health, who are competent to practice pharmacy to its full scope and adapt as this expands, and who are equipped to lead in reshaping the profession.

The program objectives are:

- To provide bachelor's trained pharmacists the opportunity to earn the Doctor of Pharmacy degree, and to facilitate learners achieving the same learning outcomes and competencies as students graduating from the Entry-to-practice Doctor of Pharmacy Program.
- To provide a solid foundation for students to undertake post-graduate residencies, fellowships, and clinical M.Sc./Ph.D. programs.

Anticipated contribution of the proposed program to UBC's mandate and strategic plan

The PharmD Flexible program will further UBC's *Place and Promise* Strategic Plan in the following ways:

Student Learning

The program embodies best-practice principles of health care curriculum design and online course delivery to best achieve the learning outcomes, and a comprehensive student assessment program. As an **outcomes/competency-based curriculum**, the program will assess student achievement and level of performance in relation to the required outcomes/competencies at all stages of the program.

Community Engagement

The primary goal of the program, aligned with our Faculty's mission, is to improve health outcomes for Canadians.

Alumni Engagement

The program's development, its delivery, and its continuous improvement will continue to depend upon vigorous engagement with our alumni. The program is specifically designed to meet the professional development needs of practicing pharmacists, a significant majority of whom in BC are our alumni.

International Engagement

Experiential learning opportunities in international settings will build upon current faculty linkages with experiential learning sites in the United States, Europe, the Middle East and Africa.

Linkages between the learning outcomes and the curriculum design

The curriculum is designed around the most relevant/commonly seen disease states in various practice settings. The design provides a direct link between the didactic components and the program's experiential opportunities. Learning outcomes are based on meeting or exceeding the graduating outcomes required by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) "Standards and Guidelines for the First Professional Degree in Pharmacy Programs", which cover all aspects of curriculum design, program evaluation, and assessment. (http://www.ccapp-accredit.ca/site/pdfs/university/CCAPP_accred_standards_degree_2012.pdf).

The 26 week experiential component of the PharmD Flexible program will help prepare students for the current practice environment as well as their anticipated future practice and enhanced role in health care.

Potential areas/sectors of employment for graduates and /or opportunities for further study

Graduates of the program will continue their professional practice in community pharmacy settings, primary care clinics, and inpatient and ambulatory care settings in health authorities.

Graduates are equipped to pursue a number of post-graduate training programs.

Delivery methods

The program will rely primarily on online approaches to the delivery of didactic courses, embracing the principles of online distance learning. Experiential learning will be undertaken in a variety of clinical settings.

Program strengths

The program will integrate clinical application of pharmaceutical sciences with advanced pharmacotherapeutic problem-solving and experiential learning. It aligns with or exceeds requirements of an expanded scope of practice for pharmacy practice in British Columbia and most other Canadian provinces. The program will focus on training pharmacists who will ensure that drug therapy is safe and effective for their patients, and that their overall health is optimized.

Support and recognition from other post-secondary institutions and regulatory or professional bodies

The PharmD Flexible program will be subject to accreditation in 2019 by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP). In the meantime, the 6-year accreditation granted in 2013 to our post-graduate Doctor of Pharmacy program will apply to the PharmD Flexible program. As such, the degree will be recognized as an accredited degree by all Canadian and US universities, as well as by all pharmacy licensing authorities in Canada as part of the National Model Licensing Program-Pharmacists (http://napra.ca/pages/Licensing_Registration/Licensing_Program.aspx)

Plans for admissions and transfer within the British Columbia post-secondary education system

Pharmacists eligible for licensure in Canada are eligible to apply to the PharmD Flexible program. Students currently enrolled in other institutions will not be able to transfer into the UBC PharmD Flexible program.

Related programs in the institution or other British Columbia post-secondary institutions

Doctor of Pharmacy, Entry-to-practice Program

The entry-to-practice Doctor of Pharmacy (E2P PharmD) is a four-year professional doctoral program offered to undergraduate students who have completed a minimum of two years of post-secondary program prerequisites. This program will commence in September 2015.

Doctor of Pharmacy, Graduate Program

The two-year post-graduate Doctor of Pharmacy degree, offered at UBC for over 20 years, will be phased out. We anticipate that the last cohort of 8 students admitted to this program will graduate in 2018 or 2019.

Institutional contacts

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Pharmaceutical Sciences

NEW PROGRAM PROPOSAL

DOCTOR OF PHARMACY (PharmD) FLEXIBLE PROGRAM

Version date: 12 November 2014

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Part 1 – New Program Proposal

History, mission, and academic goals

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

Since 1946, the Faculty of Pharmaceutical Sciences at UBC has made a lasting difference in the health and well being of people throughout British Columbia and beyond. We have graduated over 4,000 pharmacists and pharmaceutical scientists who make outstanding contributions in the community, hospitals, government, academia, and industry. We have developed strong research capabilities and continue to close the gap in our quest to first understand disease – then conquer it – while simultaneously studying the workings of the health care system. In addition, we continue to enhance our environment for quality learning, effective communication, practical research discovery, collaboration and partnerships to transform the future of health care for the benefit of all.

Our mission is to advance knowledge, health outcomes, and the profession of pharmacy leading to enhanced societal benefit and optimal patient care.

Proposed credential to be awarded

Doctor of Pharmacy

Abbreviation: PharmD

Level: First Professional Degree

Discipline: Pharmacy

Location

Eighty-five percent of the didactic coursework will be undertaken online. In person interaction (either face-to-face or technology enabled) will occur at the Pharmaceutical Sciences Building, University of British Columbia Point Grey Campus. Since 2012 the new building has housed all of the teaching, learning, research and community outreach activities of the Faculty of Pharmaceutical Sciences. The PharmD Flexible Program will take full advantage of the wealth of state-of-the art learning technologies that have been incorporated into the Pharmaceutical Sciences building.

Experiential learning will take place in a variety of patient care sites throughout British Columbia, including community pharmacies, health authorities (inpatient and outpatient settings), long-term care facilities, and primary care clinics. The program will make use of existing agreements that we have with the many organizations involved, and build upon these agreements with growth of the program.

Faculty offering the proposed new degree program

Faculty of Pharmaceutical Sciences

Anticipated program start date

The first cohort will enter the program in January 2016.

Anticipated completion time in years or semesters

It is anticipated that students will take between 2 and 5 years to complete the program, dependent on their time commitment. A maximum of 5 years for completion of the program will be allowed.

Program Summary

Rationale for the New Program

The practice of pharmacy has become more complex in recent years, with more drugs available and people living longer with more complex medical conditions. Concurrently, governments and regulatory authorities have increased the scope of pharmacy practice in order to meet the demands from patients and the healthcare system. Pharmacists have an enhanced role, with greater focus on patient outcomes. Examples of expanded activities include giving vaccinations, doing clinical consultations with patients to optimize their medications, prescribing medications, monitoring drug therapy, adapting prescriptions, performing medication reviews, administering medications, ordering and interpreting lab tests, managing chronic diseases, collaboratively managing drug therapy, educating patients and health professionals, and engaging with other healthcare professionals.¹ Pharmacy leaders and organizations have agreed that additional training is required to meet these new challenges, ensuring that students can practice competently in current healthcare settings. Training in leadership, communications, management, primary and hospital care and chronic disease management and exposure to innovative practice roles is needed. The Doctor of Pharmacy, or PharmD degree program ensures that graduates have the complex skills required to meet these growing healthcare demands.

In 2010 the Association of Faculties of Pharmacy of Canada (AFPC) and Association of Deans of Pharmacy of Canada (ADPC) resolved that the PharmD degree will be the entry-to-practice degree at all ten Canadian schools of pharmacy by 2020. This was followed by the development of one set of educational outcomes for all entry-to-practice pharmacy programs in Canada, regardless of the degree conferred.² These educational outcomes ensure that graduates of programs, by integrating knowledge skills and attitudes in seven defined roles, are Medication Therapy Experts. (See Part 2- Figure 2– AFPC Roles).

UBC's Entry-to-Practice PharmD program (E2P PharmD) was approved by the UBC Senate and Board of Governors in 2014 and it is anticipated that UBC's E2P PharmD program (Canada's fifth) will enroll its first class in 2015. By 2019, all entry-to-practice graduates of the Faculty of Pharmaceutical Sciences at UBC will hold the degree of Doctor of Pharmacy (PharmD) as their degree credential.

In supporting the AFPC recommendation to move to the PharmD as the entry-to-practice degree, Canada's national pharmacy advocacy body, the Canadian Pharmacists Association, recommends that: "Concurrent with a transition to PharmD programs, accessible programs for practicing pharmacists must be available to upgrade knowledge and skills if required to support expanded roles and the implementation of new services, specialty practices or new practice models".³

The majority (over 95%) of the 33,000 Canadian pharmacists (5400 in BC) in current practice hold a Bachelor of Science in Pharmacy (BScPharm, BSP, BSc(Pharm)) as their entry-to-practice degree. **The**

1 Tannenbaum C, Tsuyuki RT. The expanding scope of pharmacists' practice: implications for physicians. Can Med Assoc J 2013

2 <https://www.afpc.info/sites/default/files/AFPC%20Educational%20Outcomes.pdf>

3 <http://www.pharmacists.ca/cpha-ca/assets/File/cpha-on-the-issues/PPDoctorOfPharmacyEN.pdf>

profession needs, and there is demand for an avenue for pharmacists with a bachelors degree to attain the competencies, skills and abilities of the new entry-to-practice credential. UBC was the first Canadian university to offer a post-graduate PharmD program in 1991. The 144 graduates of the 2 year full-time program (8 per year) have been trained to fulfill advanced practice roles, and have become professional leaders throughout Canada and internationally.

There is a need for a program to assist practicing pharmacists to meet the competencies of the Doctor of Pharmacy degree. US pharmacy schools have been delivering these programs, referred to as the “non-traditional” or “working professional” PharmD since 1990. Utilizing a variety of distance learning techniques the programs are rigorous, educationally sound, based on achieving identified practice competencies and use competency based assessment techniques.⁴ Since 2005 all full-time US pharmacy school graduates have received the Doctor of Pharmacy as their entry to practice degree. Accordingly, the number of non-traditional PharmD programs has been declining over the past decade. We at UBC are well recognized as having the expertise to educate students at a professional doctoral level in pharmacy.

Of 129 schools of pharmacy in the US, 4 of 6 remaining non-traditional PharmD programs accept Canadian pharmacists as students. The University of Toronto has recently commenced a “PharmD for Pharmacists” program, which will begin in January 2015. The program will be open to all bachelors trained pharmacists. The University of Waterloo has developed a “bridging” program for BSc trained graduates to earn the PharmD degree. This program will available exclusively to 2011-2016 Waterloo pharmacy graduates. The University of Montreal and Laval University have a joint “bridging” program for Quebec BScPharm pharmacists to earn the Doctor of Pharmacy degree.

The PharmD Flexible program will meet the accreditation standards set by the national accrediting body, the Canadian Council for Accreditation of Pharmacy Programs (CCAPP).

Features of the New Program

The UBC PharmD Flexible program has been developed to ensure that practicing pharmacists have the opportunity to increase their knowledge, skills and abilities in order to meet the needs of the enhanced role of pharmacists, with greater focus on patient outcomes. The program will build upon the knowledge of bachelor’s trained pharmacists in order to attain, or “bridge” the learning outcomes of E2P PharmD program graduates. The competency based curriculum will assess student achievement and level of performance in relation to the required outcomes and competencies for pharmacists in Canada.

This program is intended to be undertaken by pharmacy professionals who are working, delivering healthcare to their patients. As adult learners, students will be motivated and self-directed and the program embodies the principles of adult learning. Some learners may have already met some program learning outcomes through prior work related training and/or experience. The program includes a means for students to obtain recognition for this learning, through a Prior Learning and Recognition (PLAR) process. This rigorous process, outlined in detail in Appendix A, defines the mechanism by which students may submit evidence for consideration of recognition of their prior learning.

Most of the didactic coursework (85%) in the program will be undertaken online, and the program embraces the principles of online distance learning, utilizing the technological resources that have been incorporated into the new Pharmaceutical Sciences Building. The curriculum incorporates computer-supported collaborative learning applications such as blogs, synchronous and asynchronous conferencing, chats, message boards, online facilitated discussions, small group

⁴ <http://www.aacp.org/resources/student/Pages/Non-TraditionalStudents.aspx>

discussions, independent project work, use of social networks and wikis. Learning will be case-based wherever possible.

Since working adult learners often have additional family, community, volunteer and professional responsibilities, the program is designed to be flexible so that students can whenever possible undertake didactic and experiential responsibilities as their work and family schedule permits.

Experiential learning includes interprofessional education and practicums in community, residential care, hospitals and primary care clinics. Flexibility in experiential responsibilities may support, following application of rigorous guidelines, a student undertaking a structured experiential rotation in their own workplace.

Coursework will focus on the skills required to practice to the full scope reflected in legislation and regulation in Canada.

The program will focus on health problems affecting British Columbians, Canadians, Aboriginal peoples, and will provide a solid grounding in international health issues.

Aim & Objectives of the Program

Aim

To prepare pharmacists as **medication therapy experts** focused on improving their patients' health, who are competent to practice pharmacy to its full scope and adapt as this expands, and who are equipped to lead in reshaping the profession.

Objectives

1. To provide bachelor's trained pharmacists the opportunity to earn the Doctor of Pharmacy degree, and to facilitate learners achieving the same learning outcomes and competencies as students graduating from the Entry-to-practice Doctor of Pharmacy Program.
2. To provide a solid foundation for post-graduate residencies, fellowships, and clinical M.Sc./Ph.D. programs which are designed to develop proficient-to-expert level of performance in managing moderate-to-high complexity patients/problems.

Anticipated contribution of the proposed program to UBC's mandate and strategic plan

The PharmD Flexible program will further UBC's *Place and Promise* Strategic Plan in the following ways:

Student Learning

- The program embodies best-practice principles of health care curriculum design and online course delivery to best achieve the learning outcomes, and a comprehensive student assessment program.
- As an **outcomes/competency-based curriculum**, the program will assess student achievement and level of performance in relation to the required outcomes/competencies at all stages of the program. This serves as a powerful platform for identifying students in need of additional support and a tangible metric of **student success**.
- The program has a total of 26 weeks of **experiential** learning. This will occur in settings ranging from community **service learning** to inpatient acute care, and many settings between where interprofessional teams care for clients with healthcare needs.

Community Engagement

- The primary goal of the program, aligned with our Faculty's mission, is to improve health outcomes for Canadians.
- We will equip our students to engage in lifelong learning and reflective practice as is the hallmark of all outstanding professionals.

Aboriginal Engagement

- The program includes specific learning activities aimed at enhancing intercultural understanding with Aboriginal communities and unique Aboriginal health needs.
- The program includes interprofessional and experiential learning opportunities which directly engage and positively impact Aboriginal communities and people.
- The program encourages aboriginal students to apply for admission, and will grant admission to applicants who meet the Faculty's admission requirements.

Alumni Engagement

- The program's development, its delivery, and its continuous improvement will continue to depend upon vigorous engagement with our alumni. We have engaged our alumni in all stages of program development so far and will continue to do so.
- The program is specifically designed to meet the professional development needs of practicing pharmacists, a significant majority of whom in BC are our alumni.

International Engagement

- The program hopes to build experiential learning opportunities in international settings, including developing countries. We currently have linkages with experiential learning sites in Africa, Europe, the Middle East, and the United States to order to offer **international** learning experiences in the future.
- The program contains curricular elements designed to foster understanding of international health issues, especially those in the developing world.

Linkages between the learning outcomes and the curriculum design

In all respects, the program is designed to achieve alignment as follows:

Figure 1: Curricular Alignment



The instructional activities and outcomes of the program are structured around:

1. The Association of Faculties of Pharmacy of Canada (AFPC) "Educational Outcomes Professional Degree Programs in Pharmacy (Entry-to-Practice Pharmacy Programs)"
- Physician Competency Framework put forth by the Royal College of Physicians.

for First
in Canada" These education

⁵ <http://www.royalcollege.ca/portal/page/portal/rc/cnmeds/framework>

2. The Canadian Council for Accreditation of Pharmacy Programs (CCAPP) **“Standards and Guidelines for the First Professional Degree in Pharmacy Programs”**,⁶ which cover all aspects of curriculum design, program evaluation, and assessment. Standards 9 and 10 are explicitly linked to the AFPC Outcomes, and form the core of the program’s curriculum.
3. The National Association of Pharmacy Regulatory Authorities (NAPRA) **“Competencies of Entry Level Pharmacists”**.⁷

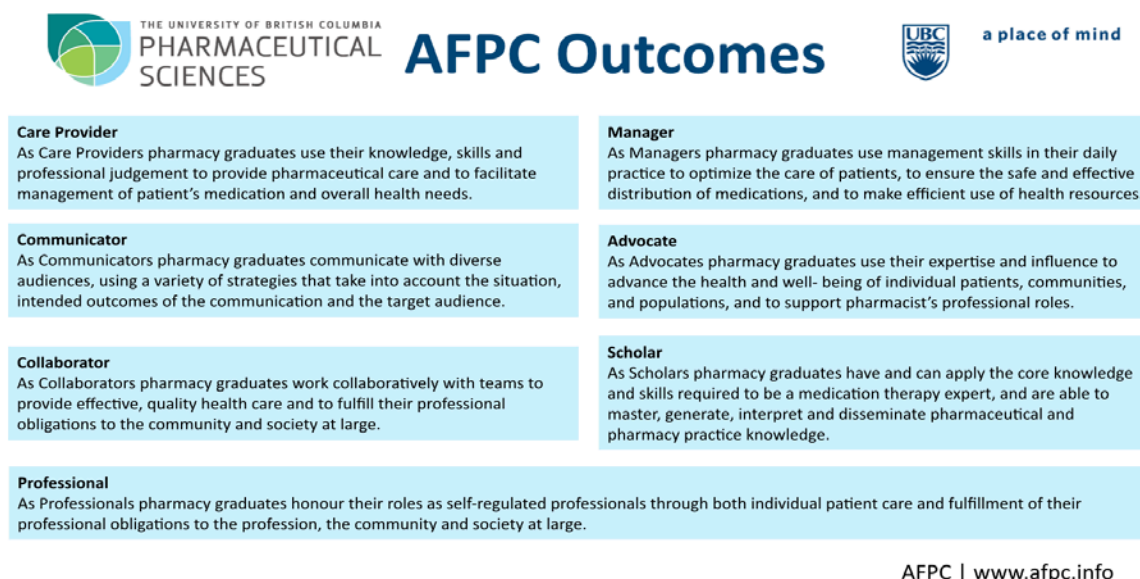


Figure 2: AFPC Roles and Learning Outcomes

Experiential Learning

The 26 week experiential component of the PharmD Flexible program will help prepare pharmacists for the current practice environment as well as their anticipated future practice and enhanced role in health care. The clerkship experiences will be completed in a variety of inpatient and outpatient clinical settings (e.g. clinics, residential care, long-term care facilities, acute care hospitals, community pharmacies, home health care management).

More detail about the Experiential Learning program is provided in Part 2 (page 20).

Potential areas/sectors of employment for graduates and/or opportunities for further study

Graduates of the program are equipped for immediate entry to professional practice in community pharmacy settings, primary care clinics, and ambulatory care settings in health authorities.

Program graduates, depending on further training pursued, will be employed mainly in the following sectors:

- Community pharmacy
- Health-authority-based pharmacy (inpatient, ambulatory care, community-based)
- Primary care clinics

⁶ http://www.ccapp-accredit.ca/site/pdfs/university/CCAPP_accred_standards_degree_2012.pdf

⁷ http://napra.ca/Content_Files/Files/Entry_to_Practice_Competencies_March2007_final_new_layout_2009.pdf

- Government
- Pharmaceutical industry

Graduates are equipped to pursue post-graduate training programs such as (but not limited to):

- ACPR-accredited Pharmacy Practice Residency programs
- MSc and PhD programs for which an entry-level pharmacy degree suffices for admission
- MBA, MPH, MHA
- JD, MD, and other professional programs

Delivery methods

Most of the didactic (85%) in the program will be undertaken online, and the program embraces the principles of online distance learning, utilizing the technological resources that have been incorporated into the new Pharmaceutical Sciences Building. The curriculum incorporates computer-supported collaborative learning applications such as blogs, synchronous and asynchronous conferencing, chats, message boards, online facilitated discussions, small group discussions, independent project work, use of social networks and wikis. Learning will be case-based wherever possible.

Experiential education will take place in a variety of pharmacy practice settings, and will meet the accreditation standards for PharmD programs in Canada (CCAPP Standards).

Program strengths & facilitators

The program will integrate the spectrum of advanced pharmaceutical sciences with advanced pharmacotherapeutic problem-solving and experiential learning. It aligns with or exceeds requirements of an expanded scope of practice for pharmacy practice in British Columbia and most other Canadian provinces. The program will focus on training pharmacists who will ensure that drug therapy is safe and effective for their patients, optimizing overall health.

The program will benefit from the following unique strengths of our Faculty:

- We have delivered a post-graduate PharmD program since 1991, which has produced over 140 graduates who have become the vanguard of advanced pharmacy practice across Canada and elsewhere.
- We have a critical mass of advanced practice pharmacists in BC many of whom are faculty resources for our program. As such, UBC is uniquely positioned among Canadian universities to deliver this program at a world-class level.
- We have a new M\$133 building with an associated technology infrastructure.
- We have funding support to expand our faculty roster with the appropriate faculty and support staff to deliver the program.
- We have longstanding and continuously enhanced collaborations with our community and health-authority partners to deliver classroom and experiential teaching.
- We have a first-in-Canada Pharmacists Clinic where our students can learn while patients receive care delivered by expert pharmacists.
- The UBC Integration of Health initiative will enhance the ability to provide interprofessional experiences to pharmacy students as they work alongside students in medicine, dentistry, nursing other health professions.

Environmental facilitators of our new program include:

- The learning outcomes for the PharmD Flexible dovetail with our Entry-to-Practice PharmD program, which we are imminently launching.

- Legislative and regulatory (scope of practice) changes in BC and other provinces provide a strong impetus for the new curriculum.
- Expansion of integrated health teams, evolving community practice models, and expanding primary care roles for pharmacists in BC and other provinces provide impetus and opportunity for new skills we will deliver to be applied in practice.
- Curricular features and learning outcomes of our new program have been developed to meet updated accreditation standards.
- Licensing competencies will continue to evolve in alignment with the enhanced skills our students will acquire in the program.

Support and recognition from other post-secondary institutions and regulatory or professional bodies

The PharmD degree will be subject to accreditation in 2019 by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP).

Plans for admissions and transfer within the British Columbia post-secondary education system

Students must have completed an accredited bachelor's (or equivalent entry-to-practice) degree in pharmacy to be eligible for admission to the program.

Related Programs in the institution or other British Columbia post-secondary institutions.

Doctor of Pharmacy, Entry-to-Practice

The entry-to-practice Doctor of Pharmacy (E2P PharmD) is a four-year professional doctoral program offered to undergraduate students who have completed a minimum of two years of post-secondary program prerequisites. The PharmD Flexible program is designed to bridge the gap between the graduating outcomes of the Bachelor of Science in Pharmaceutical Sciences and the graduating outcomes of the E2P PharmD. Bachelors-trained pharmacists in practice will, through the UBC PharmD Flexible program, have an opportunity to advance their training and earn the PharmD credential by achieving the entry-to-practice PharmD learning outcomes.

Doctor of Pharmacy, Graduate program

The two-year post-graduate Doctor of Pharmacy degree which prepares BSc. trained pharmacists for advanced practice roles will be phased out. In the future, the opportunity to acquire the knowledge required for advanced practice roles will be through training opportunities currently in development, such as a post-graduate residency program over two years (PGY1 and PGY2), instead of the current one-year residency opportunities (PGY1). Over the next three years we will determine when the last entry cohort will be accepted into this program.

Institutional Contact people

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Part 2 - Documentation used in the Faculty's internal program approval process

Calendar Statement

Introduction

The Flexible program leading to the Doctor of Pharmacy is designed to prepare practicing bachelor trained pharmacists for contemporary and future pharmacy practice in healthcare settings such as community, primary care, ambulatory care, and hospital practice; and for industry, government, and other specialized fields. It will meet standards approved by the Canadian Council for the Accreditation of Pharmacy Programs.

For the Entry-to-Practice Doctor of Pharmacy program, see [Entry-to-Practice Doctor of Pharmacy](#).

For the Doctor of Pharmacy Graduate program, see [Graduate Pharm.D.](#)

Academic advising

Advising is not required for most students but is available on request. The Faculty reserves the right to make advising mandatory prior to registration for students with academic problems. Call 604.822.0344 or email undergrad.pharm@ubc.ca to arrange an appointment with an advisor.

Admission requirements

The Faculty will select for admission those students who not only demonstrate academic potential and have an entry-to-practice pharmacy degree, but who also aptly display a motivation to study pharmaceutical sciences and who exemplify the highest professional standards and ideals of a health care provider.

To be considered for admission to the program, applicants must

- Have a license to practice pharmacy in BC (or be eligible for licensure in BC)
- If licensed in BC, be registered in “good standing for active practice” with the College of Pharmacists of BC

Note: Because enrolment in the program is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission but only ensures eligibility for selection. Such selection shall be solely within the discretion of the Faculty. In the selection of applicants, preference is given to well-qualified [residents of BC](#) who are Canadian citizens or permanent residents of Canada. Special consideration may be given to Aboriginal applicants and applicants from under-represented areas of BC.

Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.

Detailed information on admission requirements for all applicants is available from the Faculty.

Post-Acceptance Requirements

The Faculty of Pharmaceutical Sciences requires all students to be fully compliant with the current guidelines against vaccine-preventable diseases prior to the commencement of clinical activities. These guidelines state proof of immunity status must be available and the clinical site can request a copy of immunization documentation from students at any time in preparation for or during a clinical placement. Within 3 months of commencement of the program students should be enrolled in Student Health Services, who will screen for compliance with BC Guidelines that may include

Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox and Hepatitis B, and a negative TB skin test result (if the skin test is positive, a chest x-ray is required). Failure to comply with documentation requirements could result in the individual being barred from experiential rotations.

All students will have their vaccination records reviewed. Students with a positive test result or those who are unable to comply with vaccination requirements for any communicable disease may face restrictions in the course of their pharmacy training and may be constrained in their ability to practice.

In addition, all students are required to obtain an influenza vaccination each year. If it is contraindicated for a student to receive the influenza vaccine, the student must have a current written prescription for antiviral medication. In the event of an influenza outbreak at the healthcare institution in which a student is placed, evidence of a current influenza vaccination must be provided. Pharmacy students must meet the current immunization requirements of the Health Authority in which they are doing their placement.

Academic regulations

Students are expected to complete courses within each course's suggested timeframe and participate in all scheduled course discussions and learning activities. Participation grades are assigned for most courses.

Any student whose academic record within the program is found to be unsatisfactory may be required to withdraw from the program.

Assessments, including but not limited to course assignments, may be refused a passing mark if they are noticeably deficient in the quality of written English, including the correct use of grammar, spelling, and punctuation.

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed in the Program. The expectations of the Faculty's Code of Conduct ⁸ will apply to the students in the Program.

Promotion Requirements

Students must successfully complete PHRM 555, 556, 557, and 561 to be eligible to register for experiential courses (PHRM 571, 572, 573, 574, 575, 576).

The other Pharmacotherapeutics courses (PHRM 562 through 569) can be completed in any order.

The passing mark for a course in the Faculty is 60%.

A student who fails a course for a second time will normally be required to withdraw from the program.

Courses for which credit has not been obtained must be repeated during the next available intake.

Prior Learning Assessment and Recognition (PLAR)

Students in the program have the opportunity to request credit for prior learning. Students can initiate a request for PLAR at any time after admission to the program; however, they are advised to select challenge option(s) within the first 6 months in the program. This is essential to meet application submission deadlines, to enable them to plan when they will register into courses

⁸ <http://www.pharmacy.ubc.ca/sites/pharmacy.ubc.ca/files/UBC%20Faculty%20of%20Pharmaceutical%20Sciences%20Code%20of%20Conduct.pdf>

associated with their challenge option, and to begin planning for portfolio development where required by the option selected. *Challenge examination* or *Abbreviated Portfolio Assessment* for selected courses only are the options available for didactic courses. *Abbreviated* or *full portfolio assessments* are the two options to challenge for credit for Advanced Pharmacy Practice Experience (APPE), which are also called “rotations” (PHRM 571 – 576). If a PLAR challenge for a course or APPE is successful, the credits awarded are an acknowledgment that prior learning is substantially similar to what would be learned if the student took that course in the PharmD Flexible Program.

The maximum credit can be attained through PLAR is 50% of the overall credits in the PharmD Flexible program.

Refer for more details of PLAR policies and procedures to the PLAR Manual (Appendix A), PLAR Guide for Students (Appendix B) or Assessors (Appendix C)

Supplemental and Examinations for Higher Standing

Supplemental examinations are not available in all courses. Supplemental examinations will be available in courses or modules where any single examination constitutes 40% or more of the course grade. Supplemental examinations will normally be a comprehensive examination of the full course work and should receive a substantial value of the total mark. The supplemental mark should replace all of the marks received on examinations of the content of the course, as applicable.

1. In courses where supplemental examinations are available, a student will be notified of their eligibility.
2. A supplemental examination may be written only once. Should a supplemental be failed the course concerned must be repeated.
3. Where supplemental privileges are granted, the course standing will be recalculated.

Degree requirements

Students must complete all of the program courses (Table 1) to obtain the degree.

Clinical Clerkships and Additional Expenses

Required clinical clerkships sites that have been approved as affiliated teaching sites by the Faculty will be supervised by University-appointed personnel. These clerkships may be scheduled in community and hospital pharmacies, health care agencies and institutions, manufacturers in the pharmaceutical industry, and with selected pharmacy organizations. All program clerkships are considered Advanced Pharmacy Practice Experiences (APPE).

Students will be required to pay the Doctor of Pharmacy practice fee. See [Program and Course Fees](#). Students should be prepared for clinical clerkships in sites around BC and therefore should also include travel and accommodation costs for these experiences in estimating total personal expenses.

New Courses

Table 1 - Flexible Pharm D courses

Title/content	Subject Code	Number	Credit	Cycles per year	Experiential weeks
Critical Appraisal of Pharmacotherapy Literature *	PHRM	555	4	2	
Patient Assessment Skills, Laboratory Assessment *	PHRM	556	4	2	
Applied Pharmacokinetics & Pharmacogenomics *	PHRM	557	3	2	
Pharmacotherapeutics 1*	PHRM	561	2	1	
Pharmacotherapeutics 2*	PHRM	562	2	1	
Pharmacotherapeutics 3*	PHRM	563	2	1	
Pharmacotherapeutics 4*	PHRM	564	2	1	
Pharmacotherapeutics 5*	PHRM	565	2	1	
Pharmacotherapeutics 6*	PHRM	566	2	1	
Pharmacotherapeutics 7*	PHRM	567	2	1	
Pharmacotherapeutics 8*	PHRM	568	2	1	
Pharmacotherapeutics 9*	PHRM	569	2	1	
Practice Management*	PHRM	559	2	2	
Pharm.D. Seminar*	PHRM	560	2	n/a	
Experiential Rotation I Community 4 wk	PHRM	571	6	n/a	4
Experiential Rotation II Inpatient 4 wk	PHRM	572	6	n/a	4
Experiential Rotation III Advanced Practice 4 wk	PHRM	573	6		4
Experiential Rotation IV Ambulatory Primary Care 4 wk	PHRM	574	6		4
Experiential Rotation V Community or Inpatient 4 wk	PHRM	575	6		4
Experiential Rotation VI Elective 6 wk	PHRM	576	8		6
Comprehensive Examination	PHRM	599	1		
Total Credits			72		

* Online courses

Pharmacotherapeutics Curriculum

The core of the Flexible Pharm D program consists of nine **Pharmacotherapeutic courses**, organized by body systems. Each course contains a number of modules (see Table 2) that integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experiences and course content.

- PHRM 561 - Pharmacotherapeutics 1 - Therapeutic Foundations
- PHRM 562 - Pharmacotherapeutics 2 - Respiriology/Dermatology/EENT
- PHRM 563 - Pharmacotherapeutics 3 - Cardiovascular disorders
- PHRM 564 - Pharmacotherapeutics 4 - Infectious diseases
- PHRM 565 - Pharmacotherapeutics 5 - Neurology/Psychiatry
- PHRM 566 - Pharmacotherapeutics 6 - Gastroenterology/Musculoskeletal disorders
- PHRM 567 - Pharmacotherapeutics 7 - ObGyn/Sexual Health/GU disorders/Endocrine/ Nephrology
- PHRM 568 - Pharmacotherapeutics 8 - Oncology/Hematology/Toxicology
- PHRM 569 - Pharmacotherapeutics 9 - Acute care/Critical Care disorders

Table 2 - Pharmacotherapeutics Courses

PHRM 561	PHRM 562	PHRM 563	PHRM 564	PHRM 565	PHRM 566	PHRM 567	PHRM 568	PHRM 569
<u>Therapeutic Foundations</u> Antibiotics Routes of administration Electrolyte / Acid-base disturbances Pregnancy / Lactation Allergic reaction / rash / anaphylaxis Immunizations Adverse drug reactions Drug interactions Assessing / Drug effects on renal function Drug dosing in renal dysfunction Therapeutic thought process	<u>Respirology</u> Allergic rhinitis Cough/cold Influenza Pharyngitis Smoking cessation COPD Asthma <u>Dermatology</u> Psoriasis Eczema Sunburn Acne Rosacea Pressure ulcers Drug induced skin disorders <u>EENT</u> Glaucoma Eye infections Dry eyes	<u>Cardiovascular</u> Dyslipidemia Heart failure Arrhythmia Peripheral Vascular disease Atrial fibrillation Hypertension Stroke Angina/ chest pain	<u>Infectious Diseases</u> Otitis media/ ear infections Sinusitis Cellulitis (SSTI) Pneumonia TB Pertussis Bone & Joint infections Tropical diseases Fungal infections Parasitic Infections UTI Vaginal infections Sexually transmitted infections HIV/AIDS Immunocompromised host infections	<u>Neurology</u> Seizure disorders Acute/chronic/ neuropathic pain Cancer pain MS Headache/migraine Parkinson's disease/movement disorders Dementia <u>Psychiatry</u> Anxiety Depression Insomnia/ sleep disorders Substance use/ abuse/ withdrawal/ overdose/ treatment Schizophrenia Psychosis Bipolar disorder Eating disorder Attention deficit Hyperactivity disorder Psychiatric disorders in children/ adolescents	<u>Gastroenterology</u> Nausea Vomiting Dyspepsia GERD Diarrhea Constipation Irritable Bowel disease Peptic ulcer disease/ NSAID gastropathy Inflammatory bowel disease Crohn's disease Cirrhosis <u>MSK</u> Back pain Osteoarthritis Rheumatoid arthritis Gout	<u>GU & OBS/ GYN & Endocrine</u> Benign Prostatic hypertrophy Urinary incontinence Contraception Infertility Osteoporosis Menopause Hyper/ hypothyroidism Diabetes (Types 1 and 2) Adrenal Disorders <u>Nephrology</u> Chronic renal failure	<u>Oncology</u> Lung, breast colorectal, Prostate, (skin, blood) Complications of cancer <u>Haematology</u> Anemia Bleeding Disorders <u>Toxicology</u> Acute Poisoning and Overdose	<u>Acute/ Critical Care</u> <u>Renal</u> Acute kidney injury/ acute renal failure Acute tubular necrosis Interstitial nephritis Diabetic nephropathy Dialysis issues <u>Neurology</u> Acute delirium Acute psychosis (psychiatric conditions) Status epilepticus <u>Cardiac</u> Congenital heart disease ACLS Ventricular arrhythmias EKG interpretation Acute coronary syndrome Venous thromboembolism / DVT/PE Hypotension/Shock <u>GI</u> Acute GI Bleed Hepatitis Acute liver failure <u>Infectious diseases</u> Meningitis Endocarditis Intra-abdominal infections Sepsis <u>Respiratory</u> Status Asthmaticus End-stage COPD

Experiential Learning Curriculum

Experiential education is a methodology in which educators purposefully engage students in direct experience and targeted reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.⁹

The experiential component in the program is 26 weeks in order to reflect the difference between the UBC B.Sc.(Pharm) program which has 20 weeks, and the UBC Entry-to-practice PharmD program which has 46 weeks.

The clerkship experiences will be completed in a variety of inpatient and outpatient clinical settings (e.g. clinics, residential care, acute care hospitals, community pharmacies, home health care management).

There is no substitute for hands on learning and students will have many opportunities to link classroom teaching to real patients in the experiential program. The application and reinforcement of didactic learning will occur in each program year. Each clerkship experience will be carefully designed and integrated with the curriculum. It will build on previous experiences, increasing in intensity, and will be structured to support the growth of students' capabilities to provide patient-centred care. The outcome of activities will be standardized to develop in students the necessary knowledge, skills and attitudes to care for patients and manage drug therapy issues. Throughout the experiential program, students will be exposed to a variety of disease states as well as diverse patient populations. All clerkship experiences will occur under the supervision of a pharmacist serving as a practice educator for the student.

The focus of the APPE rotations (PHRM 571 – 576) is direct patient care experiences in multiple inpatient and outpatient practice settings. The APPE rotations are experience-based integrated problem-solving courses where the student will be an active participant in providing direct patient care. Students will practice collaboratively with other health care professionals in providing medication management services. The student under the direction of a site preceptor is expected to integrate (analyze, synthesize and evaluate) their knowledge of pharmacotherapy, disease states, dosage formulations and pharmacokinetics in developing and assessing therapeutic plans and in evaluating drug selection for patients. Each rotation will stress outcome-oriented decision making in clinical situations regarding drug therapy in specific disciplines. Students are expected to be more autonomous in the APPE rotations and independently monitor and present assigned patients, and interact with patients and health care professionals. Over the course of their experiences, students will gain confidence in making recommendations and participate in decisions about drug therapy considering factors involving efficacy, toxicity, cost, third party coverage, and unique methods of delivery.

Cognitive Model, Levels of Performance, Complexity of Problems

As a competency-based curriculum, the program is guided by a cognitive model (Figure 4) which describes the **level** of performance students must demonstrate on tasks of defined **complexity** across the seven AFPC outcome **roles**.

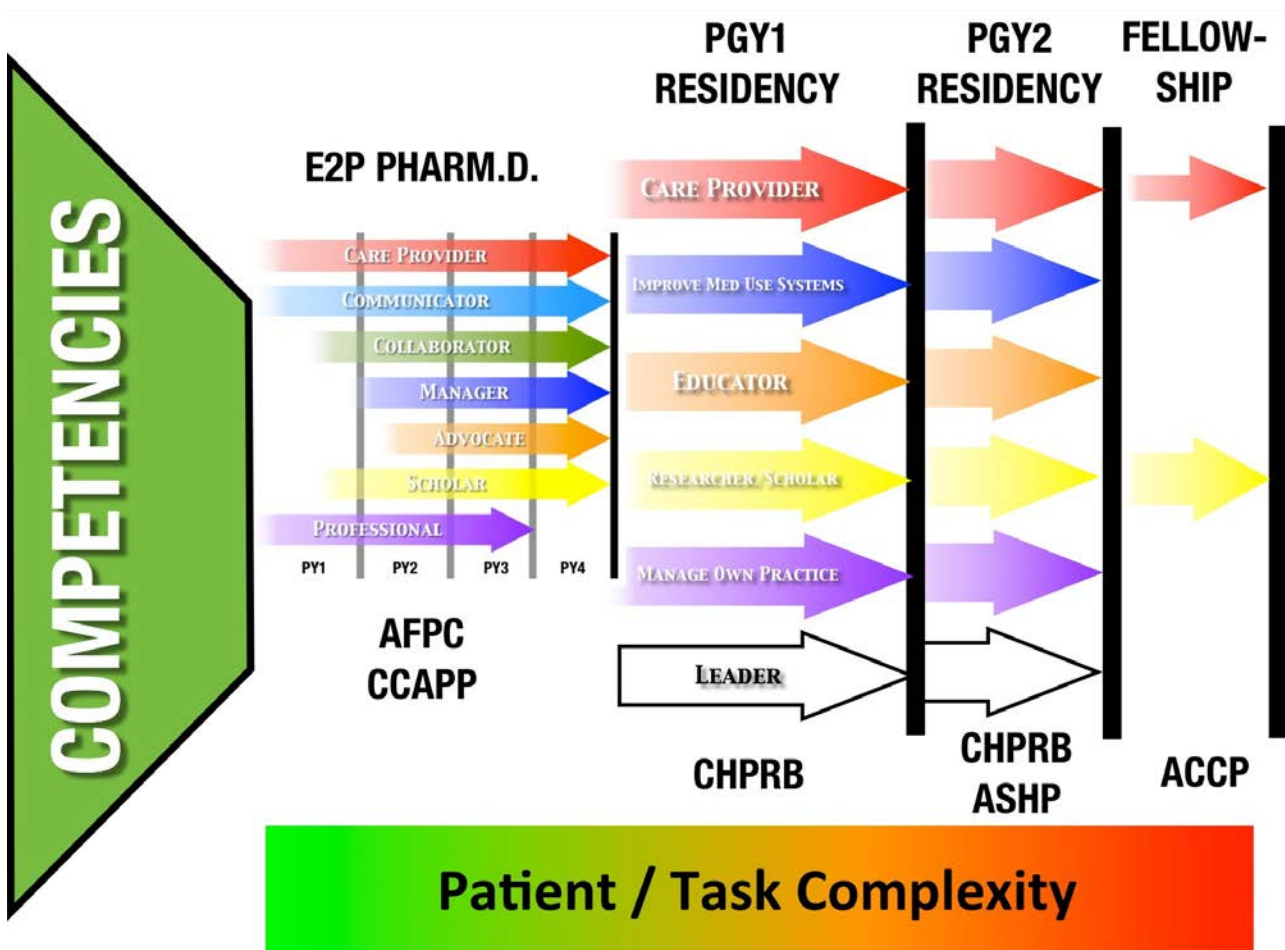
The overall goal is for students to demonstrate at minimum, COMPETENT-level performance in each of the role domains. For the "Care Provider" and "Communicator" roles, PROFICIENT-level performance is expected. The program is designed such that these critically important roles are emphasized sufficiently to expect somewhat more than competency. Students may exceed competent-level in other role domains, which would exceed the program's requirements. It is

⁹ Association for Experiential Education. What is experiential education? Available from <http://www.aee.org/about/whatIsEE>. Accessed September 17, 2013

recognized that proficient and expert-level performance may be achieved through experience post-program, and/or through further residency, fellowship, or degree training.

Complexity of problems (patient case complexity, individual patient problem complexity, non-patient problem complexity) is defined on a scale from LOW to MODERATE complexity. This scale is relative to the full continuum of complexity that clinicians must contend with in practice, *not* relative to the spectrum of complexity built into the program. Overall, graduates of the program will be competent to solve problems of moderate complexity at the competent-to-proficient level, depending on the role domain. This is coherent with the broader spectrum of pharmacist training in Canada, which includes post-entry-to-practice training in accredited pharmacy practice residencies (PGY1), advanced pharmacy practice residencies (PGY2), fellowships, and MSc and PhD programs. The competency domains are also coherent with the progression through post-graduate training. Organizations involved in the development, determination of learning outcomes and accreditation of these programs include: Canadian Hospital Pharmacy Residency Board (CHPRB) for PGY1 and PGY2 residencies; the American Society of Hospital Pharmacists (ASHP) for PGY2 residencies; and the American College of Clinical Pharmacy (ACCP) for fellowships. Entry-to-Practice PharmD curricula learning outcomes have been described by the Association of Faculties of Pharmacy of Canada (AFPC) and the Canadian Council for Accreditation of Pharmacy Programs (CCAPP).

Figure 3: Continuum of competency development and complexity in pharmacist training programs

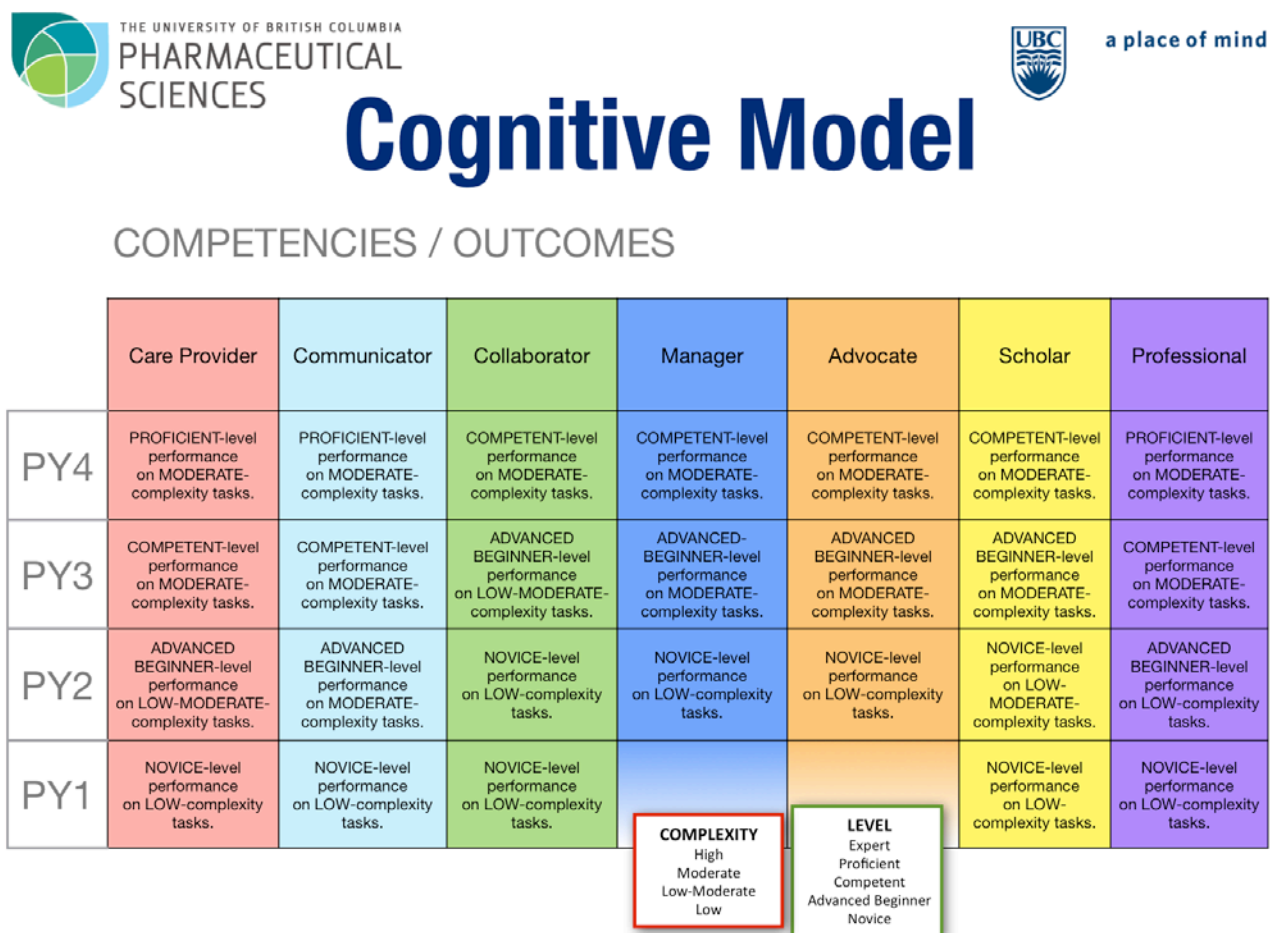


Finally, although there is no formal Canadian consensus, there is relative consensus among pharmacy educational leaders about the following rationale for pharmacist training programs in terms of levels of performance and complexity at time of completion (Table 3):

Table 3: Pharmacy programs rationalization

Program	Level of performance	Problem	Patient
BSc.(Pharm)	Outcomes-based	Low complexity	Low complexity
E2P PharmD	Competent	Competent	Moderate complexity
PharmD Flexible	Competent	Competent	Moderate complexity
PGY1 Residency	Proficient	Moderate complexity problems OR Moderate complexity patients	
PGY2 Residency	Proficient	High complexity	High complexity
Post-grad PharmD	Bordering on expert	High complexity	High complexity

Figure 4: Cognitive Model for the UBC Entry-to-Practice PharmD Program



All courses within the PharmD Flexible program are mapped to PY4 of the E2P program in terms of level of performance and task complexity upon completion. This is justified by all students having completed a bachelors degree in pharmacy, and the necessity that the outcomes of the PharmD Flexible degree be similar to the Entry-to-practice PharmD degree.

Program Evaluation

Summative Evaluation

Evaluations of teaching and courses will be carried out at regular intervals. The Office of Educational Support and Development (OESD) coordinates all the evaluation surveys, in consultation with Course Coordinators and instructors.

Student Evaluations of Teaching

All instructors who have teaching responsibilities over 5 hours per course are required to have their teaching evaluated by their students. The OESD's Program Evaluation function oversees the coordination and reporting out from these evaluations of teaching. Feedback from students (anonymity protected) on an individual's teaching is reported out in aggregate to the Dean, the Associate Dean, Academic, Program Director and the instructor.

Students are encouraged to provide constructive feedback. The Faculty's Policies & Procedures Regarding the Evaluation of Instruction can be downloaded at OESD's website.¹⁰ Instructors are encouraged to reflect on student feedback and make changes/improvements as appropriate.

Course Evaluation

Course evaluations are also required on courses that are new (run in its first or second cycle) or those that have undergone recent course changes. Course evaluation surveys can also be initiated by instructors (on-demand basis). Instructors can request a course evaluation by contacting the Director of OESD.

Experiential Rotation Evaluation

Overall experiential rotations and rotational preceptors are evaluated by students after each rotation. The Office of Experiential Education (OEE) administers the Preceptor Evaluation and course rotation evaluations using an online system.

Formative Evaluation

Early feedback on teaching is a good approach to improve practice before the end-of-course (summative) evaluations. Instructors are encouraged to implement early feedback techniques, which can be done quickly, informally, and simply.

Some examples of formative evaluation strategies are:

- Engage in a "Brief Q&A Period" with students (5 minutes) at start of a session.
- Use a Learners Journal (could be online) to ask students to document their experiences.

Peer Review of Teaching

A formal peer review is required for all faculty members every 5 years, and as needed for tenure and promotion. The evaluation becomes a permanent record in the individual's teaching dossier. A copy of the peer review report is always kept on file in the Associate Dean, Academic's Office.

A formal peer review may be carried out for formative purposes. This peer observation of classroom teaching by a respected peer is required for all new faculty members, who should also have at least one informal peer review of teaching prior to his/her first formal review.

¹⁰ <http://www.pharmacy.ubc.ca/programs/support-offices/support/resources/conferences>

Comprehensive Educational Assessment Strategy

The Faculty has invested significantly in its Assessment Working Group over the past 5 years and engaged expert consultancy from Dr. Gordon Page, former Co-Director Faculty of Medicine Dean's Office, and Clinical Competence Program, to help contemporize our assessment practices. One product of this effort is a new Assessment Guide intended to help all instructors employ evidence-based assessment practices matched to the learning outcomes or competencies and levels of performance required in their courses. Furthermore, at the end of 2013, a new position entitled Director of Educational Assessment was created. The Director of Educational Assessment is responsible for developing and implementing a comprehensive assessment program (formative and summative) for the Faculty's professional degree programs, focusing on the entry-to-practice degree program. Specific responsibilities include, but are not limited to: chairing the Faculty's Assessment Committee; leading and supporting development initiatives to enhance assessment capabilities and practices of faculty members and students; developing and implementing a system of course-level and program-level assessment of student learning aligned with the educational outcomes of the Association of Faculties of Pharmacy of Canada and accreditation standards as set by the Canadian Council for Accreditation of Pharmacy Programs; developing and maintaining appropriate databases; preparing reports on assessment activities; and engaging in and supporting scholarship related to assessment.

Tenets of the Assessment strategy include:

- Assessments must be developed so that students can demonstrate expected performance of a particular skill/competency (note: a non-compensatory model will be used where competency in one area/skill does not compensate for poor competency in another area/skill)
 - Since our primary role is to prepare ***patient care providers*** who meet the AFPC outcomes, the assessment program focuses on their performance working with patients as much as possible
 - Levels of performance will be assessed according to the program's cognitive model (Figure 4), which will, in turn, affect the choice of assessment strategy.
- Both formative assessments FOR learning and summative assessments OF learning will be used to guide student learning and to document student progress through the curriculum. These authentic assessments will be part of, and aligned with the instructional/learning activities and objectives.
- The assessment program will include a focus on how to think (reason) through a process to ensure sound decision-making.
- Assessments must be part of and aligned with the instructional activities and objectives/outcomes.

Assessments across the program will be developed and implemented by course faculty with leadership from the Faculty's Director of Student Assessment and the program's Student Assessment Committee. All assessments in the program will be conducted in accordance with the goals and principles of assessment outlined in the program's "Guide to Assessing Student Learning in the Entry to Practice PharmD Program". These goals and principles which underlie the summary of the assessment program provided above have been abstracted from the "Guide" and are listed below.

Goals of the assessment system:

1. Support the E2P PharmD program in meeting its responsibilities to the public, the profession and to the Faculty by ensuring that all graduates have achieved the required competencies and are capable of safe and effective practice.
2. Foster in learners a culture of responsibility for on-going learning and improvements in their own, their colleagues', and their group's/team's performance toward achieving better health outcomes for patients and populations.
3. Optimize the capabilities of all learners by providing motivation and direction for future learning with regular, appropriate, and timely feedback and by fostering collaborative and supportive learning and practice.
4. Employ consistently across the program best-evidence assessment-of-learning strategies that are aligned with the program goals and allow for reliable, fair, and valid inferences about learners' achievement of the required competencies.
5. Function as part of a continuous quality improvement process that reflects the reality of the learning process, the advances in education, the development of educational assessment practices and leads to better student performance, a more effective curriculum and improvements in the assessment system itself.

Principles of the assessment system:System characteristics

1. The assessment program, like the curriculum, will be 'learning-centered' in contrast to 'teacher-centered' or "learner/student-centered". Both teachers and students share the responsibility that learning occurs and the standards are met.
2. A programmatic approach to assessment design is taken. All assessments are selected, designed and conducted, as part of the 'program of assessment', to:
 - a. Motivate and guide students on what is important to learn ('assessment drives learning');
 - b. Provide constructive feedback to students regarding their strengths and weakness (formative assessment); and
 - c. Provide the basis for an accurate judgment of a student's achievement (summative assessment).
3. Both module (course) specific and program wide assessments are important components of an assessment program
 - a. 'Module specific' assessments are directly and representatively linked to specific module objectives.
 - b. 'Program wide' assessments at the end of a semester or year, or at the end of program are 'comprehensive' assessments that test all learning up to that point in the curriculum.
4. The knowledge, skills and attitudes tested across all assessments in the curriculum (i.e., in the curriculum's 'assessment program') comprehensively address the AFPC's "Educational Outcomes for First Professional Degree Programs in Pharmacy in Canada (2010)".
5. The assessments of knowledge, skills and attitudes focus on their application and integration on tasks relevant to the practice of pharmacy, in contrast to their simple recall or demonstration in the abstract. Assessment tasks closely match what learners are expected to do in practice. Certain elective courses may be exempt from this principle.

Operation

6. The assessment program is matched to the design of the E2P PharmD curriculum and serves as an integral component of that curriculum.

7. The assessment program employs those assessment methods that most effectively assess different student competencies. Assessment methodologies are selected based on the best available evidence about their use in assessing the specific outcomes or objectives of concern (e.g. MCQ, written, and oral examinations predominantly for assessing knowledge; direct observation of performance, practice examinations, standardized-patient based examinations predominantly for assessing skills.)
8. The assessment program employs a variety of strategies in using the assessment methods, with the selection of the strategies guided by the potential 'utility' of each.
9. 'Formative' assessments, or 'assessments for learning' in contrast to 'assessments of learning', are strategically timed so as to have the maximum impact on student learning.
10. Appropriate standard-setting methods are used for all assessments and the resulting standards are consistently applied across educational contexts and sites.
11. Students must satisfactorily pass all required assessments prior to the granting of their degree. The assessment program will employ a 'non-compensatory system', in that good performance in one area of the curriculum will not compensate for poor performance in other areas.

Flexibility, sustainability and governance

12. Faculty members and course directors will retain ownership and responsibility for test development and administration related to their modules, while the assessment program as a whole will be centrally managed under the guidance of a Student Assessment Committee (including student members) and with leadership and support from the Director of Assessment and support of key secretarial and IT staff.
13. Student Progress Committees (SPCs), comprised by the Course Coordinators for a year and assessment leaders, review assessment data at regular intervals and make summative decisions on student standing and conditions for advancement.
14. The assessment program should include quality improvement processes aimed at enhancing the assessment process (and thus student learning and the assessment of that learning), as well as at ensuring a manageable and sustainable assessment program.
15. The quality of the assessment program and of the individual assessments comprising the program are evaluated using the criteria comprising the 'utility' concept (van der Vleuten), where 'utility' is defined to be a function of an assessment's validity, reliability, educational impact, acceptability and cost: $U = f(V, R, E, A, C)$.
16. A formal program of faculty orientation and development will accompany the introduction and ongoing implementation of the assessment program.
17. A dedicated budget is established for the assessment program, to include all costs related to personnel, IT, faculty development, etc.

Faculty Development Strategies

The Faculty's Faculty Development Working Group in conjunction with our Office of Educational Support and Development identifies faculty learning needs and develops strategies to meet them.

Budgetary Impact of Curriculum Changes

We have engaged with UBC's Strategic Decision Support and the Provost's Office who are modeling the proposed budget. We will follow the Vice-President Students Office's process for consulting with students regarding the new program tuition

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Pharmaceutical Sciences Department: N/A Faculty Approval Date: 09 Oct 2014 Effective Session (W or S): Winter Effective Academic Year: 2015	Date: 4 September 2014 Contact Person: Patricia Gerber/Glenda MacDonald Phone: PG: 604 813-5390; GM: 23085 Email: patricia.gerber@ubc.ca; glenda.macdonauld@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences Contents Introduction → Entry-to-practice Doctor of Pharm D → Doctor of Pharmacy Flexible Program → Bachelor of Science in Pharmacy → Continuing Pharmacy Professional Development → Residency Programs → Graduate Programs → College of Pharmacists of BC → Pharmacy Examining Board of Canada → Academic Staff →	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,0,0 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences Contents Introduction → Entry-to-practice Doctor of Pharm D → Bachelor of Science in Pharmacy → Continuing Pharmacy Professional Development → Residency Programs → Graduate Programs → College of Pharmacists of BC → Pharmacy Examining Board of Canada → Academic Staff → Type of Action: <ul style="list-style-type: none"> Create a new section in the Faculty of Pharmaceutical Sciences chapter for the new Doctor of Pharmacy Flexible program. Rationale for Proposed Change: This proposal is to create a new Calendar section in the Pharmaceutical Sciences chapter, dedicated to the Flexible Pharm.D. program.
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,0,0

<p>Introduction</p> <p>Dean's Office M. W. H. Coughtrie, Dean K. W. Riggs, Associate Dean, Academic K. M. Wasan, Associate Dean, Research and Graduate Studies P. S. Loewen , Director, PharmD Programs M. L. Pearson, Director, Entry-to-Practice Program J. Chatterton, Director, Student Services 2405 Wesbrook Mall Vancouver, BC V6T 1Z3 Undergraduate Inquiries: 604.822.0344 Pharm D or Residency Inquiries: 604.822.4645 Graduate Inquiries: 604.822.2390 Fax: 604.822.3035 Pharmaceutical Sciences Website</p> <p>The Faculty of Pharmaceutical Sciences offers courses leading to the Bachelor of Science in Pharmacy and to the Master of Science, Doctor of Pharmacy, and Doctor of Philosophy. Applications are no longer being accepted for the Bachelor of Science in Pharmacy degree, which is being replaced the Doctor of Pharmacy Entry-to-Practice Program. The Doctor of Pharmacy Flexible Program provides an opportunity for pharmacists with a Bachelors degree in Pharmacy to obtain a degree equivalent to the Entry-to-Practice Doctor of Pharmacy. The Doctor of Pharmacy Graduate Program will be replaced by other post-graduate learning opportunities.</p> <p>For information on graduate programs, see Pharmaceutical Sciences.</p> <p>The Faculty of Pharmaceutical Sciences was established in 1945 and is housed in the Pharmaceutical Sciences Building, 2405 Wesbrook Mall.</p>	<p>x.cfm?tree=12,213,396,0</p> <p>Present Calendar Entry:</p> <p>Introduction</p> <p>Dean's Office M. W. H. Coughtrie, Dean K. W. Riggs, Associate Dean, Academic K. M. Wasan, Associate Dean, Research and Graduate Studies P. S. Loewen , Director, PharmD Programs M. L. Pearson, Director, Entry-to-Practice Program J. Chatterton, Director, Student Services 2405 Wesbrook Mall Vancouver, BC V6T 1Z3 Undergraduate Inquiries: 604.822.0344 Pharm D or Residency Inquiries: 604.822.4645 Graduate Inquiries: 604.822.2390 Fax: 604.822.3035 Pharmaceutical Sciences Website</p> <p>The Faculty of Pharmaceutical Sciences offers courses leading to the Bachelor of Science in Pharmacy and to the Master of Science, Doctor of Pharmacy, and Doctor of Philosophy. For information on graduate programs, see Pharmaceutical Sciences.</p> <p>The Faculty of Pharmaceutical Sciences was established in 1945 and is housed in the Pharmaceutical Sciences Building, 2405 Wesbrook Mall.</p> <p>Type of Action: (e.g., new course, delete course, etc.)</p> <p>Calendar revision to clarify the different Doctor of Pharmacy degree programs.</p>
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	<p>Rationale for Proposed Change:</p> <p>When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p> <p>There will be 3 Doctor of Pharmacy programs until the current Doctor of Pharmacy Graduate Program is phased out. This Calendar statement is intended to clarify the difference between the 3 programs.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program</p> <p>Contents</p> <p>Introduction →</p> <p>Academic Advising →</p> <p>Admission →</p> <p>Post-Acceptance Requirements →</p> <p>Academic Regulations →</p> <p>Degree Requirements →</p>	<p>URL: To be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create a new section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. <p>Rationale for Proposed Change: The Flexible Pharm.D. Calendar entry contains all of the sub-sections required of new programs. Prospective and current students navigating the Calendar will be able to find relevant program information in these pages.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program > Introduction</p> <p>Introduction</p> <p>The Flexible program leading to the Doctor of Pharmacy is designed to prepare graduates for contemporary and future pharmacy practice in healthcare settings such as community, primary care, ambulatory care, and hospital practice; and for industry, government, and other</p>	<p>URL: To be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create an “Introduction” section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. • Include links to the E2P PharmD and Graduate Pharm.D. Calendar entries. <p>Rationale for Proposed Change: This section serves as a brief introduction to the program.</p>

<p>specialized fields. It will meet standards approved by the Canadian Council for the Accreditation of Pharmacy Programs.</p> <p>For the Entry-to-Practice Doctor of Pharmacy program, see [hyperlink]</p> <p>For the Graduate Doctor of Pharmacy program, see Post-Graduate Pharm.D.</p>	
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program > Academic Advising</p> <p>Academic Advising</p> <p>Advising is not required for most students but is available on request. The Faculty reserves the right to make advising mandatory prior to registration for students with academic problems. Call 604.822.0344 or email undergrad.pharm@ubc.ca to arrange an appointment with an advisor.</p>	<p>URL: To be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create an “Academic Advising” section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. <p>Rationale for Proposed Change: This section fulfills the Senate requirement for program Calendar statements to include a section on Academic Advising. In this section, students will find advising contact information.</p>
<p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program > Admission</p> <p>Admission</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential and have an entry-to-practice pharmacy degree, but who also aptly display a motivation to study pharmaceutical sciences and who exemplify the highest professional standards and ideals of a health care provider.</p>	<p>URL: to be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create an “Admission” section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. <p>Rationale for Proposed Change: The program is designed for licensed pharmacists. Experiential learning will demand that they have a license to practice in BC. We do not admit international students to any of our professional programs, and this program will be similar.</p>

<p>To be considered for admission to the program, applicants must</p> <ul style="list-style-type: none"> • Have a license to practice pharmacy in BC (or be eligible for licensure in BC) • If licensed in BC, be registered in “good standing for active practice” with the College of Pharmacists of BC <p>Note: Because enrolment in the program is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission but only ensures eligibility for selection. Such selection shall be solely within the discretion of the Faculty. In the selection of applicants, preference is given to well-qualified residents of BC who are Canadian citizens or permanent residents of Canada. Special consideration may be given to Aboriginal applicants and applicants from under-represented areas of BC.</p> <p>Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.</p> <p>Detailed information on admission requirements for all applicants is available from the Faculty.</p>	
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program > Post-Acceptance Requirements</p> <p>Post-Acceptance Requirements</p> <p>The Faculty of Pharmaceutical Sciences requires all students to be fully compliant with the current guidelines against vaccine-</p>	<p>URL: To be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create a “Post-Acceptance Requirements” section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy program. <p>Rationale for Proposed Change: The post-acceptance requirements for the Pharm.D. students will be the same as for the B.Sc.(Pharm) and E2P PharmD</p>

<p>preventable diseases prior to the commencement of clinical activities. These guidelines state proof of immunity status must be available and the clinical site can request a copy of immunization documentation from students at any time in preparation for or during a clinical placement. Within 3 months of commencement of the program students should be enrolled in Student Health Services, who will screen for compliance with BC Guidelines that may include Tetanus/Diphtheria-Toxoid, Polio, MMR, Chickenpox and Hepatitis B, and a negative TB skin test result (if the skin test is positive, a chest x-ray is required). Failure to comply with documentation requirement could result in the individual being barred from experiential rotations.</p> <p>All students will have their vaccination records reviewed. Students with a positive test result or those who are unable to comply with vaccination requirements for any communicable disease may face restrictions in the course of their pharmacy training and may be constrained in their ability to practice.</p> <p>In addition, all students are required to obtain an influenza vaccination each year. If it is contraindicated for a student to receive the influenza vaccine, the student must have a current written prescription for antiviral medication. In the event of an influenza outbreak at the healthcare institution in which a student is placed, evidence of a current influenza vaccination must be provided. Pharmacy students must meet the current immunization requirements of the Health Authority in which they are doing their placement.</p>	<p>students. This section is harmonious with the calendar entries for those programs.</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical</p>	<p>URL: To be created Present Calendar Entry: None. Type of Action:</p>

<p>Sciences > Doctor of Pharmacy Flexible Program > Academic Regulations</p> <p>Academic Regulations</p> <p>Students are expected to complete courses within each course's suggested timeframe and participate in all scheduled course discussions and learning activities. Participation grades are assigned for most courses.</p> <p>Any student whose academic record within the program is found to be unsatisfactory may be required to withdraw from the program.</p> <p>Assessments, including but not limited to course assignments, may be refused a passing mark if they are noticeably deficient in the quality of written English, including the correct use of grammar, spelling, and punctuation.</p> <p>Although satisfactory academic performance is a 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 that student is considered to be unsuited to proceed with the study or practice of pharmacy.</p> <p>Promotion Requirements Students must successfully complete PHRM 555, 556, 557, and 561 to be eligible to register for experiential courses (PHRM 571, 572, 573, 574, 575, 576).</p> <p>The other Pharmacotherapeutics courses (PHRM 561 through 569) can be completed in any order.</p>	<ul style="list-style-type: none"> • Create an "Academic Regulations" section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. <p>Rationale for Proposed Change: The academic regulations for the PharmD Flexible are similar to the E2P PharmD, with adaptations for the primarily distance-learning nature of the Flexible program. The PLAR section is a critical component of a program designed for professionals already in practice.</p>
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<p>The passing mark for a course in the Faculty is 60%.</p> <p>A student who fails a course for a second time will normally be required to withdraw from the program.</p> <p>Courses for which credit has not been obtained must be repeated during the next available intake.</p> <p>Prior Learning Assessment and Recognition (PLAR)</p> <p>Students in the program have the opportunity to request credit for prior learning. Students can initiate a request for PLAR at any time after admission to the program; however, they are advised to select challenge option(s) within the first 6 months in the program. This is essential to meet application submission deadlines, to enable them to plan when they will register into courses associated with their challenge option, and to begin planning for portfolio development where required by the option selected. <i>Challenge examination</i> or <i>Abbreviated Portfolio Assessment</i> for selected courses only are the options available for didactic courses. <i>Abbreviated</i> or <i>full portfolio assessments</i> are the two options to challenge for credit for APPE, which are also called “rotations” (PHRM 561 – 569). If a PLAR challenge for a course or APPE is successful, the credits awarded are an acknowledgment that prior learning is substantially similar to what would be learned if the student took that course in the PharmD Flexible Program. Credits that are awarded through PLAR appear on the student’s transcript.</p> <p>The maximum credit can be attained through PLAR is 50% of the overall credits in the PharmD Flexible program.</p> <p>Supplementals and Examinations for</p>	
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<p>Higher Standing</p> <p>Supplemental examinations are not available in all courses. Supplemental examinations will be available in courses or modules where any single examination constitutes 40% or more of the course grade. Supplemental examinations will normally be a comprehensive examination of the full course work and should receive a substantial value of the total mark. The supplemental mark should replace all of the marks received on examinations of the content of the course, as applicable.</p> <ol style="list-style-type: none"> 1. In courses where supplemental examinations are available, a student will be notified of their eligibility. 2. A supplemental examination may be written only once. Should a supplemental be failed the course concerned must be repeated. 3. Where supplemental privileges are granted, the standing will be recalculated. 													
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Doctor of Pharmacy Flexible Program > Degree Requirements</p> <p>Degree Requirements</p> <p>Doctor of Pharmacy</p> <p>Students must complete all of the program courses to obtain the degree.</p> <table border="1"> <thead> <tr> <th>Course</th><th>Credits</th></tr> </thead> <tbody> <tr> <td>PHRM 555</td><td>4</td></tr> <tr> <td>PHRM 556</td><td>4</td></tr> <tr> <td>PHRM 557</td><td>3</td></tr> <tr> <td>PHRM 559</td><td>2</td></tr> <tr> <td>PHRM 560</td><td>2</td></tr> </tbody> </table>	Course	Credits	PHRM 555	4	PHRM 556	4	PHRM 557	3	PHRM 559	2	PHRM 560	2	<p>URL: To be created Present Calendar Entry: None.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create a “Degree Requirements” section in the Faculty of Pharmaceutical Sciences chapter for the Doctor of Pharmacy Flexible program. <p>Rationale for Proposed Change: The coursework listed is required for attainment of the Doctor of Pharmacy degree. We believe it is useful for potential students to have a clear explanation of what the program of study involves and the relative weighting of courses within the program.</p>
Course	Credits												
PHRM 555	4												
PHRM 556	4												
PHRM 557	3												
PHRM 559	2												
PHRM 560	2												

PHRM 561	2	
PHRM 562	2	
PHRM 563	2	
PHRM 564	2	
PHRM 565	2	
PHRM 566	2	
PHRM 567	2	
PHRM 568	2	
PHRM 569	2	
PHRM 571	6	
PHRM 572	6	
PHRM 573	6	
PHRM 574	6	
PHRM 575	6	
PHRM 576	8	
PHRM 599	1	
Total credits required: 72		
<p>Clinical Clerkships and Additional Expenses</p> <p>Required clinical clerkships sites that have been approved as affiliated teaching sites by the Faculty will be supervised by University-appointed personnel. These clerkships may be scheduled in community and hospital pharmacies, health care agencies and institutions, manufacturers in the pharmaceutical industry, and with selected pharmacy organizations. All program clerkships are considered Advanced Pharmacy Practice Experiences (APPE).</p> <p>Students will be required to pay the Doctor of Pharmacy practice fee. See Program and Course Fees. Students should be prepared for clinical clerkships in sites around BC and therefore should also include travel and accommodation costs for these experiences in estimating total personal expenses.</p>		

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 09 Oct 2014 Effective Session (W or S): Winter T1 Effective Academic Year: 2015/16	Date: 4 September 2014 Contact Person: Patricia Gerber/Glenda MacDonald Phone: PG: 604 813-5390; GM: 23085 Email: patricia.gerber@ubc.ca ; glenda.macdonauld@ubc.ca
Proposed Calendar Entry: PHRM 555 (4) Critical Appraisal of Pharmacotherapy Literature. Principles of clinical study design, focusing on randomized controlled trials, systematic reviews, epidemiologic studies (cohort, case-control), pharmacoeconomic analyses, clinical prediction rules, and guidelines.	Present Calendar Entry: N/A Type of Action: Create a new course. Rationale for Proposed Change: Students will develop skills that are essential for understanding and applying published evidence of the effects of drug therapy. This knowledge will be immediately applied in Pharmacotherapeutics courses and forms a basis for lifelong learning through following the published clinical literature. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Proposed Calendar Entry: PHRM 556 (4) Patient Assessment Skills Principles and practices of patient assessment, applied to the monitoring of drug efficacy and toxicity.	Present Calendar Entry: N/A Type of Action: Create a new course. Rationale for Proposed Change: In this course, students will: <ul style="list-style-type: none"> • Describe the importance and meaning of the physical examination. • State the terminology used in the physical assessment of the specified organ systems. • Take the vital signs of a patient. • Integrate physical assessment parameters with the other components of the patient's history and use these data in assessing and monitoring the

	<p>patient's drug therapy.</p> <ul style="list-style-type: none"> Describe the physical parameters that are important in the monitoring of various disease states. Describe the roles of common lab tests, interpret a patient's lab values, and explain the drug therapy implications of these. <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 557 (3) Applied Pharmacokinetics & Pharmacogenomics</p> <p>Pharmacokinetic monitoring of drug therapy in common clinical situations with foundations for application to other drugs. Pharmacogenomics and personalized medicine principles and applications to practice.</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course provides necessary upskilling for students in the program. Pharmacogenomics is an emerging issue in practice and a foundation for understanding its implications is necessary.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 559 (2) Practice Management</p> <p>Values, concepts, issues and responsibilities of individuals exercising leadership and management roles in pharmacy practice and health care settings.</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course helps students acknowledge, identify and understand the various challenges and opportunities associated with the pharmacist's role as a manager, collaborator, communicator and provider of patient care, as well as to explore the</p>

	<p>values, concepts, issues and responsibilities of individuals exercising administrative and leadership roles in pharmacy practice and other health care settings.</p> <p>The content of this course is essential to meet the AFPC Outcome of Manager.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 560 (2) PharmD Seminar</p> <p>Seminar course about current and potential roles for pharmacists. Students will also deliver an individual and a group seminar.</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: PHRM 560 is a seminar course designed to help students learn about current and potential roles for pharmacists through lectures, guest lectures, panel discussions and group discussions.</p> <p>Students will be responsible for developing and delivering 2-20 minute seminars on a topic of either therapeutic or practice interest. One will be an individual presentation and one will be a group seminar. These will be presented on-line and will be attended on-line by all students enrolled in the PharmD Flexible program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 561 (2) Pharmacotherapeutics 1</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p>

<p>Therapeutic Foundations</p>	<p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 1 body system module, which integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 562 (2) Pharmacotherapeutics 2</p> <p>Respirology, Dermatology and Ears, Eyes, Nose and Throat</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 3 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p>

	<p>Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 563 (2) Pharmacotherapeutics 3</p> <p>Cardiovascular disorders.</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits. This course contains 1 body system module that integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 564 (2) Pharmacotherapeutics 4</p> <p>Infectious Diseases.</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits. This course contains 1 body system module</p>

	<p>that integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 565 (2) Pharmacotherapeutics 5</p> <p>Neurology and Psychiatry.</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 2 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail</p>

	grading
<p>Proposed Calendar Entry:</p> <p>PHRM 566 (2) Pharmacotherapeutics 6</p> <p>Gastroenterology and Musculoskeletal disorders.</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 2 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 567 (2) Pharmacotherapeutics 7</p> <p>GU & OBS/GYN & Endocrine and Renal</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 2 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will</p>

	<p>revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 568 (2) Pharmacotherapeutics 8</p> <p>Oncology, Hematology and Toxicology</p> <p>Prerequisite: PHRM 561</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 3 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 569 (2) Pharmacotherapeutics 9</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p>

<p>Acute/Critical Care, Neurology, Cardiac, GI, Infectious diseases and Respiratory</p> <p>Prerequisite: PHRM 561</p>	<p>Rationale for Proposed Change: The core of the PharmD Flexible program consists of nine Pharmacotherapeutics courses, organized by body systems. Each course is 2 credits course (9 courses) for a total of 18 credits.</p> <p>This course contains 6 body system modules. Each module integrates therapeutics and critical thinking to help students develop enhanced patient care skills. Using a variety of teaching approaches, integration activities will revisit and build upon the knowledge gained from professional experience and course content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 571 (6) Experiential Rotation I Community</p> <p>Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in a variety of community settings.</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course provides students with 4 weeks of experiential learning.</p> <p>PHRM 571 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students</p>

	<p>outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 572 (6) Experiential Rotation II Inpatient</p> <p>Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in a variety of inpatient settings.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course provides students with 4 weeks of experiential learning.</p> <p>PHRM 572 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 573 (6) Experiential Rotation III Advanced Practice</p> <p>Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in specialized (advanced practice) settings.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course provides students with 4 weeks of experiential learning.</p> <p>PHRM 573 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p>

	<input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Proposed Calendar Entry: PHRM 574 (6) Experiential Rotation IV Ambulatory/Primary Care Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in a variety of ambulatory or primary care settings.	Present Calendar Entry: N/A Type of Action: Create a new course. Rationale for Proposed Change: This course provides students with 4 weeks of experiential learning. PHRM 574 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Proposed Calendar Entry: PHRM 575 (6) Experiential Rotation V Community or Inpatient Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in community or inpatient settings.	Present Calendar Entry: N/A Type of Action: Create a new course. Rationale for Proposed Change: This course provides students with 4 weeks of experiential learning. PHRM 575 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail

	grading
<p>Proposed Calendar Entry:</p> <p>PHRM 576 (8) Experiential Rotation VI Elective</p> <p>Advanced Pharmacy Practice Experience with application of integrated problem-solving skills to resolve increasingly complex drug-therapy problems in community, inpatient, primary care, ambulatory care, or specialized (advanced practice) settings.</p> <p>This elective rotation requires Program Director Approval</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: This course provides students with 6 weeks of experiential learning. It allows students to choose the type of setting in which they learn from among community, inpatient, primary care, ambulatory care, and specialized (advanced practice) settings. More than one placement setting may be chosen during the 6 weeks, but a minimum of 2 weeks must be completed in each location.</p> <p>PHRM 576 is one of six advanced pharmacy practice experience (APPE) courses (PHRM 571, PHRM 572, PHRM 573, PHRM 574, PHRM 575, and PHRM 576) that provide a total of 26 weeks of experiential learning in the curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PHRM 599 (1) Comprehensive Examination</p> <p>Assessment of skills in the clinical problem-solving process. Prerequisite: successful completion of all other course work.</p>	<p>Present Calendar Entry: N/A Type of Action: Create a new course.</p> <p>Rationale for Proposed Change: Via oral examinations that involve presenting the student with a patient case scenario, the student will revisit and build upon the knowledge gained from all the courses completed. The following skill areas in the problem-solving process will be assessed:</p> <ul style="list-style-type: none"> – Patient information gathering, – Verbal and written communication, – Problem identification and prioritization

	<ul style="list-style-type: none">– Ability to develop a therapeutic and monitoring plan for the patient. <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Cr/D/F grading is not permitted for required courses in the PharmD program. The course is not open to students outside of the program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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17 December 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Bachelor of Urban Forestry (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the faculties of Forestry and Applied Science and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Bachelor of Urban Forestry (B.U.F.) degree program and its associated new minor programs, new course code, and new and revised courses be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF FORESTRY*New program and course code, new and revised courses*

Forestry>Bachelor of Urban Forestry (Introduction; Admission; Academic Regulations; Degree Requirements; Minor in Urban Greenspace Management; Minor in Landscape and Recreation Planning); UFOR (Urban Forestry) Course Code; UFOR 100 (3) Greening the City; UFOR 200 (3) Urban Forests & Well-Being; UFOR 300 (3) Arboriculture Principles and Practice; UFOR 400 (3) Urban Forestry Field School; UFOR 401 (6) Integrated Urban Forestry Capstone Studio; UFOR 402 (3) Urban Forestry Administration, Policy and Law; UFOR 403 (3) Ecological Restoration; CONS 491 (3) Recreation and Tourism Planning; FRST 410 (3) Introduction to Landscape Ecology and Management; FRST 411 (3) Complex Adaptive Systems, Global Change Science, and Ecological Sustainability; FRST 492 (3) Environmental Perception

FACULTY OF APPLIED SCIENCE*New course*

LARC 444 (3) Green Network Planning

The University of British Columbia

Faculty of Forestry

Proposal

Bachelor of Urban Forestry Degree Program

09/30/2014

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**BACHELOR OF URBAN FORESTRY
FACULTY OF FORESTRY
UNIVERSITY OF BRITISH COLUMBIA
September 6, 2014**

1. Executive Summary

1.1 Overview

The University of British Columbia (UBC) is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

The Faculty of Forestry is planning an innovative and holistic urban forestry program to address the urgent needs of over half the world's population who are living in cities. Focusing on whole forest and green-space systems, we aim to produce urban forest managers and forest planners who understand systems-thinking across the urban/rural interface, are knowledgeable about climate change adaptation and mitigation, can balance social, ecological and economic demands, are comfortable working with the public and stakeholders, and have strong skills in management, data, planning, policy, and communications.

1.2 Credential

The proposed credential awarded will be the **Bachelor of Urban Forestry (B.U.F.)**. The program will balance theory and practice, combining interdisciplinary knowledge from social and natural sciences. The field of study comprises management and planning of urban forest and green-space systems, including dimensions of urban ecology, recreation and landscape planning, climate change and human well-being.

1.3 Location

The Vancouver Campus of UBC is the main location for classroom education and administration. Course instruction and project assignments will be achieved through collaboration with academic and other partners at UBC's Vancouver campus, off-campus research forests, local government agencies, and the private urban forestry sector.

1.4 Faculty Offering Program

The program will be administrated by the Faculty of Forestry, UBC. The majority of courses in one of the two minors (Minor in Landscape and Recreation Planning) are offered by the School of Architecture and Landscape Architecture (SALA).

1.5 Program Start Date

The program will be first offered in the Winter Session of the 2015/2016 academic year (beginning September 2015) with options for entry into Years 1, 2 and 3; Years 2 and 3 will initially be comprised of transfer students from within UBC, and other universities, both national and international. Year 4 will be introduced starting in September 2016.

1.6 Program Completion Time

Anticipated time for completion of the full program is four years (four Winter Sessions of eight months each), plus any work term placements.

1.7 Objectives and Program Learning Outcomes

The Urban Forestry program is intended to provide students with the following core competencies:

- (1) A holistic understanding of systems and issues on climate change and sustainability, forest health and management, urban ecology, and recreation and human well-being.
- (2) The skills to work with urban communities in responding to these challenges, through integrating social and biophysical sciences, planning and design, and applying innovative tools, datasets, community engagement, and decision-making processes.

This program will prepare graduating students for a range of careers in urban forestry and green-space planning in both public and private sectors, nationally and internationally.

1.8 Contribution to UBC's Mandate and Strategic Plan

In keeping with UBC's vision, the target graduates from the Urban Forestry program will be exceptional global citizens, who promote the values of a civil and sustainable society. Graduates will understand the global context for urban forestry decision-making and apply this to the formulation of urban forest policies and plans. We seek to have the program recognized as a flagship program within UBC's University Sustainability Initiative.

1.9 Delivery Methods

The program consists of required coursework addressing core themes and transferable skills, and a capstone project integrating all aspects of the program. The courses will be comprised of face-to-face lectures and laboratories, with one required field course. At the beginning of the third year, students can choose between two minors: 1) Urban Green-Space Management; and 2) Landscape and Recreation Planning. Students can also choose not to take a Minor, and select courses from either Minor course lists. The capstone project and other urban forestry courses will involve local government and industry practitioners as partners and guest instructors where possible.

1.10 Linking Learning Outcomes and Curriculum Design

The proposed curriculum will address the learning outcomes described above through existing, new, and adapted courses emphasizing the core themes and transferable skills. Together, these themes and skills will be applied at a community scale, addressing whole city systems, including suburban and peri-urban communities, the wildland interface, and surrounding watersheds. Multi-disciplinary collaboration will be emphasized, including ecosystem management, green infrastructure planning, landscape systems, and park/recreation planning to reduce city-wide carbon footprints, adapt to climate change and meet growing social, economic, and environmental demands.

1.11 Program Strengths

There are no other urban forestry degree programs in Western Canada. Our proposed program aims for a uniquely holistic approach to urban forestry, reflecting the University's and Faculty's philosophy of sustainability, interdisciplinarity, and inclusivity. It will be delivered in collaboration with the School of Architecture and Landscape Architecture (SALA) and other Faculties and Schools. UBC'S Faculty of Forestry and colleagues in allied Faculties offer considerable experience and research in urban forestry. The Faculty's members are multi-disciplinary, ranging from social and natural sciences to wood science and design/planning. The program team includes leading expertise in emerging areas key to urban forestry, such as remote sensing, climate change modeling, forest/aquatic/wildlife ecology, green infrastructure planning, community engagement and visualization, and human well-being. The Faculty of Forestry's Research Forests, the UBC Farm, and surrounding urban green-space offer opportunities for unique field experiences with urban interface forestry and community interactions.

1.12 Support and Recognition from Other Post-Secondary and Professional Organizations

The curriculum has been designed to include standard competencies recognized by the Society of American Foresters (SAF) in their urban forestry accreditation scheme, while leaving room for the distinctive features which will set this program apart from its American and European counterparts. It is planned that the program will seek accreditation with the SAF or another suitable professional body after two years of successful delivery. The Faculty has strong links with other interested partners and organizations including Association of BC Professional Foresters, Canadian Federation of Professional Forestry Associations, International Society of Arboriculture, and Tree Canada Foundation. Collaborative efforts in course delivery, funding and a possible co-operative education program are being pursued.

UBC Faculty of Forestry has held discussions and developed preliminary plans with three Chinese Universities (Beijing Forestry University, Nanjing Forestry University, and Fujian Agriculture and Forestry University), regarding possible transfer students to our proposed Urban Forestry program. We have formal transfer arrangements in place with these universities for some of the other undergraduate programs offered by the Faculty of Forestry.

1.13 Related programs at UBC and in British Columbia

No higher education institution in BC currently offers a formal educational program in urban forestry. However, some classes, project research and individual graduate student projects on urban forestry are offered by the Faculty of Forestry at UBC. In addition, there is research and some teaching of specific courses related to urban forestry in other units such as: Landscape Architecture/SALA, Land Food Systems (LFS), Geography, School of Community and Regional Planning (SCARP), Institute for Resources, Environment and Sustainability (IRES), and Sociology and Anthropology. However, much of the relevant course work is at the graduate level. Selected course offerings from a number of units in these faculties will be incorporated or adapted where possible in the proposed Urban Forestry program.

1.14 Institutional contact

Dr. Stephen Sheppard
Professor, Department of Forest Resources Management
604-822-6582
Stephen.sheppard@ubc.ca

2. Program Description and Specification

2.1 Need for the program

There is only one Urban Forestry degree program offered in Canada (co-op technician training at Fleming College in Ontario with the option to subsequently transfer to the University of New Brunswick to complete a degree). This program has much more of a technical emphasis than our proposed program.

The demand for urban forestry is growing, due to the rapid pace and scale of urbanization internationally, the need to adapt to multiple impacts of climate change in cities, and the increasing demand from the public for the recreational, psychological and health benefits that green-space networks provide. With increased risks of flooding, urban heat islands and global warming, the quality of life, economic viability, and resilience of future cities is in question. If we are to establish the large scale, healthy urban and peri-urban green infrastructure needed to deliver low-carbon, sustainable, livable communities, we will need urban forestry professionals equipped to deal with complex, multi-disciplinary challenges.

Future urban forestry professionals will need to juggle new imperatives such as moderating cooling demand during heat waves, maintaining carbon sinks, managing urban ecosystems, controlling forest fire risks, storm-water flood mitigation, bio-energy production, providing for wood buildings, etc. At the same time, property values, local jobs, outdoor recreation opportunities, and public health will need to be protected. Urban foresters of the future will need to work closely with other urban planning, infrastructure development, and management professionals. This proposed program grasps a timely opportunity to impact both the field of urban forestry and long-term outcomes in urban areas.

Studies of the labor market reveal that private and public sectors are equally important in employing future graduates with degrees in urban forestry and related disciplines (Baumeister, 2014). Growth areas include the public green sector, especially in developing countries, with demand for planners, designers and managers in municipal green services and park planning within local, regional, and national administrations. The private green sector provides potential employment in consulting and entrepreneurship in nurseries, forestry and arboriculture, planning and landscape architecture, as well as in planting and maintenance.

The United States Department of Statistics predicts an increasing job market in urban forestry and related disciplines in its outlook for 2012-2022: Community service Management (+21%), Environmental Sciences (+15%), Landscape Architecture (+14%)

Urban and Regional Planning (+10%), Arboriculture, Horticulture, Agriculture and Food Sciences (+9%) (United States Department of Labor, 2014).

2.2 Program Objectives

The proposed program emphasizes the following distinctive learning objectives:

- Systems thinking, working at a community scale, addressing whole city systems including suburban and peri-urban communities, the wildland interface, and surrounding watersheds;
- Understanding of the increasingly important role of urban forests in responding to climate change in our communities (for example urban cooling and adaptation through green infrastructure) while protecting quality of life, recreation opportunities and human health (physical and psychological);
- Integration of social and biophysical sciences to inform design, planning and management of urban forests and open space;
- Application of innovative tools and new urban datasets such as remote sensing/LiDAR, forest modelling, City GML, crowd-sourcing, and visualization;
- Meeting the critical need for extension, communications, and community engagement to advance best practice, enable good management of multi-functional forests and environmental services, and build citizen awareness and engagement in urban forestry; and
- Multi-disciplinary collaboration involving infrastructure planning, urban design, landscape architecture, and park/recreation planning to reduce city-wide carbon footprints and meet growing social, economic, and environmental demands.

This holistic approach sets this program apart from the other urban forestry programs in the United States, Europe, and Asia, which focus more on issues at tree level rather than landscape and community level.

2.3 Target Students

The target audience comprises domestic and international undergraduates from the following sources:

- Domestic, US and other international students who want to begin a degree program in Urban Forestry following completion of secondary school.
- Domestic and international students from forestry, landscape architecture or park/recreation planning programs, looking to transfer to this program to complete a degree in Urban Forestry.

The Faculty expects to admit 30-40 students per year into this program, including transfer students entering the program in their third year of studies. It is expected that

most international transfer students initially will come from China and the United States; however, we will work to increase the number of international students from other countries over time, through strengthening existing relationships and targeted recruitment. We expect approximately 50% of the students in the program to be international students.

2.4 Degree Requirements

The proposed 126 credit program has been designed to include the following components:

Core curriculum

(90 – 93 credits)

Core themes for all students

- THEME 1: Forest Sciences and Management
- THEME 2: Climate Change, Sustainability and Conservation
- THEME 3: Urban Ecology
- THEME 4: Human Dimensions, Recreation and Well-Being

Transferable skills for all students:

- Planning and Design
- Smart Data and Modeling
- Community Engagement and Public Education/Communications
- Policy, Economics, Legal and Professional Practice, and Management

These core themes and skills will be delivered through shared course requirements, including a sequence of new urban forestry courses, to give students the breadth of learning to integrate disciplines from the social, economic and ecological fields.

Incoming international transfer students will need to take at least 63 credits, with three required courses from years 1 and 2 in place of free electives or as additional credits.

Minors

(18 Credits)

Students can choose between two minors comprised of 18 credits, enabling depth to be developed within certain specializations.

- **Minor 1: Urban Green-Space Management** (including policy, business, governance etc), orientated to management and more conventional urban forestry jobs, with a stronger natural science emphasis including for example ecology, silviculture and economics)
- **Minor 2: Landscape and Recreation Planning** (including more design, planning, and modelling courses), with a stronger social science emphasis in topics such as aesthetics, sustainable design, and wellbeing.

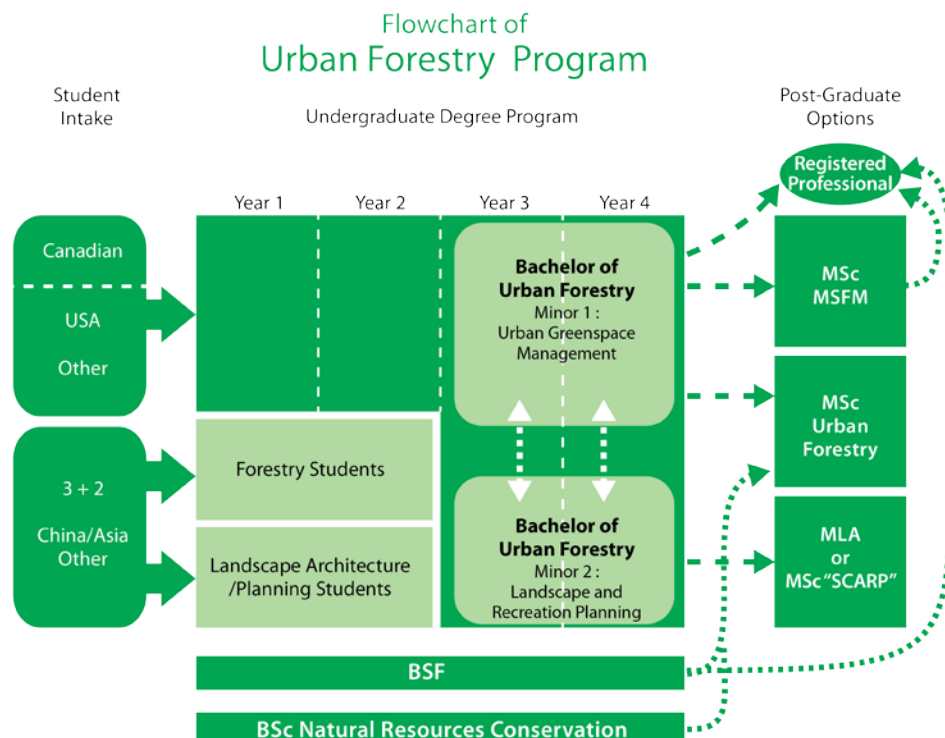
Students may also choose to forego a formal minor. However, they must choose six courses from either of the minor pools.

Electives

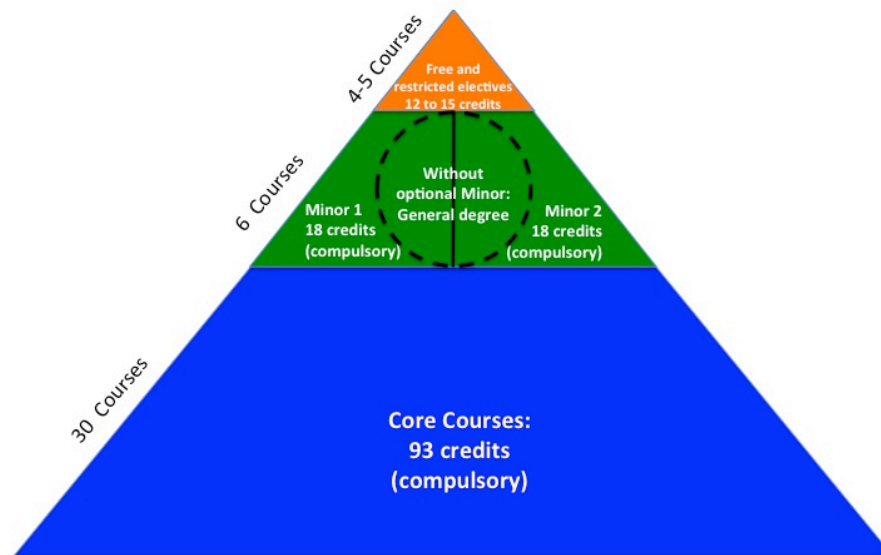
(12 - 15 Credits)

- Students will complete four or five 3-credit elective courses. Three elective courses in the first two years are restricted — students need to choose the courses from a prescribed pool. If students have completed Grade 12 Biology, a free elective course is available in Year 1; otherwise, students are required to take BIOL 111. An unrestricted 3-credit elective course is also included in the requirements for Year 3 or 4.

2.5 Program overview



Urban Forestry at UBC: Program Structure



Co-operative Education Options

Co-operative education provides academic credit for self-directed learning experiences outside the classroom. By alternating academic terms with work terms, students enrolled in the Urban Forestry Co-operative Education Program have the opportunity to bridge the gap between theory and practice, while earning for their education.

It is proposed that a co-operative education option for the Urban Forestry program be developed as soon as possible following implementation of the program. Co-operative education options exist for the four other baccalaureate programs offered by the UBC Faculty of Forestry. It should be possible to make use of the existing infrastructure to relatively seamlessly incorporate opportunities for students in the Urban Forestry program.

Sustainability Pathway

Consultation with the Sustainability initiative's (USI) Teaching Learning Office (TLO) has been initiated. Based on those discussions, we intend the Urban Forestry degree program to be a Sustainability Pathway for students, which meets the current criteria of USI's TLO program. The program has been designed, for example, to include a suitable foundations course on sustainability such as CONS 200 and UFOR 100, a capstone course, and considerable interactions with practitioners and real world applications.

New Courses

Eight new core courses are proposed to deliver the more specialized learning objectives of the new Urban Forestry program, together with one adapted existing course (CONS 491 - which has not been taught for a number of years) (see Calendar listings below for course descriptions). Courses in bold will be taught by new instructors. They will be phased in according to the schedule for the staggered program launch.

- **CONS 491: Recreation & Tourism Planning**
- LARC 444: Green Network Planning
- UFOR 100: Greening the City – Introduction to Urban Forestry
- **UFOR 200: Urban Forests & Well-being**
- **UFOR 300: Arboriculture Principles & Practice**
- UFOR 400: Urban Forestry Field Camp
- **UFOR 401: Capstone Studio**
- **UFOR 402: Administration, Policy & Law**
- UFOR 403: Ecological Restoration

Adapted courses

The following courses will be adapted to meet undergraduate degree requirements:

- FRST 504: Landscape Ecology
- FRST 524: Environmental Perception
- FRST 532: Complex Adaptive Systems, Global Change Science and Ecological Sustainability

Existing Courses

The following existing courses will be used in the new program:

Core Courses

- APBI 200: Introduction to Soil Science
- BIOL 121: Genetics, Evolution and Ecology
- CONS 200: Foundations of Conservation
- CONS 210: Visualizing Climate Change
- CONS 340: Introduction to Geographic Information Systems for Forestry and Conservation
- CONS 481: Conservation Planning & Wildland Recreation
- ECON 101: Principles of Microeconomics
- ENDS 221: Sustainability by Design

- ENGL 1XX: Approaches to Literature/ or ENGL 111 Approaches to non-fictional Prose/ or ENGL 112 Strategies for University Writing
- FRST 200: Forest Biology I
- FRST 210: Forest Biology II
- FRST 201: Forest Ecology
- FRST 211: Forest Classification & Silviculture
- FRST 270: Community Forests and Community Forestry
- FRST 307: Biotic Disturbances
- FRST 320: Abiotic Disturbances: Fire & Climate
- FRST 443: Remote Sensing in Forestry
- FRST 470: Forests and Society
- SOCI 100: Introduction to Sociology
- WOOD 225: Communications Strategies

Restricted Electives/ Minors

- CONS 330: Conservation Science & Sustainability
- CONS 370: Aboriginal Forestry
- COMM 388: Design Strategies for Business Innovation
- ENDS 231: Thinking by Design
- ENDS 440: Environment & Urban Form
- FOPR 261: Basic Geomatics for Natural Resources
- FRST 100: Sustainable Forests
- FRST 232: Computer Applications in Forestry
- FRST 231: Introduction to Biometrics
- FRST 239: Tree and Stand Level Measurements
- FRST 305: Silviculture I
- FRST 318: Forest & Conservation Economics
- FRST 385: Watershed Hydrology
- FRST 395: Wildlife Ecology & Management
- FRST 444: Agroforestry
- FRST 490: Visual Resources Management / Landscape Planning for Sustainability
- GEOB 102: Our Changing Environment: Climate and Ecosystems
- GEOB 103: Our Changing Environment: Water and Landscapes
- GEOG 250: Cities
- GEOG 311: Urban Environments
- LARC 316: Trees and Shrubs in Landscape
- LARC 415: A Behavioral Approach to Planting Design
- LARC 440: Site Analysis & Planning
- MATH 1XX: Differential Calculus with Applications to Physical Sciences and Engineering/ or MATH 102 Differential Calculus with Applications

to Life Sciences/ or MATH 104 Differential Calculus with Applications to Commerce and Social Sciences/ or MATH 190 Calculus Survey

- PLAN 425: Urban Planning issues and Concepts

2.6 Admission Requirements

The Faculty will accept applications from students with varying educational preparation: (1) following graduation from secondary school or (2) following completion of at least 24 credits at UBC or its equivalent at another post-secondary institution.

Students entering from secondary school must have met the general University entrance requirements and have completed Principles of Mathematics 12 or Pre-Calculus 12 and one of Biology 12, Chemistry 12, or Physics 12, as well as Chemistry 11 and one of Biology 11 and Physics 11. See Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum.

Applicants, who apply to enter following completion of at least 24 credits of work at UBC or its equivalent at another post-secondary institution, must have attained an overall average of at least 60% in all credits attempted. In the case of transfer students, consideration will be given to individual program of study in determining the transfer credit that may be applied to the Bachelor of Urban Forestry program. Graduates of a one-or two- year diploma program in forestry or urban forestry may be considered for course exemptions that may be applied towards the degree. Such students must have achieved an overall average of at least 65% in their diploma program, plus have the entrance requirements listed in the paragraph above.

Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

3. Resources

3.1 Budget and Tuition Fees

We have worked with Dr. Hugh Brock, Interim Vice Provost and AVP Academic Affairs and his team to review the budget for the program. The tuition revenue with anticipated enrollment will be sufficient to cover the costs of providing the program and will generate net new resources for the Faculty of Forestry, the School of Architecture and Landscape Architecture and the University as a whole.

The tuition fees for the program will be the same as the fees for existing Faculty's BSc. programs in Forestry, Natural Resources Conservation and Wood Products Processing:

- Domestic students: \$163.01 per credit,
- International students: \$799.97 per credit

This means annual tuition of approximately \$4900 for domestic students and \$24,000 for international students with a normal 30 credit course load. Additional costs for field courses, and the capstone project will be charged separately. These fees are comparable and competitive with other programs in campus and with other urban forestry related degrees on North America.

We estimate that the annual enrolment in the program after the first two years of inception (2015W enrollment 15 students and 2016W enrollment 20 students) will be 30-40 students annually. We anticipate that 50% of the annual enrollment will be international and that half of the international enrollment will come from potential Chinese partner universities students that are enrolled up to 3 years at UBC. The Faculty of Forestry will teach 75% of the courses in the program. The rest of the courses will be taught by the School of Architecture and Landscape Architecture, the Faculty of Science (first year science courses), the Faculty of Arts, the School of Community and Regional Planning, and the Faculty of Land Food Systems.

Annual costs include:

- Honorarium for the Program Director (\$10,000/year)
- One new faculty appointment (Assistant Professor, salary approximately \$115,000, benefits \$16,000)
- One new Instructor / Program Coordinator position, salary approximately \$90,000, benefits \$13,000)
- One Sessional Instructor (salary \$10,000)
- TA support for approximately 8 courses (\$1,750 for each course)
- Annual operational costs (space allocation, IT, marketing, student support): \$36,000/year

3.2 *Human Resources*

The program structure will follow closely the Forest Resources Management and Conservation of Natural Resources programs in the first two years, with the addition of a few specialized courses in urban forestry. This will reduce program requirements and facilitate student transfers.

Most of the teaching of new, expanded, and modified courses will be done by existing faculty members. Discussions with several faculty members have identified opportunities to insert or modify existing course components to make the content more relevant to urban forestry.

An existing faculty member will act as an Interim Program Director. We anticipate that one new faculty position will be required to share in the teaching of some of the proposed new courses in the recreation and well-being theme. Other new course needs such as arboriculture could be delivered by sessional instructors.

In addition, the Program will need an administrator/coordinator with Instructor responsibilities (e.g., specialization in arboriculture, professional practice). This position will provide critical support for both the Bachelor of Urban Forestry program and a planned future course-based Master's program in this area.

Depending on the hiring schedule, a small number of sessional instructors may be required in the early years for launching specific courses. These individuals would be recruited from local professionals and/or highly qualified senior graduate students or post-doctoral fellows.

Additional teaching assistance will be provided through the equivalent of approximately two FTE GTAs (12 hours per week, for each of 2 terms; the two FTE positions will allow eight 6-hour GTA appointments). Student services may need additional resources to handle the increased student load in the future (e.g., 3-4 years out).

3.3 *Space*

Lectures and tutorials will be scheduled in existing classrooms and seminar rooms scheduled through Classroom Services. The Faculty of Forestry has plans to build a new building on campus (the Asian Forestry Centre located close to the Forest Sciences Centre). If these plans materialize, the new building would provide more classroom, seminar, computer lab, team work and administrative space for the program. We have initially budgeted 2,000 sf of space allocation for the program.

3.4 *Library*

The Urban Forestry program will attract a new student body with specialized interests which will increase the demands on library resources. The demand will be particularly significant in the fourth year when the students will do a capstone course involving original research. The students will need access to urban forestry related databases, journals and books. Some are already available in the UBC Library, but new material and holdings may need to be acquired. List of recommended library resources is provided in Appendix 4.6.

3.5 *Other Resources*

The Faculty's Research Forests (Malcolm Knapp in Maple Ridge and Alex Fraser in Williams Lake) and their educational facilities offer unique field experiences with respect to urban interface forestry and community protection. The UBC Vancouver campus is surrounded by a forested regional park (Pacific Spirit Park). On campus we have an urban farm and examples of cutting-edge wood-based buildings and green energy technologies in operation (e.g., Forest Sciences Centre, Centre for Interactive Research on Sustainability, Biomass District Energy System). The state-of-the-art public engagement and video conferencing facilities at the BC Hydro Decision Theater provides a venue for workshops, training, community engagement and projects. The Faculty was actively involved in the restoration of Stanley Park after the 2006 storm and continues to support Vancouver Park Board and other stakeholders in the park management. Stanley Park, which was just named the top park in the world according to TripAdvisor users, offers an excellent training ground for the program.

The Faculty of Forestry works with communities across Canada and internationally on forestry and conservation projects. In addition, we have strong relationships with forestry universities and practitioners internationally, especially in China, Europe and India. The efforts of the City of Vancouver to become the "greenest city in the world" by 2020, as well as being part of the most ambitious campus sustainability initiative in North America, provide additional resources and reasons for an urban forestry education at UBC.

Category: 1

<p>Faculty: Faculty of Forestry Department: Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter, Term 1 Effective Academic Year: 2015</p>	<p>Date: Contact Person: Dr. Stephen Sheppard Phone: 604-822-6582 Email: Stephen.Sheppard@ubc.ca</p>
<p>Proposed Calendar Entry: BACHELOR OF URBAN FORESTRY</p> <p>Introduction</p> <p>The Bachelor of Urban Forestry (B.U.F.) degree is a four-year program featuring a holistic urban forestry curriculum, focusing on planning and management of forest and green-space systems in urban, peri-urban and rural communities.</p> <p>Students are provided with competencies in four core themes: climate change and sustainability, forest health and management, urban ecology, and recreation and human wellbeing. Students learn strong skills in management, data acquisition and analysis, planning, policy, and communications.</p> <p>The curriculum leads to a Bachelor of Urban Forestry degree with optional specialization in one of two minors: (1) Urban Greenspace Management or (2) Landscape and Recreation Planning. The program consists of 90-93 credits of core courses, an optional choice of a minor (18 credits), restricted electives (9 credits) and free electives (3-6 credits). Students who choose not to select a minor will make up the 18 credits that comprise a minor through a selection of courses from both minor pools. Students apply to the program director for entry into one of the two minors upon completion of Second Year. Acceptance may be limited by demand, in which case acceptance will be based on academic standing at the completion of second year.</p> <p>Admission</p> <p>The Faculty will accept applications from students with varying educational preparation: (1) following graduation from secondary school or (2) following completion of at least 24 credits at UBC or its equivalent at another post-secondary institution.</p> <p>Students entering from secondary school must have met the general University entrance requirements and have completed Principles of Mathematics 12 or Pre-Calculus 12 and one of Biology 12, Chemistry 12, or Physics 12, as well as Chemistry</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Degree Program</p> <p>Rationale:</p> <p>The demand for urban forestry is growing, due to rapid urbanization internationally, the need to adapt to climate change in cities, and increasing public demand for the recreational, psychological and health benefits from greenspace networks. Future urban forestry professionals will need to work closely with other urban planning, infrastructure development, and management professionals.</p> <p>Currently there are no other dedicated Urban Forestry degree programs in Western Canada. UBC'S Faculty of Forestry and colleagues in allied faculties offer considerable experience and research in urban forestry.</p> <p>The Faculty's Research Forests, UBC Farm, and surrounding urban greenspace offer opportunities for unique field experiences with urban interface forestry and community engagement. The Faculty works with partners from across Canada and internationally, and is networked with forestry universities internationally.</p> <p>The program aims to produce urban forest managers and forest planners who understand systems-thinking across the urban/rural interface, are knowledgeable about climate change adaptation and mitigation, can balance social, ecological and economic demands, and are comfortable working with the public and stakeholders.</p>

11 and one of Biology 11 and Physics 11.
See [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#).

Applicants, who apply to enter following completion of at least 24 credits of work at UBC or its equivalent at another post-secondary institution, must have attained an overall average of at least 60% in all credits attempted. In the case of transfer students, consideration will be given to individual program of study in determining the transfer credit that may be applied to the Bachelor of Urban Forestry program. Graduates of a one-or two- year diploma program in forestry or urban forestry may be considered for course exemptions that may be applied towards the degree. Such students must have achieved an overall average of at least 65% in their diploma program, plus have the entrance requirements listed in the paragraph above.

Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

Academic Regulations

See [Academic Regulations](#).

Degree Requirements

First Year	
APBI 200	3
BIOL 111 and 121 ¹	6
CONS 200	3
ECON 101	3
ENGL 110, 111, or 112	3
SOCI 100	3
UFOR 100	3
Restricted Electives ²	6
Total Credits	30
Second Year	
CONS 210	3
ENDS 221	3
FRST 200	3

FRST 201	3	
FRST 210	3	
FRST 211	3	
FRST 270	3	
UFOR 200	3	
WOOD 225	3	
Restricted Electives ²	3	
Total Credits	30	
Third Year and Fourth Year		
CONS 340	3	
CONS 481	3	
CONS 491	3	
FRST 307	3	
FRST 320	3	
FRST 443	3	
FRST 470	3	
LARC 444	3	
UFOR 300	3	
UFOR 401	6	
UFOR 402	3	
UFOR 403	3	
Electives	6	
Minor Course Pool ³	18	
Total Credits	63	
UFOR 400 Immediately following third year	3	
¹ Students with Biology 12 should replace BIOL 111 with 3 credits of electives.		
² Restricted elective courses must be chosen from: APBI 244 / GEOB 204, FOPR 261(2), FRST 100(3), FRST 231(3), FRST 232(3), GEOB 102(3), GEOB 103(3), GEOG 250(3), ¹ MATH 100(3) or MATH 102(3) or MATH 104(3) or MATH 190(3). MATH (1XX), FOPR 261, and FRST 231 are required as prerequisites for one of the required courses for the Minor in Urban Greenspace Management.		
³ Students wishing to complete a Minor must take all of the courses from one of the two Minor pools listed below. Students who		

<p>do not wish to select a Minor must select 6 courses from either of the pools.</p> <p>MINOR IN URBAN GREENSPACE MANAGEMENT</p> <p>FRST 239¹(3), FRST 305(3), FRST 318(3), COMM 388(3), FRST 395(3), FRST 410(3)</p> <p>¹Prerequisite FRST 231(3), FOPR 261(2)</p> <p>MINOR IN LANDSCAPE & RECREATION PLANNING</p> <p>ENDS 231(3), FRST 490(3), FRST 492(3), LARC 316(3), LARC 440(3), LARC 415(3)</p>	
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Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter, Term 1 Effective Academic Year: 2015	Date: Contact Person: Dr. Stephen Sheppard Phone: 604-822-6582 Email: Stephen.Sheppard@ubc.ca
Proposed Calendar Entry: UFOR – Urban Forestry	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Code Rationale: This new course code will be used to identify courses in which the primary focus will be some aspect(s) of urban forestry. These courses are being developed in support of the new degree program being proposed in urban forestry. Several of these new courses are being proposed elsewhere in this package. We believe that it is important to separate these new courses from our more general course code (FRST) in order to highlight these course offerings to interested students outside of the Faculty of Forestry. With the exception of some of the 400-level courses, the proposed UFOR courses will be open to students from outside of the Urban Forestry program. <input type="checkbox"/> Not available for Cr/D/F grading

Category: 1

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Dr. Suzanne Simard Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca suzanne.simard@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UFOR 100 (3) Greening the City Roles played by urban forestry and greenspace systems in a rapidly changing world; topics include urban ecology, urban forest conservation, urban forest management, climate change, society and human well-being, design and planning, urban/rural interface issues, and urban forest policy. [2-0-2]</p> <p>(See Attachment FRST-2014-1 for the proposed syllabus.)</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course is intended as an introduction for all students in the Bachelor of Urban Forestry (BUF) program. It may also be of interest to a broader group of students across the university. The course will introduce students to basic theory, concepts and skills in urban forestry that will set the stage for learning throughout the BUF program. It also students to real world examples of urban forestry through field and visualization labs, helping them develop practical skills and experience for success in their future careers. Using problem-based learning, the course provides students with core knowledge on which to build their expertise.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Sara Baron Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca sara.fryer.barron@gmail.com</p>
<p>Proposed Calendar Entry: UFOR 200 (3) Urban Forests & Well-Being Basic relationships between urban residents' mental and physical well-being and their urban forest environment. [2-0-2] Prerequisite: UFOR 100 (See Attachment FRST-2014-2 for the proposed syllabus.)</p>	<p>URL: N/A Present Calendar Entry: None Type of Action: New Course Rationale: This course is proposed as an introduction to the connections between natural environments and human well-being in urban settings. Both psychological and physiological well-being will be addressed. There are currently no courses at UBC that explore this connection with a specific focus on urban forestry. <input type="checkbox"/> Not available for Cr/D/F grading</p>
<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Christoph Baumeister Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca baumeister@alumni.ubc.ca</p>
<p>Proposed Calendar Entry: UFOR 300 (3) Arboriculture Principles and Practice Sustainable practice within the arboricultural discipline with emphasis on a comprehensive understanding of techniques and equipment used in a range of arboricultural operations. [3-1-0] Prerequisite: UFOR 200 (See Attachment FRST-2014-3 for the proposed syllabus.)</p>	<p>URL: N/A Present Calendar Entry: None Type of Action: New Course Rationale: This course is designed to give students an understanding of arboriculture and urban forest management from a perspective of both theory and practice. It addresses needs and requirements of the labor market since jobs in arboriculture and consulting are expected to be an important field of occupation. It will enable students also to build on knowledge learned in year 1 and 2 of their studies, with respect to economic, ecological and recreational values of street trees and parks. <input type="checkbox"/> Not available for Cr/D/F grading</p>

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Person: Dr. Stephen Sheppard Paul Lawson Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca paul.lawson@ubc.ca</p>
<p>Proposed Calendar Entry: UFOR 400 (3) Urban Forestry Field School Development of field skills, professional judgment, critical reflection, and integration of theory, practice, and policy. Offered at Malcolm Knapp Research Forest over a 7-day period in April. Prerequisites: UFOR 300 and third-year standing in the BUF program.</p> <p>(See Attachment FRST-2014-4 for the proposed syllabus.)</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course will offer students the opportunity to integrate knowledge gained from a variety of classroom/lab based courses, as well as to practice and become proficient in the field skills required for the urban forestry profession. It will provide solid grounding for the final capstone course.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale: This course is only available to students in the BUF program and is a required course.</p>
<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Sara Baron Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca sara.fryer.barron@gmail.com</p>
<p>Proposed Calendar Entry: UFOR 401 (6) Integrated Urban Forestry Capstone Studio Integration of biophysical and socio-economic components of urban greenspace management and planning through within a collaborative holistic group project linked to a real-world urban forestry situation. [3-6-0] Prerequisite: Fourth year standing in the BUF program.</p> <p>(See Attachment FRST-2014-5 for the proposed syllabus.)</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: The course allows students to integrate the program themes and apply the skills they have developed through the initial three years of their education to a unique, real-world project. Students are expected to develop practical skills and experience for success in the field of urban forestry in a real community context.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale: This course is only available to students in the BUF program and is a required course.</p>

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Dr. Robert Kozak Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca rob.kozak@ubc.ca</p>
<p>Proposed Calendar Entry: UFOR 402 (3) Urban Forestry Administration, Policy and Law The administrative, legal, policy, and business environments for urban forestry and urban forest planning. [3-1-0] Prerequisite: Third year standing in the BUF program. (See Attachment FRST-2014-6 for the proposed syllabus.)</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This provides a synthesis of administration, policy and law with respect to urban forests and greenspace management from a local to global scale. This course will enable students to adequately respond to public demands with respect to administrative regulations and to provide experience in arbitrating between authorities and nongovernmental institutions.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale: This course is only available to students in the BUF program and is a required course.</p>
<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Person: Dr. Stephen Sheppard Dr. Cindy Prescott Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca cindy.prescott@ubc.ca</p>
<p>Proposed Calendar Entry: UFOR 403 (3) Ecological Restoration Ecological principles relevant to restoration of ecosystems are applied to the restoration of several types of ecosystems. [3-1-0] Prerequisite: One of FRST 201, BIOL 230 (See Attachment FRST-2014-7 for the proposed syllabus.)</p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale: This course will be a key component of the new BUF program. However, it will be open to other students with some background in ecology.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>

<p>Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: July 14, 2014 Effective Session (W or S): Winter Effective Academic Year: 2015</p>	<p>Date: July 2014 Contact Persons: Dr. Stephen Sheppard Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca</p>
<p>Proposed Calendar Entry: CONS 491 (3) Recreation and Tourism Planning</p> <p>Principles and methods for planning urban and rural recreation and related tourism resources including analyzing recreation resources, applying policies and standards, developing park/recreation area management plans, and understanding benefits to human and community wellbeing and biodiversity. [3-0-0]. Prerequisite: UFOR 200 and CONS 481.</p> <p>(See Attachment FRST-2014-8 for the proposed syllabus.)</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=CONS</p> <p>Present Calendar Entry: CONS 491 (2) Issues in Recreation, Natural Areas Management and Resource Conservation A seminar on issues in resource-based recreation and related tourism, wildlife and natural heritage conservation in the governance of lands and coastal resources; analysis of recreation and related tourism, wildlife and natural heritage policies; the application of research findings to natural heritage including wildlife conservation and recreational land management. [2-0] Prerequisite: One of FRST 290, CONS 200.</p> <p>Type of Action: Major modifications (change title, credits, prerequisites, and some content).</p> <p>Rationale: This course has not been offered for many years in its present form. The content has been modified to provide advanced learning in recreation and tourism planning principles and methods. The course continues to draw on theory, research, policy and practice, but applies this learning to practical exercises and case studies on analysis, planning, and management of recreation/park systems, areas, and facilities.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: Nov. 6, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: November 3, 2014 Contact Persons: Dr Sarah Gergel Phone: 604-822-6582 Email: sarah.gergel@ubc.ca
Proposed Calendar Entry: FRST 410 (3) Introduction to Landscape Ecology and Management Current concepts, methods, and applications of landscape ecology with emphasis on spatial patterning, spatial heterogeneity, and dynamics; problem-solving approaches to natural resource issues through the application of landscape ecological principles and tools. [3-0-0]. Prerequisite: Fourth-year standing.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale: This course an adaptation of an existing graduate course (FRST 504). It is proposed as an advanced optional course for students who wish to deepen their understanding of landscape ecology. <input type="checkbox"/> Not available for Cr/D/F grading

<p>Faculty: Faculty of Forestry Department: Faculty Approval Date: Nov. 6, 2014 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: October 28, 2014 Contact Persons: Dr. Stephen Sheppard Dr. Suzanne Simard Phone: 604-822-6582 Email: stephen.sheppard@ubc.ca suzanne.simard@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRST 411 (3) Complex Adaptive Systems, Global Change Science, and Ecological Sustainability</p> <p>Concepts of complex adaptive systems (CAS); exploration of how CAS can be used to manage natural and social environments for multiple goals under changing climatic and socio-economic conditions. [3-0-0]</p> <p>Prerequisites: Third- or fourth-year standing.</p>	<p>URL:N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course is proposed as an advanced optional course for students in the Bachelor of Urban Forestry program, but is open to any senior undergraduate student campus-wide. It is adapted from an existing graduate course (FRST 532). The course examines theory, concepts and application of complex adaptive systems, with case studies in forestry, urban forestry, and other natural resource and social environments. It introduces students to real world examples of the application of complex adaptive systems theory for global change and ecological sustainability issues.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>

Faculty: Faculty of Forestry Department: Faculty Approval Date: Nov. 6, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: October 29, 2014 Contact Person: Dr. Michael Meitner Phone: 778-240-6233 Email: mike.meitner@ubc.ca
Proposed Calendar Entry: FRST 492 (3) Environmental Perception How individuals perceive their environment. Emphasis will be given visual perception in the context of natural resource issues and the effects of those perceptions on individuals including issues of human wellbeing. [3-0-0] Prerequisite: Third- or fourth-year standing.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is an undergraduate version of an existing graduate course (FRST 524). It is intended to allow undergraduate students in the proposed urban forestry program to attend the seminar course as the topics align well with the stated objectives of the program. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: SALA Faculty Approval Date: October 29, 2014 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: November 13, 2014 Contact Person: Luke Parkinson Phone: 604 368 7568 Email: luke.parkinson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LARC 444 (3) Green Network Planning</p> <p>Theory and methods of long-range green space planning for urban areas.</p> <p><i>Equivalency: LARC 553 (3).</i></p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course is a 4th year core course for the proposed Bachelor of Urban Forestry program, Faculty of Forestry. This course will also be available as an elective course for the Bachelor of Environmental Design and the Master of Landscape Architecture. No comparable course exists at UBC.</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: LARC 444 is a required course for the Bachelor of Urban Forestry degree program; therefore, for those students, the course is not eligible for Cr/D/F. The course is an elective for Bachelor of Environmental Design students. Most of the assignments in this course are team projects and the teams will be interdisciplinary and composed of graduate and undergraduate students. Having a small number of students taking the course for Cr/D/F may set up differing expectations of effort and may make team collaborations inequitable. Uneven commitment and effort is always an issue with student team work and this would be exacerbated by allowing some students to take the course for Cr/D/F.</p>



17 December 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Bachelor of Music/Bachelor of Education (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the faculties of Arts and Education and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Bachelor of Music (General Studies: Secondary Education Stream)/Bachelor of Education (Music) dual degrees program option be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF ARTS

New program option

Music>BMus>Degree Requirements>Dual Degree in Music and Education

FACULTY OF EDUCATION

New program option

Education>BEEd>Dual Degree in Music and Education (Introduction; Pre-Admission Advising; Admission)

EXECUTIVE SUMMARY
DUAL DEGREE PROGRAM OPTION IN MUSIC AND EDUCATION
UNIVERSITY OF BRITISH COLUMBIA
20 October 2014

Mission and Goals of the University

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

History, Mission, and Academic Goals of the B.Ed. Program

Established in 1956, the Bachelor of Education (B.Ed.) began as a concurrent program, where students combined academic preparation within Arts, Sciences, Visual Arts, Human Kinetics, and more, with teacher preparation courses and practica. Currently the B.Ed. is a post-degree professional program designed to engender in beginning teachers a strong sense of professional inquiry and appreciation of the importance of research in understanding teaching and learning. A combination of courses and teaching practica experiences, the B.Ed. prepares teachers for provincial certification in specific teaching areas within Elementary, Middle Years and Secondary school environments. Also, a community field experience places teacher candidates in educational settings beyond classroom environs in order to expand their professional preparation. Broadly, the charge of teacher education at UBC, a research-intensive university, is to prepare teachers for their responsibilities as educators in both local and global contexts.

While the 12-month B.Ed. program is available for teacher preparation for those who have already obtained their first degree, the Faculty of Education is committed to develop dual degree programs as the next phase of program development within our Secondary (Grades 8–12) option. To that end, the Faculty of Education has developed partnerships with other UBC faculties in high-demand subject areas. Since 2009, four dual degree program options have been established: B.Sc. (Physics) + B.Ed. (Physics Education); B.Sc. (Mathematics) + B.Ed. (Mathematics Education); B.Sc. (Food, Nutrition, and Health) + B.Ed. (Home Economics Education); and B.Kin. (Kinesiology) + B.Ed. (Physical Education).

History, Mission, and Academic Goals of the School of Music

A unit in the Faculty of Arts, first established as a Department of Music in 1947, the UBC School of Music has been the leading university music program in Western Canada for decades. Degree programs include the B.A. (Music), the Bachelor of Music (B.Mus.), and a variety of masters and doctoral programs. The School currently has over 400 students: about 270 undergraduates and 140 graduate students. It consistently ranks in the top four Schools/Faculties of Music in the nation.

The School of Music is strongly aligned with the three core pillars of the UBC strategic plan, Student Learning, Research Excellence, and Community Engagement: it offers 10 different majors in the B.Mus., and analogous programs at the masters and doctoral levels; faculty members maintain national and international reputations for excellence in artistic performance, creation, and research; and its lively and diverse performance activities—comprising over 150 concert, opera, and recital performances each year—provide the community with a rewarding and informative array of cultural events, with substantial breadth in world music, contributing to the Intercultural Understanding commitment in *Place and Promise*).

This proposal for a dual degree program option in Music and Education has been under development since 2012. This has been a collaborative venture; members from both the School of Music and the Faculty of Education have worked together throughout. The proposal is informed by surveys of students in the B.Ed. (Music) program that have been conducted annually over many years, and the initiative has been discussed informally with several current students, who have consistently voiced their enthusiastic support.

Proposed credentials: Bachelor of Music (B.Mus.) —Major in General Studies: Secondary Music Education, and Bachelor of Education (B.Ed.) —Major in Music.

Location: UBC Vancouver campus for courses; public schools in the Lower Mainland for teaching practica; public, non-profit, and private-sector educational settings for Community Field Experience.

Faculties Offering Program: The Faculty of Arts and the Faculty of Education will administer and deliver their respective degree programs.

Anticipated Program Start Date: September 2016, with applications due January 2016. A new course (EDCP 210, proposed for September 2015) will be an admission requirement for the dual degree program.

Program Completion Time: Five years. Students would be enrolled in the B.Mus. during Years 1–5, and in the B.Ed. during Years 3–5.

Description of Proposed Program

i. Aims, Goals, and Objectives of the Proposed Program

- a. to provide a more efficient pathway toward professional teaching certification in Music than the current consecutive-degree route affords, through a reduction of approximately 30 credits in total;
- b. to provide earlier opportunities for integrating studies in Music and Music Education;
- c. to provide earlier opportunities classroom observation and practice teaching;
- d. to create a more even distribution of course work across the five years of study; and
- e. to attract a larger number of high-quality applicants by bringing the total course load into line with course loads at peer institutions.¹

ii. Anticipated Contribution to the University's Mandate and Strategic Plan

This proposal relates to UBC's core commitment to provide the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life. As well, it addresses the commitment to serve and engage society to enhance economic, social, and cultural well-being.

iii. Program Learning Outcomes.

Through the dual degree program option, students will attain:

1. broad knowledge of music history, music theory and analysis, aural musicianship, instrumentation and orchestration, music technology, and other subjects relevant to a career in music education;
2. well-developed analytical and critical skills for the interpretation of music in a variety of styles, and for the interpretation of scholarly literature about music;
3. high proficiency in the techniques of solo and ensemble performance on at least one instrument,² and in the techniques of instrumental and choral conducting;
4. basic performance skills on all woodwind, brass, and percussion instruments and voice, as a foundation for teaching beginners and intermediate-level ensemble musicians;

¹ Comparable programs at our peer institutions mostly range from 130 to 160 credits. Examples: University of Illinois (130 credits), Boston University (132), McGill University (137), Michigan State University (148), University of Manitoba (158), Memorial University of Newfoundland (159). The University of Victoria's Music Education credit count (equivalent to 177 UBC credits) also exceeds the norm, but less so than UBC's (189).

² Voice is considered an instrument, as far as the BMUS curriculum is concerned.

5. good judgment in making performance decisions through the application of analytical and interpretive skills acquired in the context of both academic studies and performance training;
6. a robust vocabulary of words and gestures for communicating performance decisions, and for developing performance strategies effectively in collaborative contexts;
7. proficiency in implementing a wide range of rehearsal techniques for instrumental and choral ensembles, and in other fundamental aspects of instrumental and choral pedagogy relevant to a career in music education;
8. proficiency in crafting clear and persuasive scholarly prose on music and other subjects;
9. an understanding of philosophical, historical, psychological, sociological, and technological dimensions of music education;
10. pedagogical knowledge, instructional skills, and administrative capabilities necessary for a career in music education, including proficiency in designing and implementing lessons, units, and curricula for students of different backgrounds and at different ages;
11. insight into the opportunities, challenges, and responsibilities associated with a career in music education.

iv. Linking Learning Outcomes and Curriculum Design

Required courses in music history, music theory, aural skills, and music technology are oriented around learning outcomes 1, 2, and 8. Courses in solo and ensemble performance, conducting, instrumental techniques, and choral and instrumental pedagogy are oriented around outcomes 3–7. Specialized courses in Music Education consolidate all of the above learning outcomes in an educational context and also promote learning outcomes 9–11. Guided classroom observation and practice teaching experiences in Years 2 and 5 provide practical experience and insight into the dynamics of the classroom environment.

v. Delivery Methods

Content is delivered through lectures, tutorials, labs, ensemble rehearsals, individual performance instruction, and teaching practica.

vi. Program Strengths

Faculty members are nationally and internationally recognized experts in relevant fields, including practical music-making (performance, composition, music technology), the practice of K–12 education, and related research areas. A new course, EDCP 210, includes classroom observation and practice-teaching experiences in Year 2, and the existing practicum experiences (in Year 5) are unchanged. The total credit count is reduced considerably (from 189 to 162 credits), and the credentials are unchanged. Graduates of the current consecutive-degree program have an excellent record of career placement.³

vii. Support and Recognition from other Postsecondary Institutions

After completing the B.Ed. (Music) at UBC, students have gone on to graduate programs at several universities, including UBC, U.Vic., U. of Arizona, Queen's, and NYU, among others.

viii. Related Programs at UBC or other BC Postsecondary Institutions

No dual degree program in Music and Education currently exists in British Columbia. The consecutive B.Mus.+B.Ed. (Music) program at UBC will continue to exist alongside the dual degree program option. A similar consecutive-degree B.Mus.+B.Ed. is offered by the University of Victoria. Programs leading to teacher certification as a Music specialist are also available at TWU (B.A.+B.Ed.) and SFU (B.F.A.+ a Professional Development Program in Education, which may lead to the B.Ed.). The curriculum is designed to accommodate transfer students to Year 2 or 3 of the B.Mus. program. Provided that they complete the admission requirements (including EDCP 210) in their first year at UBC, these students are eligible to enrol in the dual degree program option in the following year.

³ Of 69 B.Ed. (Music) graduates during the period 2009–13, all but six are either working as teachers or (in two cases) have gone on to graduate studies. Nine of 25 students in the most recent cohort (2013–14) were recruited for teaching positions by June 2014, thus more than two months before finishing their degree requirements.

Institutional Contacts

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Program Proposal: Dual Degree in Music and Education

We propose to coordinate two existing programs, namely the Bachelor of Music (BMUS) and the Bachelor of Education (BED), to form a new five-year dual degree program option: the Dual Degree in Music and Education. In particular, the proposed program option joins the BMUS in General Studies: Secondary Education Stream—hereafter, the BMUS (GSSM)—and the BED (Music). Both programs will continue to be available in their stand-alone forms.

The overarching goals of this proposal are to offer students a more efficient pathway toward professional certification as music educators than the current consecutive-degree route affords; to provide earlier opportunities for classroom observation and practice teaching; and to create a more even distribution of course work across the five years of study. Another broad aim of the proposal is to attract a larger and more geographically diverse applicant pool for our programs in Music Education, and thereby to build upon our existing strengths in the areas of Music Education, large ensemble performance, and related subjects.

This proposal has been under development since 2012. This has been a collaborative venture; members from both the School of Music and the Faculty of Education have worked together throughout. The proposal is informed by surveys of students in the BED (Music) program that have been conducted annually over many years, and the initiative has been discussed informally with several current students, who have consistently voiced their enthusiastic support. The proposed curriculum has been reviewed and approved by the Faculty of Education's Undergraduate Advisory Committee in the Department of Curriculum and Pedagogy (EDCP), the School of Music's Undergraduate Curriculum and Admissions Committee, the Area Coordinator of Music Education, the Head of EDCP, and the Director of the School of Music.

A. Contexts and Rationale

1. Workload and Recruiting

UBC degrees leading to teacher certification as a Music specialist currently require a minimum of 189 credits of coursework (in total, across two separate degrees, BMUS and BED). Comparable programs at our peer institutions mostly range from 130 to 160 credits.¹ Our heavy workload may be a disincentive to some prospective students, including strong out-of-province and international applicants who may also be considering other institutions closer to home. The proposed dual degree program option comprises 162 credits of coursework. The reduction is achieved by streamlining some of the program requirements, and by waiving others through double-counting (see below for further details).

2. Practice Teaching

Guided classroom observation and practice teaching experiences provide a crucial opportunity for students to gain insight into the dynamics of the classroom environment and evaluate their own

¹ Examples: University of Illinois (130 credits), Boston University (132), McGill University (137), Michigan State University (148), University of Manitoba (158), Memorial University of Newfoundland (159). The University of Victoria's Music Education credit count (177) also exceeds the norm, but less so than UBC's (189).

level of interest in and aptitude for a career in music education. Practice teaching is currently available only in the BED year, normally the fifth year of study. Reflection on practice teaching helps students manage their transition from the role of musician to that of music educator, a transformative process that often seems belated and rushed within the current, twelve-month form of the BED (Music). To address this concern, the proposed curriculum includes a new second-year course that includes some guided classroom observation and practice teaching experiences: Introduction to Music Education (EDCP 210).

3. Career placement

In most years, all or nearly all BED (Music) graduates are placed in music teaching positions, for which they are often recruited well before graduation.² Some are working in BC schools, while others have found positions in other jurisdictions across North America, Europe, and Asia. We are confident that the proposed improvements to the curriculum and scheduling, with practice teaching experiences now being spread over four years, will only improve graduates' prospects for a successful teaching career.

B. Curriculum

The curriculum is provided in the attached category 1 proposal. Some highlights include:

1. new course: Introduction to Music Education (EDCP 210). A draft of the syllabus is attached. The new course proposal is under review in the Faculty of Education, and we expect it will be forwarded to Senate early in 14W T1.
2. streamlining: BMUS Secondary Performance requirements are reduced by 2 credits, Literature Requirement is reduced by 3 credits, Non-Music Electives are reduced by 3 credits. See attached category 2 proposals for details.
3. double-counting: BED courses count as BMUS Non-Music Electives, and BMUS courses count as BED elective requirements.

C. Learning Outcomes and Credentials

Through the dual degree program option, students will attain:

1. broad knowledge of music history, music theory and analysis, aural musicianship, instrumentation and orchestration, music technology, and other subjects relevant to a career in music education;
2. well developed analytical and critical skills for the interpretation of music in a variety of styles, and for the interpretation of scholarly literature about music;
3. high proficiency in the techniques of solo and ensemble performance on at least one instrument,³ and in the techniques of instrumental and choral conducting;
4. basic performance skills on all woodwind, brass, and percussion instruments and voice, as a foundation for teaching beginners and intermediate-level ensemble musicians;

² Of 69 graduates over the past five years, all but six graduates are either working as teachers or (in two cases) have gone on to graduate studies. Nine of 25 students in the 13W cohort were recruited for teaching positions by June 2014, thus more than two months before finishing their degree requirements.

³ Voice is considered an instrument, as far as the BMUS curriculum is concerned.

5. good judgment in making performance decisions through the application of analytical and interpretive skills acquired in the context of both academic studies and performance training;
6. a robust vocabulary of words and gestures for communicating performance decisions, and for developing performance strategies effectively in collaborative contexts;
7. proficiency in implementing a wide range of rehearsal techniques for instrumental and choral ensembles, and in other fundamental aspects of instrumental and choral pedagogy relevant to a career in music education;
8. proficiency in crafting clear and persuasive scholarly prose on music and other subjects;
9. an understanding of philosophical, historical, psychological, sociological, and technological dimensions of music education;
10. pedagogical knowledge, instructional skills, and administrative capabilities necessary for a career in music education, including proficiency in designing and implementing lessons, units, and curricula for students of different backgrounds and at different ages;
11. insight into the opportunities, challenges, and responsibilities associated with a career in music education.

After completing the program requirements, students will be awarded the BMUS (GSSM) and BED (Music) and will normally be eligible for the BC Professional Certificate in Teaching.

D. Projected Enrolment

Approximately 10 students are admitted to the BMUS (GSSM) per year. Increasing the enrolment in this program is not an immediate goal of this proposal. Instead, we are interested in consolidating the strength of our program by attracting a larger and more diverse pool of high-quality applicants, and thereby helping to sustain and enhance the quality of music education in British Columbia and other jurisdictions.

E. Admission Requirements and Procedures

Students intending to pursue the new dual degree option will initially be admitted to the BMUS (GSSM). Most BMUS (GSSM) students are admitted to Year 1, but a modest number of transfer students are admitted to Year 2 or 3, after beginning their postsecondary studies in music at another institution. All of the BMUS majors are direct-entry programs, and the School of Music conducts extensive admissions assessments in addition to the regular UBC admissions process. Admission and transfer requirements for the BMUS are posted on the School of Music website, at <http://music.ubc.ca/undergraduate/prospective-students/>.

Students must complete EDCP 210 before applying for admission to the dual degree program option. BMUS (GSSM) students admitted to Year 1 will normally take EDCP 210 in Year 2, while those transferring into Year 2 or 3 will take EDCP 210 during their first year of study at UBC. EDCP 210 will be scheduled in Term 1. After completing EDCP 210 successfully, students will apply for admission to the dual degree program by January 31. Those accepted to the dual degree program will be concurrently enrolled in the BMUS (GSSM) and the BED (Music) effective the following September.

Acquiring some classroom experience (through EDCP 210) before applying for admission to the proposed dual degree program option will benefit students. For most students, the experience will

be inspiring and enlightening, and it will help them move forward in their studies with renewed energy. Others may realize they are not well suited for the classroom environment after all, and will choose not to apply for the dual degree program and may adjust their BMUS program to match other goals. All majors within the BMUS share a common core within Years 1 and 2, so a change of major at the end of Year 2 normally has minimal impact on degree completion time.

The admission requirements for the dual degree program option conform to the existing BED (Music) admission requirements (<http://teach.educ.ubc.ca/admissions/academic-requirements/music/>), except that the third- and fourth-year requirements are waived (these have been converted from admission requirements into program requirements) and EDCP 210 is added. If the new program is approved, these admission requirements will be posted on the websites of the Teacher Education Office and the School of Music.

An application form has been developed collaboratively by faculty and staff members from the School of Music, the Teacher Education Office in the Faculty of Education, and Enrolment Services. The form includes spaces for signatures of advisors in both the School of Music and the Teacher Education Office, who will review the application prior to submission. The application will be due on January 31. There will be no application fee. Students will submit the completed application form to the School of Music, where it will be evaluated in reference to the admission requirements by the Chair of the Undergraduate Curriculum and Admissions Committee. In mid-February, the Student Advisor, School of Music, will communicate the result of the application to both the student and the Admissions Officer (Secondary), Teacher Education Office.

F. Continuation Requirements

Maintenance of good academic standing and an average of at least 65% in each session are required throughout. Students who do not maintain a 65% average will be required to withdraw from the BED but may continue with the BMUS if they meet the BMUS continuation requirements listed in the Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,364#4211>

G. Governance

The proposed program does not require any new administrative roles. Governance of the proposed program will be folded into existing governance structures within the School of Music and the Faculty of Education. For the BMUS (GSSM), admissions and evaluation of student progress will continue to be overseen by the Chair of the Undergraduate Curriculum and Admissions Committee in the School of Music. For the BED (Music), admissions and evaluation of student progress will continue to be overseen by the Area Coordinator of Music Education in the Department of Curriculum and Pedagogy, Faculty of Education.

H. Advising Support

The proposed program does not require any new staff positions. Advising support for prospective, new, and continuing students in the BMUS (GSSM) will continue to be provided by the School of Music's Student Advisor, in consultation when necessary with relevant faculty members in the School of Music. Advising support for prospective, new, and continuing students

in the BED (Music) program (now including dual degree students) will continue to be provided by Program Coordinator, Teacher Education, in consultation with the Area Coordinator of Music Education in the Department of Curriculum and Pedagogy, Faculty of Education.

I. Budgetary Implications

This proposal does not involve any new courses, administrative roles, or staff positions within the School of Music or other units in the Faculty of Arts. The only new course, EDCP 210, will be introduced and funded by the Faculty of Education. The budgetary implications for the School of Music and the Faculty of Arts are therefore effectively nil. Admissions to the program will be managed within the enrolment and budgetary capacity of the School.

Enrolment in the various BMUS majors is in dynamic balance, so the potential for growth in the GSSM program over time will be coordinated with rising/falling demand for the other various majors, and managed within the budgetary capacity of the School to support overall enrolment growth.

Category 1

Faculty: Arts Department: Music Faculty Approval Date: October 16, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: 16 October 2014 Contact Person: Alan Dodson Phone: (604) 822-5287 Email: alan.dodson@ubc.ca
<p>[to be inserted above the section “Dual Degree Program in Music and Science”]</p> <p>Proposed Calendar Entry: Dual Degree Program Option in Music and Education</p> <p>This concurrent program option offers students the opportunity to earn both the Bachelor of Music (B.Mus.; General Studies: Secondary Education Stream) and the Bachelor of Education (B.Ed.; Music) in five years. Students must satisfy all the requirements of both degrees and will not be adjudicated for graduation for one degree before requirements for both are complete. After completing all the requirements, students are normally eligible for a British Columbia Professional Certificate in Teaching.</p> <p>Admission Students interested in the Dual Degree in Music and Education should proceed as follows:</p> <ol style="list-style-type: none"> 1. When initially applying to UBC, complete the supplemental application for admission to the Bachelor of Music and select the Major in General Studies: Secondary Education Stream. 2. In year 2, successfully complete EDCP 210 in term 1, and then apply for admission to the dual degree in Music and Education by January 31.¹ The dual degree application can be found on the School of Music website. Field experience is a requirement of EDCP 210, and students are thus required to complete a criminal record check prior to 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,364#19351</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create a new dual degree program option.</p> <p>Rationale for Proposed Change: This dual degree option allows for approximately a 30-credit reduction over five years, as compared to the current consecutive-degree route. Students will therefore complete their training more efficiently and at lower cost.</p> <p>The dual degree option will facilitate students’ early entry into the B.Ed. program, allowing them to engage in the study of teacher education earlier in their academic careers than occurs with post-baccalaureate entry into the Education program. Of particular note are a practice-teaching experience in Year 2 (included in EDCP 210, a new course that is being proposed separately in the Faculty of Education), as well as an emphasis on B.Ed. coursework rather than non-music electives in Year 4.</p> <p>Currently at UBC, dual degree program options allow students to complete the following degrees concurrently with the B.Ed.: B.Sc. (Mathematics), B.Sc. (Physics), B.Sc. (Food, Nutrition, and Health), B.Kin. The School of Music would like to adopt a similar program with Education to prepare undergraduate students more efficiently for a career in Music Education.</p>

the start of the course.

Admission at any time is conditional; maintenance of good academic standing and an average of at least 65% in each session are required throughout. Students who do not maintain a 65% average will be required to withdraw from Education but may continue with the Bachelor of Music if they meet the continuation requirements.

The Dual Degree option is not open to students with a previous degree. Students must communicate with the School of Music's Student Advisor and the [Teacher Education Office](#) annually after admission to the program to discuss their progress.

Curriculum

First Year (Winter)

WRDS 150 or ENGL 100² 3

MUSC 100 3

MUSC 101 3

MUSC 105 1

MUSC 106 1

MUSC 119 3

MUSC 120 3

MUSC 121 3

MUSC 182 4

MUSC 141 2

Large Ensemble 3-4

Small Ensemble 2

Total Credits 31-32

Second Year (Winter)

EDCP 210³ 3

ENGL 110⁴ 3

MUSC 200 3

MUSC 201 3

MUSC 205 1

MUSC 206 1

MUSC 220 3

MUSC 221 3

MUSC 282 4

MUSC 241 2

Large Ensemble 3-4

Total Credits 29-30	
Third Year (Winter)	
EPSE 308 3	
MUSC 300 3	
MUSC 309 2	
MUSC 310 2	
MUSC 311 2	
MUSC 312 2	
MUSC 313 2	
MUSC 112 2	
MUSC 122 2	
MUSC 131 2	
MUSC 382 4	
Large Ensemble 3-4	
Total Credits 29-30	
Fourth Year (Winter)	
EDCP 312 4	
EDCP 313 4	
EDST 401 3	
EPSE 310B 2	
EPSE 311B 1	
EPSE 317 3	
LLED 360 3	
MUSC 482 4	
Music Electives 5	
Large Ensemble 3-4	
Total Credits 32-33	
Fourth Year (Summer)	
EDCP 410 3	
EDST 403 1	
EDST 404 1	
EDUC 440 3	
LLED 361 3	
Total Credits 11	
Fifth Year (Winter)	
EDCP 311A 3	
EDCP 412 3	
EDUC 315 2	
EDUC 421 12	
EDUC 430 1	
EDUC 450B 3	
EDUC 451B 3	

EDUC 452B⁵ 3
Total Credits 30

Minimum credits for dual degree 162

¹ Admission to the dual degree is also possible in year 3. Students applying in year 3 should take both EDCP 210 and EPSE 308 in year 3.

² The Writing Requirement (WRDS 150 or ENGL 100) must be attempted within the first 30 credits of the program and must be completed successfully within the first 60 credits.

³ Field experience is a requirement of EDCP 210, and students are thus required to complete a criminal record check prior to the start of the course.

⁴ This course satisfies the Bachelor of Music Literature Requirement. Any English (ENGL) course from the Literature Requirement list may substitute for ENGL 110. Together, ENGL 110 and the Writing Requirement provide the 6 credits of English literature and composition that are required for teacher certification in BC.

⁵ EDUC 452B (Final Inquiry III): a course section for Dual Degree Program Option students is scheduled for last week of April and first week of May. EDUC 430 (Community Based Experience) may be integrated with this specially designated course. Alternatively, dual degree students have the option of taking EDUC 430 and EDUC 452B as normally scheduled in Winter Term 2 and Summer Term 2 respectively, as per the 12-month B.Ed. schedule.



UBC Admission Proposal Form Change to Course or Program

Faculty: Education Department: TEO Faculty Approval Date: Sep. 24, 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: September 18, 2014 Contact Person: Wendy Carr Phone: 2-4568 Email: wendy.carr@ubc.ca
<p>Proposed Calendar Entry:</p> <p><i>Introduction</i></p> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to one of the elementary, middle years, or secondary teacher education programs undertake studies over a 12-month period. In addition, the Faculty offers the following five-year dual-degree program options:</p> <ol style="list-style-type: none"> 1. The Faculty offers a five-year dual degree program option with the Faculty of Science leading to a combined Bachelor of Education (Secondary)/Bachelor of Science (Physics or Mathematics). 2. The Faculty offers a five-year dual degree program option with the Faculty of Land and Food Systems leading to the combined Bachelor of Education (Secondary)/Bachelor of Science in Food, Nutrition and Health. 3. The Faculty offers a five-year dual degree program option with the School of Kinesiology leading to the combined Bachelor of Education (Secondary)/Bachelor of Kinesiology. 4. The Faculty offers a five-year dual degree program option with 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,155</p> <p>Present Calendar Entry:</p> <p><i>Introduction</i></p> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to one of the elementary, middle years, or secondary teacher education programs undertake studies over a 12-month period. In addition, the Faculty offers three five-year dual-degree programs:</p> <ol style="list-style-type: none"> 1. The Faculty offers a five-year dual degree program with the Faculty of Science leading to a combined Bachelor of Education (Secondary)/Bachelor of Science in either Physics or Mathematics. 2. The Faculty offers a five-year dual degree program with the Faculty of Land and Food Systems leading to the combined Bachelor of Education (Secondary)/Bachelor of Science in Food, Nutrition and Health. 3. The Faculty offers a five-year dual degree program with the School of Kinesiology leading to the combined Bachelor of Education (Secondary)/Bachelor of Kinesiology.



<p>the Faculty of Arts (School of Music) leading to the combined Bachelor of Education (Secondary)/Bachelor of Music.</p>	<p>Type of Action:</p> <ol style="list-style-type: none"> 1. Refer to the list of “following” dual degree program options rather than a numerical reference. 2. Addition of term program “option,” as this is not a new program; rather, it is a version of the B.Ed. and B.Mus. programs. 3. Addition of information regarding dual degree program option with the Faculty of Arts (School of Music). <p>Rationale for Proposed Change:</p> <p>The dual degree Bachelor of Education (Secondary) and Bachelor of Music option has been developed to prepare students in the School of Music for a career in teaching Music Education. The dual degree option will facilitate students’ early entry into the BEd program, allowing them to engage in the study of teacher education earlier in their academic career than occurs with post-baccalaureate entry into the education program.</p>
<p>Proposed Calendar Entry:</p> <p><i>Pre-Admission Advising</i></p> <p>....</p> <p>Dual Degree Programs</p> <p>....</p> <p>B.Ed. (Secondary) and B.Sc. (Math and Physics)</p> <p>....</p> <p>B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)</p> <p>....</p> <p>B.Ed. (Secondary) and B.Kin.</p> <p>....</p> <p>B.Ed. (Secondary) and B.Mus.</p> <p>Students interested in the Dual Degree in Music and Education proceed as follows:</p> <p>In Year 2, take EDCP 210 in Term 1, and then apply for admission to the dual</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,156</p> <p>Present Calendar Entry:</p> <p><i>Pre-Admission Advising</i></p> <p>....</p> <p>Dual Degree Programs</p> <p>....</p> <p>B.Ed. (Secondary) and B.Sc. (Math and Physics)</p> <p>....</p> <p>B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)</p> <p>....</p> <p>B.Ed. (Secondary) and B.Kin.</p> <p>....</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Addition of pre-admission advising information for new dual degree program option.



degree option in Music and Education by January 31. Dual degree option applications for admission can be found on the Faculty of Arts' [School of Music website](#) or at the School of Music Advising Office. Students apply in January of the second year of their undergraduate program and must receive approval from the School of Music and the Faculty of Education.

Rationale for Proposed Change:

Ensuring that students understand process if they wish to apply for dual degree program B.Ed. (Secondary)/B.Mus.

Proposed Calendar Entry:

Admission

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Dual Degrees

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B.Ed. (Secondary) and B.Sc. (Mathematics and Physics)

....

B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)

....

B.Ed. (Secondary) and B.Kin.

....

B.Ed. (Secondary) and B.Mus.

Application for admission to the program option is made through the Faculty of Arts' [School of Music website](#) or at the School of Music Advising Office. Students apply in January of the second year of their undergraduate program after completion of EDCP 210 and must receive approval from the Faculty of Arts (School of Music) and the Faculty of Education.

All students whose applications are successful will be admitted to the Faculty of Education beginning Summer Session, Year 2.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157>

Present Calendar Entry:

Admission

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Dual Degrees

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B.Ed. (Secondary) and B.Sc. (Mathematics and Physics)

....

B.Ed. (Secondary) and B.Sc. (Food, Nutrition and Health)

....

B.Ed. (Secondary) and B.Kin.

....

Type of Action:

1. Addition of admission information to the dual degree program option B.Ed. (Secondary)/B.Mus.

Rationale for Proposed Change:

Provide admission information for prospective applicants in the Faculty of Arts (School of Music).



17 December 2014

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: Undergraduate Program/Master of Management (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the faculties of Land and Food Systems and Commerce and Business Administration and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new undergraduate program (B.Sc. (Applied Animal Biology), B.Sc. (Food, Nutrition, and Health), B.Sc. (Global Resource Systems))/Master of Management (M.M.) dual degrees program option be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee

**FACULTY OF LAND AND FOOD SYSTEMS***New program option*

LFS>Dual Degree and Minor Options>Master of Management (MM); LFS>BSc(Applied Animal Biology)>Degree Requirements and Program Options>MM; LFS>BSc(Food, Nutrition, and Health)>Degree Requirements and Program Options>MM; LFS>BSc(Global Resource Systems)>Degree Requirements and Program Options>MM

PROPOSAL SUMMARY (Presented to Senate 17 September 2014)**Undergraduate Program/Master of Management Dual Degree Program Option**

Leveraging the currently offered Master of Management program, we propose to offer students entering undergraduate degree programs at UBC a dual degree program option where they would complete an undergraduate degree and a Master of Management degree in an accelerated time frame. Dual degree program options at UBC accomplish this by double-counting some credits earned toward both degrees. Generally required credits for one program satisfy elective credits for the other program. Under this proposal, students would take commerce courses as elective credits toward their undergraduate degree, and 6 of these credits would also be applied toward completion of the Master of Management degree. A student who would normally complete their undergraduate degree in four years (acknowledging that some students or programs may require more than four years for completion) would complete both degrees in four and one half years (including one summer of full-time study after year four), having completed the requirements for both degrees by December of their fifth year at UBC.

Demand: There has been a significant increase in demand for pre-experience (generally labeled the Master of Management) programs globally. Master of Management programs are clearly differentiated from other graduate programs in business. Master of Management programs are generally completed in one year or less and provide a broad, general management education with no specialization. Market research to test the feasibility of this proposal was conducted in the fall of 2013, focused on current UBC students. This, along with input from the UBC recruiting team, provided strong support regarding potential market attractiveness to both students and parents. The Master of Management graduates to date have generally come from Arts or Science undergraduate degrees but there is broad interest in management education from many undergraduate degree programs.

Benefits for potential students and parents:

- Earn a UBC direct entry undergraduate degree of your choice (other than BCOM)
- Stay at UBC for another eight months (May to December) after finishing your undergraduate degree, and obtain a Master of Management from the Sauder School of Business
- Students follow their passion and enhance their future career opportunities
- Provides a means for gaining two high quality credentials in an accelerated timeframe
- A prestige program for elite performers – students join a diverse group of high performing individuals who undertake this challenging dual-degree program
- Gain access to the support and services offered by Sauder's Business Career Centre, which will help prepare students for launching their career

Admission: Admission to the Undergraduate Program-MM Dual Degree Program Option will be at two entry points, first year direct entry and third year. Admission will be limited, on a competitive basis, to the highest quality applicants/students to UBC each year. This will ensure high performing students enter the program, who are able to meet the continuation requirements and complete a graduate level program of study. Essentially, students would be admitted to and pursue the undergraduate degree program, and if they meet the dual degree program option continuation requirements through completion of their undergraduate program, they would then be formally admitted and enrolled in the MM program. While students in the Dual Degree Program Option are completing their undergraduate program, they are not graduate students.

Continuation Requirements: Students in the Undergraduate Program/Master of Management Dual Degree Program Option must meet all the continuation requirements for each year of their undergraduate program. In addition, students must meet the following requirements:

- First Year - At least 65% in each Winter Session (including all courses attempted) until the student completes first year and advances to second year
- Second Year to Graduation - At least 76% in each Winter Session and Summer Session (including all courses attempted) after advancement to second year and until the student completes all requirements for their undergraduate program
- Commerce Courses - A minimum grade of 74% in any dual degree required commerce undergraduate courses that will be applied toward completion of the MM degree.

Students who do not meet the Master of Management Dual Degree Program Option continuation requirements will be required to withdraw from the Dual Degree Program Option. Students required to withdraw from the Dual Degree Program Option will be allowed to continue in the undergraduate program without the Dual Degree Program Option provided they meet the continuation requirements for the undergraduate program. Students who meet the Dual Degree Program Option continuation requirements through completion of their undergraduate degree and are eligible to graduate, will be admitted to the Master of Management program.

Curriculum: During their undergraduate program students must complete 3 credits of Commerce courses as electives in each of the four years of their program (total of 12 credits). The 6 credits of Commerce courses completed in years three and four will also be applied toward completion of the Master of Management degree requirements. Some undergraduate programs have demanding requirements and limited electives in the first two years of the program, so the timing of completion of the Commerce courses can be flexible. Students in the dual degree program option may (and are encouraged to) participate in co-op, internships or study abroad opportunities available as part of their undergraduate degree program. The Commerce courses completed as electives in the undergraduate program include:

- Year One: COMM 101 (3.0) Business Fundamentals
- Year Two: COMM 220 (3.0) Business Communications and Ethics
- Year Three: COMM 320 (1.5) Financial Accounting and COMM 321 (1.5) Organizational Behavior
- Year Four: COMM 420 (1.5) Marketing and COMM 421 (1.5) Corporate Finance

Tuition and Operational Procedures: The tuition for the dual degree program option will be the sum of the undergraduate program tuition plus the Master of Management tuition (currently \$26,819 domestic and \$38,819 international). A small portion of the MM tuition will be collected each year during the undergraduate program in addition to the undergraduate program tuition due that year. This will cover the costs of providing professional career development throughout the undergraduate program and business development to facilitate successful placement of students after completion of the two degrees. If a student chooses to withdraw, or is required to withdraw, from the dual degree option, the MM tuition that has been paid will not be refunded.

The MM program is currently offered to cohorts of up to 60 students. Many of the courses can be taught to classes of 60, and for courses more suitable for smaller classes two sections of 30 are offered to each cohort. The target is for one or two cohorts of 60 students entering the dual degree option in first year. Depending on demand and availability of classrooms and faculty, this may increase in subsequent years.

Entry into the dual degree program option in year 3 will be limited. Students transferring to UBC from another institution in year 3 may be eligible for admission to the dual degree program option. If there is significant demand for entry in year 3, Sauder will explore adding a new cohort(s) of students entering in year 3. However, our intention is to focus on first year entry, as a key advantage of the program for UBC is to attract more very high quality applicants to UBC.

(See full proposal for further details)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Food, Nutrition, and Health Faculty Approval Date: October 23, 2014 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: January 22, 2014 Contact Person: Gwen Chapman Phone: 822-6874 Email: Gwen.chapman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Dual Degree and Minor Options</p> <p>Master of Management Dual Degree Program Option</p> <p>This dual degree program option offers qualified students the opportunity to earn, in one course of study, an undergraduate degree from the Faculty of Land and Food Systems and a Master of Management degree from the Faculty of Commerce and Business Administration (also known as the Sauder School of Business). This dual degree program option can be completed in four and one half years through intensive study and scheduling that includes one summer following fourth year. The Business Career Centre in the Sauder School of Business will also provide extensive professional development and career preparation throughout the dual degree program option of study.</p> <p>Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do the Master of Management through the dual degree route.</p> <p>Additional specialized fees [INSERT]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,909,0</p> <p>Present Calendar Entry:</p> <p>Minor Programs</p>



LINK FROM THE WORD “FEES” TO THE RELEVANT SECTION OF FEES FOR THE DUAL DEGREE OPTION OF THE MASTER OF MANAGEMENT AT <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,266,773,1450> for the Master of Management will be paid by all students admitted into the dual degree program option. For further information on this dual degree program option see Dual Degree Program Option [INSERT LINK TO DUAL DEGREE OPTION IN THE RELEVANT SECTION IN THE FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION SECTION OF THE CALENDAR].

Minor in Commerce

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Minor in Commerce

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Type of Action:

Addition of undergraduate degree in Land and Food Systems – Master of Management Dual Degree Program Option.

Rationale for Proposed Change:

The Faculty of Commerce and Business Administration is introducing an *Undergraduate degree* – Master of Management Dual Degree Program Option for which students in all LFS undergraduate degrees will be eligible. This calendar entry will inform students about the option.

Proposed Calendar Entry:

*Degree Requirements and **Program Options***

...

Master of Management Dual Degree Program Option

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,897,1446>

Present Calendar Entry:

Degree Requirements and ~~Minor~~ Options

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Interested students may apply for the Bachelor of Science (Applied Biology) – Master of Management Dual Degree Program Option. For details regarding this Dual Degree Program Option and application see [link to main Calendar entry](#).

Minor Options

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Minor Options

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Type of Action:

Addition of Bachelor of Science (Applied Biology) – Master of Management Dual Degree Program Option.

Rationale for Proposed Change:

The Faculty of Commerce and Business Administration is introducing an *Undergraduate degree* – Master of Management Dual Degree Program Option for which B.Sc. (APBI) students will be eligible. This calendar entry will inform students about the option.

Proposed Calendar Entry:

*Degree Requirements and **Program Options***

Candidates for the B.Sc. (FNH) degree must complete the requirements as required for each major.

Master of Management Dual Degree Program Option

Interested students may apply for the Bachelor of Science (Food, Nutrition and Health) – Master of Management Dual Degree Program Option. For details regarding this Dual Degree Program Option and application see [link to main Calendar entry](#). Note that due to the fixed scheduling requirements of the Dietetics

URL: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,10>

Present Calendar Entry:

Degree Requirements and ~~Minor~~ Options

Candidates for the B.Sc. (FNH) degree must complete the requirements as required for each major.



Major, it is typically not possible for students in this major to do the Master of Management through the dual degree program option route.

Minor Options

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Minor Options

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Type of Action:

Addition of Bachelor of Science (Food, Nutrition and Health) – Master of Management Dual Degree Program Option.

Rationale for Proposed Change:

The Faculty of Commerce and Business Administration is introducing an *Undergraduate degree* – Master of Management Dual Degree Program Option for which B.Sc. (FNH) students will be eligible. This calendar entry will inform students about the option.

Proposed Calendar Entry:

Degree Requirements and Program Options

...

Master of Management Dual Degree Program Option

Interested students may apply for the Bachelor of Science (Global Resource Systems) – Master of Management Dual Degree Program Option. For details regarding this Dual Degree Program Option and application see link to main Calendar entry.

Minor Options

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URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,262,20>

Present Calendar Entry:

Degree Requirements and Minor Options

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Minor Options

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Type of Action:

Addition of Bachelor of Science (Global Resource Systems) – Master of



Management Dual Degree Program Option.

Rationale for Proposed Change:

The Faculty of Commerce and Business Administration is introducing an *Undergraduate degree* – Master of Management Dual Degree Program Option for which B.Sc. (GRS) students will be eligible. This calendar entry will inform students about the option.



5 December 2014

From: Senate Student Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (November 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.”

CANADIAN Agri-Food Trading Intl. Graduate Scholarship in Land & Food Systems – Two scholarships at \$1,000 each are jointly offered annually by the Canadian Agri-Food Trading Inc. and the Faculty of Land and Food Systems to outstanding international graduate students from China. The awards are offered to students in the Faculty’s Master of Food and Resource Economics (MFRE) or Master of Food Science (MFS) programs. Canadian Agri-Food Trading Inc. (CAFT), founded in 2003, is an export company with Mainland China as a target market. Food safety is their top concern. They are dedicated to providing Chinese customers with safe and high-quality Canadian food products. The awards are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Reynold EPP Scholarship in Music – A \$1,000 scholarship is offered annually through the Central Okanagan Foundation by Reynold Epp, Principal Tuba for the Okanagan Symphony Orchestra. The award is available to an outstanding undergraduate or graduate student studying a low brass instrument at the School of Music. 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)

Carol FONTAINE Scholarship in Music – Scholarships totalling \$1,750 have been made available through an endowment established by the Estate of Carol Fontaine. The scholarships are to be awarded annually to one or more deserving students enrolled in the School of Music. Financial need may also be a consideration. The awards are 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. (First Award Available in the 2014/2015 Winter Session)



Clyde R. PATTERSON Bursary in Education – A \$1,500 bursary is offered annually by the wife and family of Clyde (Pat) R. Patterson in honor of his dynamic, full and diverse life, as well as his commitment to education. Pat lived a gracious life and instilled humor and enthusiasm into all he did, which made his presence welcome by others. Raised in Calgary, Pat graduated from the University of Alberta and depended upon bursaries to continue his teacher education training. Pat continued to enrich his life with learning new things right up until he died, which was just before his 95th birthday. In keeping with Pat's spirit and intention to always give back, the bursary is offered to Teacher Education students within the Faculty of Education who have demonstrated financial need. The award is adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

James ROSS GROUNDWATER and Fergus Ross Groundwater Scholarship in Science – A \$1,000 scholarship is offered annually by the James Ross Groundwater and Fergus Ross Groundwater Fund, an endowment fund held at the Vancouver Foundation, established by the late Agnes Mackay Publicover. The award is given to an outstanding undergraduate or graduate student in the Faculty of Science and is renewable for an additional three years, subject to the student maintaining scholarship standing. Only one student may receive this award each year. The award is made on the recommendation of the Faculty of Science, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First available in the 2015/2016 Winter Session)

ROYAL Institution of Chartered Surveyors Award in Real Estate – A \$1,000 award is offered annually by the Royal Institution of Chartered Surveyors (RICS) to a third year student in the Real Estate option of the Bachelor of Commerce program. Preference is given to students who have demonstrated a passion for excellence in the real estate profession. It is also a requirement that the recipient be a student member of the RICS. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2014/2015 Winter Session)

Manjy and David SIDOO Entrance Award in Law – A \$10,000 entrance award is offered annually by Manjy and David Sidoo to a student entering the J.D. program who has overcome a significant personal challenge including, but not limited to, illness, a death in the family or an injury, to pursue a university education. Preference will be given to a candidate who is a first generation university student and/or has demonstrated athletic achievement. Students must apply for this award. The award is made on the recommendation of the Faculty of Law. (First Award Available in the 2015/2016 Winter Session)



TAX Executive Institute Vancouver Chapter Graduate Scholarship in Law – A \$2,000 scholarship is offered annually by the Vancouver Chapter of the Tax Executives Institute to an outstanding graduate student entering the Faculty of Law's LLM Tax program. Preference will be given to students who are Canadian citizens or permanent residents. The Tax Executives Institute (TEI) is the preeminent association of in-house tax professionals worldwide. TEI members are business executives who are responsible for taxation matters on an administrative or policy-making level, or whose work is otherwise primarily concerned with the challenges of business taxation. TEI members are accountants, lawyers, and other corporate and business employees who are responsible for the tax affairs of their employers in an executive, administrative, or managerial capacity. The award is made on the recommendation of the Faculty of Law, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

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

Spitz Entrance Award for Aboriginal Women - A \$10,000 award is offered annually 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.

Why and how amended: Upon donor's request, changed award title – original title was "Spitz Family Entrance Award for Aboriginal Students".

#1006 Ranjeet (Ron), Jas and Dave SANGARA Award for Entrepreneurship – A \$1,000 award is offered annually by Ranjeet (Ron), Jas and Dave Sangara to an undergraduate student enrolled in the Bachelor of Commerce program at the Sauder School of Business. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has demonstrated an interest in entrepreneurship. Preference will be given to a student who has also demonstrated an interest in forestry.

Why and how amended: Upon donor's request, changed award title and description to reflect all the donors involved in the establishment of this scholarship.

#2264 J. D. Hetherington Memorial Bursary – Bursaries totaling \$1,275 have been made available through an endowment established by his family in memory of J.D. (Jack) Hetherington (B.A.Sc. 1945) in recognition of his integrity, leadership, and trust in young



people. The award is offered to undergraduate students in Applied Science or Forestry with demonstrated financial need. The award is adjudicated by Enrolment Services.

Why and how amended: Upon donor Al Hetherington's request, on behalf of the Family, revised award description to provide more clarity on the award criteria.

#2837 Guild Yule & Company Prize in Ethics and Professionalism – A \$1,500 prize is offered annually by the law firm Guild Yule LLP to a student who achieves high standing in Ethics and Professionalism (Law 468). The award is made on the recommendation of the Faculty of Law.

Why and how amended: Upon donor's request, amended award title and description to reflect change in award criteria.

#2838 Guild Yule & Company Scholarship – A \$1,500 scholarship is offered annually by the law firm Guild Yule LLP to an outstanding student entering their second year of the J.D program. The award is made on the recommendation of the Faculty of Law.

Why and how amended: Upon donor's request, changed award criteria.

#3326 Harry and Marjorie Anne Slim Memorial Scholarship in Music - Scholarships totalling \$8,500 have been made available through an endowment established by Dr. H. Colin Slim (B.A. UBC 1951, PhD Harvard 1961, Hon. Mus. Doc. McGill 1993) to honour the memory of his parents. The scholarships are awarded to outstanding third or fourth year students in the School of Music who are majoring in Music Scholarship or Performance. The awards are made on the recommendation of the School of Music.

Why and how amended: Upon donor's request, and as a result of an increase in the award endowment market value, changed award description to allow for multiple scholarship recipients.

#3388 Jim DeFina Memorial Scholarship in Music – A \$1,000 scholarship is offered annually in memory of Jim DeFina (MMus 1983) by his family, friends and colleagues in the West Coast Symphony Orchestra. Jim had a deep passion for music and an unrestrained joy in all life offered. He was principal clarinetist and long-time member of the West Coast Symphony, serving on the Board and as president for many years. His leadership, warmth, integrity and desire to bring out the best in people inspired those around him. Jim believed in the transformative power of music, inspiring his students through that vision. The award is offered to an outstanding fourth year undergraduate student in the School of Music who is majoring in a woodwind instrument. Preference



will be given to students who intend to pursue a career as a full time professional musician. The award is made on the recommendation of the School of Music.

Why and how amended: Upon donor's request, amended award criteria to reflect donor's original intention to support students majoring in a woodwind instrument.

#4375 Kurt Henze Memorial Prize – A \$1,000 prize has been made available in memory of Kurt Henze, Supervisory Technician in the Department of Cellular & Physiological Sciences, through an endowment established by his family, friends and colleagues. Kurt Henze was a hard-working, loyal, detail-oriented man who believed in doing a job well. His devotion to the Department of Cellular & Physiological Sciences, previously known as the Department of Physiology, stemmed from his belief in the importance of furthering medical research, leading to the greater good of humankind. He strove to always provide the highest level of instruction, encouraging students to aspire to excellence. Mr. Henze immigrated to Canada in 1952 from post-war Europe, as he recognized that an individual's potential for success in this country was only limited by his willingness to seize opportunities and work hard. In keeping with Kurt's memory, the prize is awarded to a student who performs outstanding work in the laboratory courses leading to graduation in Honours Cellular, Anatomical and Physiological Sciences (CAPS), with preference given to a student who demonstrates financial need and leadership amongst his or her peers. The prize is awarded on the recommendation of Department of Cellular & Physiological Sciences.

Why and how amended: Upon the request of donors Ron Henze and his wife, Brenda Horner Henze, added biographical information as well as reference to financial need and leadership. They feel that financial need should be considered to ensure students can complete their studies.

#7688 Society of General Practitioners of BC Medical Student Bursary – Two bursaries of \$2,000 each have been made available through an endowment established by the Society of General Practitioners of BC. The bursaries provide assistance to fourth year students with demonstrated financial need who have been matched through the Canadian Resident Matching Service (CARMS) to a family medicine residency program in British Columbia. Awards are made on the recommendation of the Faculty of Medicine in consultation with Enrolment Services.

Why and how amended: The Society of General Practitioners of BC Board has requested the change to ensure that the student(s) will be focusing on, and matched to, a family practice residency program.

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

#8178 Peter JEPSON-Young Bursary – A \$1,750 bursary is offered annually by Doctors of BC in memory of Dr. Jepson-Young and in recognition of his contribution to the public awareness of persons with AIDS. The award is offered to an undergraduate student in the Faculty of Medicine who is a student member of Doctors of BC.

Why and how amended: Upon donor's request, update the donor's name from BCMA to Doctors of BC.



5 December 2014

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
2014 December Meeting				
Last Name	First Name	Rank	Faculty	Emeritus Title
Barr	Ronald Graham	Professor	Medicine	Professor Emeritus of Paediatrics
Bates	Frances	Senior Instructor	Science	Senior Instructor Emeritus of Physics and Astronomy
Brunham	Robert	Professor	Medicine	Professor Emeritus of Infectious Diseases
Burtnick	Leslie	Professor	Science	Professor Emeritus of Chemistry
Carter	Cedric	Associate Professor	Medicine	Associate Professor Emeritus of Pathology
Clark	Campbell	Professor	Medicine	Professor Emeritus of Psychiatry
Davis	Ronald	Associate Professor	Law	Associate Professor Emeritus of Law
Dewar	Anne Louise	Associate Professor	Applied Science	Associate Professor Emeritus of Nursing
Douglas	Donald	Professor	Science	Professor Emeritus of Chemistry
Fielding	David	Professor	Pharmaceutical Sciences	Professor Emeritus of Pharmaceutical Sciences
Grace*	John Ross	Dean	Graduate Studies	Dean Emeritus of Graduate Studies
Gunew	Sneja	Professor	Arts	Professor Emeritus of English
Hlady	L. Jean	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Kalda	Riho	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Kishor	Nand	Associate Professor	Education	Associate Professor Emeritus of Educational and Counselling Psychology and Special Education
Louie	Donald	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Martindale	Michael	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Dermatology
McLean	Barrie	Clinical Professor	Medicine	Clinical Professor Emeritus of Paediatrics
Micznik	Vera Georgia	Associate Professor	Arts	Associate Professor Emeritus of Music
Ponzetti	James Joseph	Associate Professor	Arts	Associate Professor Emeritus of Sociology
Pritchard	P. Haydn	Professor	Medicine	Professor Emeritus of Pathology
Taunton	Jack	Professor	Medicine	Professor Emeritus of Family Practice
Urquhart	Nadine	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Pathology
Wallace	Janice M.	Administrative Librarian	Commerce and Business Administration	Administrative Librarian Emeritus
Weinberg	Joanne	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Wilson	Roger J. A.	Professor	Arts	Professor Emeritus of Classical, Near Eastern and Religious Studies

* correction to emeritus rank