

Vancouver Senate

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

WEDNESDAY, 13 MAY 2015

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross

Nominating Committee

As a result of the call for nominations issued at the last meeting, Daniel Munro and Kaitlyn Melton are acclaimed as elected to the Senate Nominating Committee until 31 March 2016 and thereafter until replaced. (information)

2. Minutes of the Meeting of 15 April 2015 – Prof. Arvind Gupta
(approval) (docket pages 4-24)

3. Business Arising from the Minutes – Prof. Arvind Gupta

4. Tributes Committee – Dr Sally Thorne

Memorial Minute for Dr Paul C. Gilmore (approval) (docket pages 25-26)

5. Remarks from the Chair and Related Questions - Prof. Arvind Gupta (information)

6. Candidates for Degrees and Diplomas – Prof. Arvind Gupta

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

Vice-Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties, be granted the degree or diploma for which they were recommended, effective May 2015, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments. (Approval) (2/3 majority required).

7. Presentation on UBC Centennial Plans

With Mr Richard Fisher, Chair, UBC Centennial Committee (information)

8. From the Council of Senates – Dr William Dunford

Annual Report of the Budget Committee (information) (docket pages 27-31)

9. Academic Building Needs Committee – Dr Robert Sparks

Annual Report (information) (docket pages 32-35)

10. Academic Policy Committee – Dr Paul Harrison

- a. Professional Conduct of Teacher Candidates in the Faculty of Education - Bachelor of Education Program (approval) (docket pages 36-46)

11. Admissions Committee - Dr Robert Sparks

- a. Suspension of Admission to Program Options, Bachelor of Applied Science: Electrical Engineering, Electrical Energy Systems Option; Electrical Engineering, Nanotechnology and Microsystems Option; and Computer Engineering, Software Engineering Option (approval) (docket pages 47, 49-52)
- b. Procedures on Appeals on Admission Decisions, Readmission Decisions, and Revoked Admission Offers (approval) (docket pages 48, 53-57)
- c. Annual Report (information) (docket pages 58-60)

12. Appeals on Academic Standing Committee – Dr William Dunford

Annual Report (information) (docket pages 61-63)

13. Awards Committee – Dr Lawrence Burr

May Awards Report (approval) (docket pages 64-75)

14. Curriculum Committee – Mrs Carol Jaeger

Curriculum proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, and Education), Land and Food Systems, Law, and Pharmaceutical Sciences (approval) (docket pages 76-133)

15. Library Committee – Dr Lawrence Burr Annual

Report (information) (docket pages 134-135)

16. Nominating committee – Dr Richard Tees

Student Committee Assignments (approval) (docket pages 136-137)

17. Student Appeals on Academic Discipline Committee – Mr Tariq Ahmed

Annual Report (information) (docket pages 138-141)

18. Teaching & Learning Committee – Mr Eric Zhao

Credit/D/Fail Policy Report (information) (docket pages 142-144)

19. Tributes Committee – Dr Sally Thorne

Emeritus Appointments (approval) (docket pages 145-146)

20. Ad Hoc Committee on Flexible Learning – Mr Aaron Bailey

Progress Report (information) (docket pages 147-148)

21. Ad Hoc Committee on Student Mental Health and Wellbeing – Ms Mona Maleki

Progress Report (information) (docket pages 149-152)

22. Faculty of Medicine – Dr Paul Keown

Revision to Faculty Policies regarding Associate Dean Equity Position (approval) (docket page 153)

23. Other Business

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

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



VANCOUVER SENATE

MINUTES OF 15 APRIL 2015

DRAFT

Attendance

Present: Prof. A. Gupta (Chair), Dr K. Ross (Secretary), Mr J. Abaki, P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dr S. Avramidis, Mr A. Bailey, Dr K. Baimbridge, Dr L. Burr, Dr A. Collier, Dean M. Coughtrie, Prof. B. Craig, Mr N. Dawson, Mr K. D'Souza, Mr W. Dunford, Dr D. Farrar, Dr S. Forwell, Dr D. Gillen, Mr S. Haffey, Dr P. Harrison, Dean R. Helsley, Dr A. Ivanov, Mrs. C. Jaeger, Dr P. Keown, Dr S. Knight, Mr H. Leong, Dr P. Loewen, Mr W. McNulty, Mr K. Madill, Ms A. Maleki, Dr C. Marshall, Ms K. Melton, Mr D. Munro, Dr C. Naus, Ms J. Omassi, Dr I. Parent, Dean M. Parlange, Dean S. Peacock, Dr G. Peterson, Dean S. Porter, Mr A. Rezaiean-Asel, Dr A. Riseman, Dr L. Rucker, Dr Ruitenberg, Ms G. Sangha, Dr B. Sawatzky, Dr T. Schneider, Ms S. Simon, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Mr J. Tang, Dr R. Tees, Dr S. Thorne, Dr L. Walker, Mr E. Zhao.

Regrets: Dean G. Averill, Ms E. Biddlecombe, Dean M. Bobinski, Ms M. Chartrand, Dr P. Choi, Dr A. Dulay, Dean B. Frank, Dr J. Gilbert, Dr C. Godwin, Chancellor L. Gordon, Prof. B. Gould, Dr F. Granot, Mr S. Gurm, Ms M. Hatai, Dean J. Innes, Dr B. Lalli, Dr P. Marshall, Dr P. Meehan, Dr L. Nasmith, Dr C. Nislow, Dr N. Perry, Dean C. Shuler, Dean G. Stuart, Dr J. Plessis, Mr T. Tanaka, Dr J. Thieme, Dr R. Topping, Ms S. Vohra, Dr R. Wilson, Dr D. Witt, Dean R. Yada,

Recording Secretary: Mr C. Eaton.

Call to Order

The Chair of Senate, Professor Arvind Gupta, called the eighth regular meeting of the Vancouver Senate for the 2014/2015 academic year to order at 6:02 pm.

Senate Membership

STUDENT REPRESENTATIVES FOR 2015-2016

The Registrar, Dr Kate Ross, introduced the new and continuing student representatives to Senate for terms from 1 April 2015 to 31 March 2016 and thereafter until replaced (unless otherwise noted):

Applied Science: Mr Armin Rezaiean-Asel

Arts: Mr Daniel Munro (continuing)

Commerce and Business Administration: Mr Tyler Tanaka

Dentistry: Mr Sukhpaul Gurm (continuing)

Education: Ms Mélanie Chartrand (until 31 October)

Forestry: Ms Sonam Vohra (until 31 October)

Graduate and Postdoctoral Studies: Ms Sarah Simon and Mr Nick Dawson

Land and Food Systems: Ms Ava Maleki

Law: Mr Josh Abaki

Medicine: Mr Karan D'souza

Pharmaceutical Sciences: Mr Jacky Tang

Science: Ms Kaitlyn Melton

Members at-large: Ms Marjan Hatai, Ms Jenna Omassi, Mr Gurvir Sangha, Mr Aaron Bailey, (continuing), and Mr Eric Zhao, (continuing).

SENATE NOMINATING COMMITTEE

The Secretary issued a call for nominations for two student representatives to serve on the Senate Nominating Committee

VICE-CHAIR OF SENATE

The Secretary informed Senate that in response to the call for nominations issued, one senator had put his name forward for the position of Vice-Chair of Senate, and thus Senator Eric Zhao was acclaimed as elected as Vice-Chair until 31 March 2016.

Minutes of the Previous Meeting

Richard Anstee	}	<i>That the Minutes of the Meeting of 18 March 2015 be adopted as corrected.</i>
Richard Tees		

Correction: Page 8, "UBC will work worth.." should read "UBC will work with.."

Approved as
corrected

Remarks from the Chair

At the request of the President, the Provost, Dr Farrar, presented an update on the budget of the University as approved by the Board of Governors the day prior. He advised that the priority for the budget was supporting the hiring of outstanding faculty, and the challenged we faced was to do so in our fiscal environment. The Provost then outlined the key constraints on our budget, and noted that UBC's last fiscal year had a \$14 million surplus. He further advised that although the provincial grant had fallen by \$7 million, UBC needed to acknowledge that the Province was still providing around \$0.5 Billion in grant funding to UBC.

Senator Bailey asked if the Vantage budget was contingent on the motion on the floor today.

The Provost replied that the programs to be considered were for both the Okanagan (Management, Applied Science) and Vancouver (Applied Science) campuses, but that most of the new enrolment and budgetary effects were for the Okanagan campus.

Senator Bailey asked how donations were reflected.

The Provost replied that if they went into the endowment, those revenues are realized on an annual basis; if not endowed, they went into the budget on an annual basis.

Tributes Committee

DR SYDNEY FRIEDMAN

Dr Sydney Murray Friedman was a pioneer for medical education in British Columbia. He was born in Montreal in 1916 and, after a period in the Canadian Air Force, earned his MD and PhD from McGill University. In 1949, he was recruited to UBC as the first faculty member in the newly-created Faculty of Medicine. He and his wife, Dr Constance Livingstone-Friedman, set about developing a new department and medical school. They travelled the world studying medical buildings to help envision what was needed for UBC. The building they helped design was constructed in 1961 and later named the Friedman Building in their honour.

Introducing the teaching of anatomy in a new venue was challenging: the first class of 60 students was mainly taught in large huts that had been previously built for the School of Architecture, and a room in a dairy barn served as the storage site for cadavers. But Dr Friedman's philosophy as a teacher of anatomy was different from that of most basic scientists. In contrast to the practice of anatomy teaching in most other medical schools, Dr Friedman believed in relating the teaching of gross anatomy to clinical practice, and he integrated it with histology, radiology, and neuroanatomy. Dr Friedman taught 3-D living anatomy and successfully bridged the gap with other basic sciences, such as physiology and biochemistry.

Dr Friedman played a leading role in the establishment of the UBC Hospital and the growth of the University throughout the 1950s and 1960s. His numerous contributions to the University included 25 years of service as a Senator. He was Professor and Head in the Department of Anatomy at UBC from 1950-1981, during which time he established himself as Canada's foremost expert in anatomy. In addition to his medical training, Dr Friedman was also an avid artist and accomplished medical illustrator. His visual approach to anatomy was demonstrated in his teaching and, with the help of his wife, he also wrote and illustrated a popular textbook entitled *Visual Anatomy*.

Dr Friedman was also the first in the Faculty of Medicine to obtain research funding. He and his wife published over 200 articles, including many hallmark studies on the role of sodium in hypertension. He was a founding member of the BC Heart Foundation and received many awards and honours over the course of his career, including election as a Fellow of the Royal Society of Canada in 1962, the Outstanding Service Award from the Heart Foundations of

Canada in 1981, and the Distinguished Achievement Award of the Canadian Hypertension Society in 1987.

The Friedmans' contributions to UBC have been selfless and generous. To encourage students to pursue a well-rounded education, Dr Friedman and his wife created the UBC Friedman Travel Award, the Constance Livingstone-Friedman and Sydney Friedman Foundation, and the UBC Friedman Scholars Program. After the passing of his wife of 70 years in 2011, Dr Friedman made substantial donations to the Museum of Anthropology and also donated his award-winning home near campus to the University.

Dr Friedman's determination and spirit helped create the world-class Faculty of Medicine at UBC today, leaving a lasting legacy. He will be remembered for his significant contributions to the Department of Anatomy, the Faculty of Medicine, and the University.

To his family and friends, the Senate and the University of British Columbia offers its condolences and thanks.

THE REVEREND PROFESSOR WILLIAM NICHOLLS

The Reverend Professor William Nicholls was born in England in 1921 and was educated at St John's College, Cambridge. After serving in the Anglican ministry in England and Scotland, he taught at the University of Manitoba before coming to UBC in 1961. At UBC, he formed one of the first non-sectarian, comparative programs of religious studies in Canada, and the first in the province. Professor Nicholls served Senate as a representative from the Faculty of Arts from 1963 to 1966. Religious Studies attained full department status in 1964, with Professor Nicholls as its first Head. He served in this position until his retirement in 1983.

Professor Nicholls was one of the founders of the Canadian Society for the Study of Religion and the first editor of its journal, *Studies in Religion*. He was a visionary for academic religious studies in Canada, calling for broad comparative study of all religions.

To his family and friends, the Senate and the University of British Columbia offers its condolences and thanks.

DR ANTHONY DALTON SCOTT

Regarded as among the founders of modern resource economics, Dr Anthony (Tony) Dalton Scott was a leader in the field. Over his 36 year career, he published more than 100 papers and multiple books, including several editions of Samuelson and Scott's *Economics*, which provided an introduction to economics for thousands of Canadian university students.

After completing undergraduate degrees in Commerce and Arts at UBC, Dr Scott continued his graduate studies at Harvard and the London School of Economics. In 1953, he joined the Department of Economics at UBC, serving as Chair from 1967 to 1971. He was a key figure during the department's expansion throughout that period, and its establishment of a prominent national and international presence in both research and graduate education.

Dr Scott served on the Senate from 1963 to 1975. After his retirement in 1989, UBC conferred upon him an Honorary Doctor of Letters in 1992 in recognition of his pioneering contributions to the field of resource economics.

Dr Scott was the recipient of several honours and awards, including election as a Fellow of the Royal Society of Canada in 1969, an Honourary Doctorate from the University of Guelph in 1980, and appointment as an Officer of the Order of Canada in 1982. In 1987, he received the Innis-Gerin Medal, awarded by the Royal Society of Canada for a distinguished and sustained contribution to the literature of the social sciences. Two fellowships have been endowed to honour Dr Scott's important contributions to UBC and the Vancouver School of Economics.

To his family and friends, the Senate and the University of British Columbia offers its condolences and thanks.

Sally Thorne	}	<i>That Senate approve the Memorial Minutes for Dr Sydney M. Friedman, the Reverend Professor William Nicholls, and Dr Anthony Dalton Scott, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.</i>
Philip Loewen		

Approved

Admission & Curriculum Committees

The Vice-Chair of the Senate Curriculum Committee, Mrs Carol Jaeger, presented.

MASTER OF ARCHITECTURE/MASTER OF LANDSCAPE ARCHITECTURE

Carol Jaeger	}	<i>That the new Master of Architecture (M.Arch.)/Master of Landscape Architecture (M.L.A.) dual degrees program option be approved.</i>
Richard Anstee		

Senator Bailey noted that two programs were being merged, and that given that there was an efficiency in the number of credits required, he asked what the justification was for the higher price.

Senator Jaeger replied that the price wasn't higher: as per our standard policy, the fee would be the fee for both programs combined; the benefit to students was the time saved, not a discount on fees.

Senator Munro asked if students could change from a single program to the dual and vice-versa.

Senator Jaeger replied that there were ways for remove oneself from a program, but it was more difficult to be integrated into the dual degrees program as it was cohort-based.

Approved

UBC VANTAGE COLLEGE APPLIED SCIENCE (ENGINEERING) STREAM

See Appendix A: Vantage College

Carol Jaeger } *That the new International Program Engineering*
Robert Sparks } *Stream and its associated new courses VANT 150*
(2), 151 (1) brought forward by UBC Vantage
College and the Faculty of Applied Science be
approved; and

That the revised Bachelor of Applied Science
admissions requirements and the new courses
APSC 172 (3), 173 (3), 178 (4), 180 (3), 182 (3),
183 (3) brought forward by UBC Vantage College
and the Faculty of Applied Science be approved.

Senator Anstee noted that the program, as per the SAC discussion, was to admit students based on the UBC Vancouver standards, not the Okanagan standards; the key difference being the 85% average required versus 70%.

Secondly, Senator Anstee proposed an amendment to the courses proposed to state that they were restricted to Vantage College students.

Richard Anstee } *That APSC 172, 173, 178, 180, 192, and 183 be*
Philip Loewen } *amended to include "Restricted to students*
registered in the International Program"

Senator Anstee expressed his concern that the Vantage courses could be taken in the future by other students, and that he felt that this change should be brought forward to Senate.

Senator Jaeger replied that the Faculty of Applied Science agreed that they would consult if there were any changes in the future and that these changes would be brought forward through the Senate process, but noted that these were UBC courses and that she did not think the restriction proposed was needed.

Amendment not
approved

Senator Dawson asked what the strategy would be for transition from year 1 to 2 in the Applied Science program.

Senator Jaeger replied that the both the Faculty's Student Service unit and the Engineering Undergraduate Society wanted to make these students feel welcome in the Faculty, noting that it was important to having these students become involved in UBC.

Senator Bailey asked if the budget was made in consideration of this motion being considered.

With consent of Senate, the Vice-Provost, Dr Redish replied, stating that should the motion not pass, the enrolment target would be difficult to meet. The budget will be subject to fluctuations and this is why we have a contingency.

Senator Bailey expressed a concern on us budgeting and marketing prior to Senate approving them as this placed undue influence on Senate to approve the material. He suggested that the Student Senate Caucus would like an update on Vantage College, specifically how the current students in Vantage are feeling about the program.

With consent of Senate, Dr Joanna Fox, Principal *Pro Tem.* of Vantage College advised that they did update the Student Senate Caucus in April and also with the AMS. We planned a further update for the AMS and would be happy to do so for Senate for May.

Senator Rezaian-Abel said that Vantage students would be sorted into programs based on their averages and interests, but noted that 2nd year was much more difficult and students would have less support. He asked how we planned to address that.

Senator Jaeger replied that the coursework was slightly different due to the English instruction, but it was comparable with the normal year 1 program, so we would have good data on their chances of success. We would continue to monitor all students for student success and would be able to query these students on a term-by-term basis.

Senator Melton noted that the proposal stated that there was space on both campuses for Vantage students, but were there spaces set aside in each program?

Senator Jaeger replied that the 2nd year in the Okanagan had a common 2nd year, and so students for the Okanagan would move into that common year. For Vancouver, the students will be evaluated along with all other students for their averages and personal profile. There weren't specific spaces in each program however; it would be competitive.

Senator Zhao noted that 3 courses normally taken as part of APSC1 were not included and these would have to be completed later. He asked if this would mean students would need to take extra time.

Senator Jaeger replied that it depends on what other activities student would like (co-op, leadership, use of summer, etc.). We couldn't fit everything plus English and language into year 1.

Senator Zhao asked what would happen if students didn't meet transition requirements.

Senator Jaeger replied that the students would continue in year 1 and had to meet all requirements to transition. The case-by-case language was to reflect that we would look at individual circumstances.

The Student Senator for Law asked if we had the resources in year 1 and beyond to support further students.

Senator Jaeger replied that as part of the Vantage budget, new faculty would be hired to allow for new faculty members and other resources needed on both campuses.

Senator Knight noted that Vantage would meet ELAS, but asked if students would also gain 1st year language skills.

Senator Jaeger I replied that in addition to the Vantage courses, students would complete the regular 1st year technical communications course in the summer and then also a 2nd year technical communications course.

Senator Melton asked to what extent has the student feedback from the current program been taken into consideration for the proposed program.

Dr Fox replied that Vantage was responding in multiple ways to the feedback from students, and we have shared that with the AMS and student senators.

Main motion
approved

UBC VANTAGE COLLEGE MANAGEMENT STREAM

Carol Jaeger
Robert Sparks

} *That the new International Program Management Stream, and the Bachelor of Management transition requirements brought forward by UBC Vantage College be approved; and*

That the new MGMT (Management) course code and new courses MGMT 100 (3), 200 (3) brought forward by UBC Vantage College be approved.

Senator Omassi noted that these Okanagan students would spend their first Winter Session on the Vancouver campus. She noted that the summer would be difficult for integration given how the Okanagan campus was used in the summer.

Dr Fox replied that we had been thinking about engaging the students across both campuses. One plan is to ensure that their orientation brings them to both campuses, but this would still be in the summer. We have also been thinking about academic integration

in the Winter Session. One idea is to integrate them into Okanagan's undergraduate research conference. We want to create bridges between student services across the campuses in the same way Vantage does with the faculties on Vancouver.

Senator D'Souza asked why the key foundational courses for management were occurring on the Okanagan and only with Vantage students. Management programs were project-based and students would need to do this in year 3, so why weren't they being integrated earlier, especially as 28 out of 30 students surveyed had expressed this as their key concern.

Dr Fox replied that the BMgt was an Okanagan-only program and it was 2+2, so there wasn't much management in year 2. MGMT 100 and 200 are often taken by students in 2nd year but we wanted students exposed to management earlier. All students will do a project course in year 1 and then be integrated into the regular management cohort in year 2. She noted that Management was restructuring its curriculum and that they could look at this.

Senator D'Souza asked why math and statistics aren't being taken in year 1.

Dr Fox replied that they took the courses for year 1 based on common minors taken by Management students so that they would have that foundation if they chose.

Approved

Curriculum Committee

The Vice-Chair of the Senate Curriculum Committee, Mrs Carol Jaeger, presented.

APRIL CURRICULUM REPORT

See Appendix B: Curriculum Report

Carol Jaeger
Santokh Singh

}

That the new and revised courses and revised programs brought forward by the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Land and Food Systems, and Science), Land and Food Systems, and Science be approved.

Approved

Nominating Committee

The Committee Chair, Dr Richard Tees, presented.

COMPOSITION OF THE STUDENT AWARDS COMMITTEE

Richard Tees	}	<i>That the composition of the Senate Student Awards be amended to change “Director, Student Financial Services” to “Associate Registrar & Director, Student Support and Advising”</i>
Susan Forwell		

Approved

SENATE STUDENTS AWARDS COMMITTEE – CHANGE OF NAME

Richard Tees	}	<i>That the name of the Senate Student Awards Committee be changed to the Senate Awards Committee.</i>
Stavros Avramidis		

Senator Harrison asked why we were expanding the Committee's remit to include non-student awards.

Senator Tees replied that the Committee's terms of reference and the *University Act* already made clear that the responsibility was for all awards; the only limiting factor was the title selected for the Committee.

NB: Senator Harrison requested that his abstention to the previous motion be noted in the minutes.

Approved

CHANGES TO COMMITTEE MEMBERSHIPS

Richard Tees	}	<i>That Dr Stavros Avramidis and Mr William McNulty be appointed to the Senate Committee on Appeals on Academic Standing until 31 August 2017 and thereafter until replaced, to replace Prof. Bonnie Craig and Mr Haymen Leong.</i>
Philip Loewen		

Approved

APPOINTMENTS TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT CAREER AND PERSONAL EDUCATION

Richard Tees	}	<i>That Mr Aaron Bailey, Dean Blye Frank, Mrs Carol Jaeger, and Dr Paul Keown be appointed to the President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Career and Personal Education.</i>
Nick Dawson		

With consent of Senate, Dr Francis Andrew spoke for the Department of Continuing Studies. He asked why we were having an appointment committee for a position that does not yet exist.

The Provost replied that this position was growing out of the Provost's Office in part from our work on professional graduate programs. He noted that there was a lot of interest in and need for support in that area, and the Board in particular had encouraged UBC to move towards more executive and professional education programs. He advised that there was an existing Associate Provost position in his office that supported these activities, and that the transition to a Vice-Provost role was to signify ongoing support at a high level.

Senator Sterling asked why no convocation members were nominated.

Senator Tees replied that UBC Policy 18 specified where the Senate appointees were to come from, and that there were no specific positions set aside for convocation members.

Senator Haffey noted that the President could appoint a convocation senator.

Senator Ruitenberg asked when and where would a conversation occur regarding the responsibilities of this new office, especially in relation to the responsibilities of the faculties.

Dr Farrar replied that there was no intent to threaten the autonomy of faculties. There were a number of vice-provost positions in his office that dealt with a variety of areas, and that in this instance he was aware that some faculties, for instance Commerce, was not interested in participating.

Senator Singh asked how this position would affect the budget, noting that last year, we said that cuts would come from the centre but here we are creating a new administrative layer.

The Provost replied that it would be budget neutral; a position already exists it would just be adjusted to be at the right level.

Senator Loewen asked if there already was such position why are we undertaking the search process.

The Provost replied that we have formal processes to undertake to consider the appointment of a senior academic administrator such as a vice-provost, and that we could not assume that the incumbent associate provost would necessarily assume the new role.

Dr Andrew asked if we would be changing the reporting structure for Continuing Studies.

The Provost replied that there was no intent at this time.

Approved

NB: Senator Bailey requested that his abstention to the previous motion be noted in the minutes.

Awards Committee

Senator Avramidis presented on behalf of the Committee.

APRIL AWARDS REPORT

See Appendix C: Awards Report

Stavros Avramidis	}	<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>
Lawrence Burr		

Senator Singh asked how Science would pick the department for the PhD award.

Senator Avramidis replied that it would be up to the faculty.

Dean Peacock replied that it has been in place for a number of years and is offered to all PhD students in the Faculty of Science for their first 4 years of study.

Approved

Reports from the Faculty of Pharmaceutical Sciences

Michael Coughtrie	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the 'John McNeill Excellence in Health Research Mentorship Award' to be awarded annually according to the attached guidelines.</i>
Richard Tees		

Dean Coughtrie explained the rationale for the new award.

Senator Baimbridge noted that the two-year minimum was a very short period of time to assess excellence.

Dean Coughtrie agreed, but stated that he expected that those who were much further on would often win this award.

Approved

Reports from the Faculty of Science

Simon Peacock	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the 'UBC Mathematics and Pacific Institute for the Mathematical Sciences Faculty Award' to be awarded annually according to the attached guidelines.</i>
Richard Anstee		

Dean Peacock explained that this award was the initiative of Anton Kuipers and Darrell Duffie.

Approved

Report from the Provost

REICHWALD FAMILY UBC SOUTHERN MEDICINE PROGRAM CHAIR IN PREVENTATIVE MEDICINE

David Farrar	}	<i>That Senate approve the establishment of a new chair, to be named the Reichwald Family UBC Southern Medicine Program Chair in Preventative Medicine.</i>
Susan Forwell		

Approved

Other Business

MOTION OF CENSURE OF ATHLETICS MANAGEMENT COMMITTEE

Stanley Knight	}	<i>That the Senate censure the University "Athletic Management Committee" (AMC - President, VP - Students, Manager of Athletics and Recreation) for designing, implementing, and maintaining the "Sports Targeting Review" (STR) process in</i>
Sean Haffey		

*violation of the University Guiding Principles for
decision making and policy development cited in the
Student Mental Health and Wellbeing Policy.*

Dr Knight outlined his motivation for his motion, expressing his and community concern for the process undertaken by UBC in its Sports Targeting Review, and suggested that UBC needed to examine how it had operated.

The Chair confirmed for Senate that he had had no involvement in the process.

Senator Baimbridge noted that the motion referenced “sanction” or “discipline” and asked what he meant by that.

Dr Knight replied that his intent was for whatever mechanisms UBC had available to deal with errors by personnel to be invoked.

Senator Burr asked what the timeframe was for the sports review.

Senator Knight replied that the process was undertaken roughly two years ago.

In follow up, Senator Burr noted that the Mental Health policy was only approved in November 2014; he asked if Senator Knight asking that it be applied retrospectively.

Dr Knight replied that while the review process was completed, it still had ongoing and lasting effects upon athletics and UBC.

Senator Harrison noted that the policy referred to was not a policy of Senate, but rather a framework approved by Senate for its own internal use in considering policies and action. He stated that it was inappropriate to be used as a basis of an argument for a review of a procedure not of a Senate committee.

Senator Forwell noted that the motion was targeting the “Athletics Management Committee” (AMC); she asked if this group was just following the directions given to them by the University and if so, how can we censure them for doing their jobs.

Senator Knight replied that it was a matter of how they went about doing so.

Senator Sterling expressed her empathy for students, but in our budget era she struggled with being everything to everybody. She respected that 3400 people had signed a petition in concern, but suggested that UBC needed to be responsible with public money and think about where we can best focus our efforts.

Senator Sparks noted that Senate discontinued a program in the 1980s when UBC and BC were going through difficulty, and that a lot of the response to that decision was to determine how we

could help affected students; he asked if Senator Knight's group has thought about how they could help those students negatively affected by the Sports Targeting Review.

Senator Knight replied that yes his group had done so, but argued that UBC too had a responsibility.

Motion not
approve

NB: Senators Bailey and Munro requested that their abstentions to the previous motion be noted in the minutes.

IN CAMERA – Tributes Committee

HONORARY DEGREES

Adjournment

There being no further business, the meeting was adjourned at 8:20 pm.

Appendix A: Vantage College

VANTAGE COLLEGE

New program stream, and new courses.

UBC Vantage College>Program Requirements>Engineering Stream; UBC Vantage College>Admission>Engineering Stream; UBC Vantage College>Transition into UBC Degree Programs>Engineering Stream; VANT 150 (2) Sustainability and Engineering Design; VANT 151 (1) Multidisciplinary Engineering Design Project

FACULTY OF APPLIED SCIENCE

Revised program, and new courses.

Applied Science>Bachelor of Applied Science>Admission>Transition from UBC Vantage College Engineering Stream; APSC 172 (3) Engineering Analysis I; APSC 173 (3) Engineering Analysis II; APSC 178 (4) Electricity, Magnetism, and Waves; APSC 180 (3) Statics; APSC 182 (3) Matter and Energy I; APSC 183 (3) Matter and Energy II

UBC VANTAGE COLLEGE

New program stream.

UBC Vantage College>Program Requirements>Management Stream; UBC Vantage College>Admission>Management Stream; UBC Vantage College>Transition into UBC Degree Programs>Management Stream

UBC VANTAGE COLLEGE

New course code, and new courses.

MGMT (Management Course Code); MGMT 100 (3) Introduction to Canadian Business; MGMT 200 (3) Personal and Corporate Social Responsibility

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

Revised program

Nursing>Bachelor of Science in Nursing>Degree Requirements>Interprofessional Education

FACULTY OF ARTS

New courses

GERM 409 (3) Special Topics in German Cinema (in English); RUSS 112 (3) Russian for Singers; SCAN 337 (3) Scandinavian Cinema (in English); SCAN 415 (3) The World of the Sagas (in English); ENGL 480 (3-12)d Asian Canadian and/or Asian Transnational Studies; FHS 334 (3) The Afterlife of the Text: Rewritings and Adaptations; PORT 110 (3) Elementary Portuguese for Romance Language Speakers; PORT 210 (3) Intermediate Portuguese for Romance Language Speakers; PORT 308 (3) Portuguese for Business (in Portuguese); SPAN 303 (3) Conversational Spanish for Advanced Speakers; SPAN 309 (3) Business Spanish of International Trade in the Hispanic World (in Spanish); SPAN 411 (3) Introduction to Hispanic Linguistics.

FACULTY OF FORESTRY

New courses

CONS 127 (3) Observing the Earth from Space; FOPR 264 (4) Geomatics, Forest Access and Transportation

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

LAND AND FOOD SYSTEMS

New course

LFS 530 (3/6)c Directed Studies; PLNT 542 (3) Grapevine and Berry Crop Biology

SCIENCE

New courses

PHYS 565 (3) Applications of Radioisotopes in Science and in Medicine

FACULTY OF LAND AND FOOD SYSTEMS

New courses

APBI 413 (3) Stress and Coping in Animals; APBI 416 (3) Animal Welfare and Conservation Biology; APBI 442 (3) Grapevine and Berry Crop Biology

FACULTY OF SCIENCE

Revised program and new and revised courses

Science>Bachelor of Science>Chemistry>Combined Major Specializations>Chemical Biology; BIOL 233 (3) Genetics for Life; BIOL 431 (3) Evolutionary Cell Biology; BIOL 432 (3) Research Strategies and Techniques in Cell Biology; PHYS 117 (3) Dynamics and Waves; PHYS 118 (3) Electricity, Light and Radiation; PHYS 119 (1) Experimental Physics Lab

Appendix C: Awards Report

New Awards:

CENTENNIAL Faculty of Forestry Aboriginal Award – Awards totalling \$1,750 have been made available through an endowment established by the Faculty of Forestry for undergraduate Aboriginal students in the Faculty of Forestry in good academic standing. If there are no eligible Aboriginal students in any given year then the awards may be given to students in the Faculty of Forestry with a demonstrated interest in Aboriginal studies. This endowment has been established in recognition of UBC's Centennial, and the Faculty and UBC's shared strategic commitment to Aboriginal Engagement. The awards are made on the recommendation of the Faculty of Forestry. (First Award Available in the 2015/2016 Winter Session)

Dr. Stephen D. CLARKE Resident Travel Award – A \$2,000 award has been made available through an endowment established in honour of Dr. Stephen D. Clarke for a third or fourth year Neurology resident who demonstrates strong clinical and communication skills as well as commitment to and strength in teaching. The award will be used for a Neurology resident to attend a conference related to the recipient's interest in Neuroscience or medical education. The award was created in honour of Dr. Stephen D. Clarke, a masterful clinician and a dedicated and consummate teacher for the Division of Neurology at St. Paul's Hospital between 1985 and 2014. The award is made on the recommendation of the Neurology Awards Committee. (First Award Available in the 2014/2015 Winter Session)

Peggy and Tom ENGLISH, QC Bursary in Law – A \$1,750 bursary has been made available through an endowment established by J. Thomas and Peggy English to assist a student at the Peter A. Allard School of Law. The award is established on the occasion of the 50th anniversary of Tom's call to the bar in British Columbia. Tom and Peggy were married three days before Tom entered his first year of Law at UBC and Peggy was enrolled in the Faculty of Applied Science pursuing a Bachelor of Nursing degree. At the end of Tom's second year of Law, and one month before Peggy received the gold medal in Nursing, their son Scott was born. With financial assistance unable to come from their parents, Tom and Peggy had to survive on income from summer jobs and most importantly from scholarships that each of them were awarded. Without that financial assistance they would not have been able to graduate. Accordingly, they are delighted to provide assistance to law students in need to ease the financial burden that they themselves experienced. The award is adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

FACULTY of Science PhD Tuition Award – Funded by the Graduate Support Initiative, awards are offered annually to domestic and international students who are registered fulltime in PhD degree programs in the Faculty of Science at The University of British Columbia. Awards are made on the recommendation of the Faculty of Science in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

John and Jill INNES Aboriginal Award in Forestry – Awards totalling \$1,200 have been made available through an endowment established by John Innes and family for Aboriginal

undergraduate students in the Faculty of Forestry. The awards may be renewable for up to an additional three years provided the recipient remains in good academic standing. Dr. John Innes graduated from Cambridge University in 1983 with a PhD, Geography. In 1999 he joined the Faculty of Forestry and in 2010 became Dean. Dr. Innes has dedicated his career to advancing sustainable forest management practices. These awards are made on the recommendation of the Faculty of Forestry. (First Award Available in the 2016/2017 Winter Session)

Gary and Anne MCPHAIL Award in Entrepreneurship – A \$5,000 award is offered annually by Gary and Anne McPhail for an undergraduate student who has completed their first year in the Bachelor of Commerce degree program in the Sauder School of Business. The award is for a student who has achieved good academic standing, has demonstrated financial need, and has an interest in family enterprise studies or entrepreneurship. Preference will be given to a Canadian citizen with demonstrated leadership ability and/or involvement in campus-related extra-curricular activities. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

MOTION Metrics Mining Graduate Scholarship – A \$5,000 scholarship is offered annually by Motion Metrics International to a Masters or PhD student who is entering their second year of study. The graduate student must be supervised by a faculty member of the Norman B. Keevil Institute of Mining Engineering at the University of British Columbia. Preference is given to students who have demonstrated excellence in multidisciplinary, application-oriented research in mining and mineral processing and who wish to advance the area through continued study. Motion Metrics is a UBC spinoff whose advanced monitoring systems make the lives of people in mining easier, safer, and more connected. The award is made on the recommendation of the Norman B. Keevil Institute of Mining Engineering, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session).

PUN Bursary in Medicine – A \$1,000 bursary is offered annually by Dr. Woon-Tak Stephen Pun (MD, 1968). The bursary is awarded to a student in the Faculty of Medicine MD Program who demonstrates financial need. Dr. Pun emigrated from Hong Kong to study medicine at UBC, and greatly appreciated the support he received as a new international student. He moved to Ontario where he established a family practice, and also served as a campus physician at a local university until retirement. Dr. Pun is married with two sons, and has 6 grandchildren. The award is adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

B. Vincent REED, QC Award in Law – A \$1,000 award has been made available through an endowment established in honor of Faculty of Law alumnus B. Vincent Reed, QC. The award is for a student entering second year of the J.D. program who has achieved academic distinction and demonstrated commitment to the highest standards of the legal profession through involvement in community service or student leadership, thereby establishing the foundation of an exemplary legal career. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Olivia Sonja ROBERTSON Memorial Bursary – One or more bursaries totalling \$1,500

have been made available through an endowment established by friends and family in memory of Olivia Sonja Robertson, who died tragically at 19 in a car accident on November 23, 2013. The bursaries are for undergraduate students in their second year of studies in the Faculty of Arts, with preference given to students enrolled in the area of Humanities. Olivia, who had a kind, caring and inquisitive nature, and who held a mature “world perspective” which belied her youth, intended on serving as a catalyst for positive change through work at an NGO following graduation. Olivia had an extremely bright future and gave generously of her time in helping others. She was engaged in her UBC academic community, the local Vancouver community, and in fundraising efforts to help build a primary school in Jamaica. Olivia’s family and friends hope that recipients of these bursaries will emulate her passion for giving back to her community, and truly appreciate that they too have the potential to serve as a future change-agent to make the world a better place. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

TAIWAN Scholarship at UBC – Scholarships of \$18,000 per year plus tuition for four years are made available through collaboration between the Ministry of Education in the Republic of China (Taiwan) and UBC. Up to five new scholarships will be offered each year to citizens of the Republic of China (Taiwan) who are pursuing a PhD in any field of study at UBC’s Vancouver campus. Recipients will be selected on the basis of academic merit, and renewal of scholarship funding for the full four years is conditional upon recipients making satisfactory progress in their studies. The awards are made on the recommendation of the Ministry of Education in the Republic of China (Taiwan), in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Dr. Paul TANG Memorial Graduate Scholarship in Philosophy – Scholarships totalling \$800 have been made available through an endowment established by the Estate of Dr. Paul Tang for graduate students in the Department of Philosophy. Dr. Tang received his undergraduate degree from UBC and went on to earn a PhD in Philosophy from Washington University in St. Louis, Missouri. Dr. Tang worked at California State University, Long Beach for over 22 years. While there he was a mentor of many students and directed about 25 M.A. theses. The awards are made on the recommendation of the Faculty of Arts 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:
#503 Amy Woodland Scholarship:

#503 Amy Woodland Scholarship – Two scholarships of \$500 each have been made available through an endowment established by a bequest from the late Archibald Raworth. The scholarships are awarded to academically worthy and deserving students who have, for at least two years of school studies, attended a school from School District No. 5, Cranbrook, B.C., and are beginning or continuing studies at the University of B.C. The awards are made on the recommendation of Enrolment Services.

Rationale for Change: Per Enrolment Services - School districts no longer make recommendations for admission and in the application process there is no where for students to state where they attended for elementary education.

#505 Archibald Raworth Scholarship – Two scholarships of \$500 each have been made available through an endowment established by a bequest from the late Archibald Raworth. The scholarships are awarded to academically worthy and deserving students who have, for at least two years of school studies, attended a school from School District No. 5 in Cranbrook, B.C., and are beginning or continuing studies at UBC. The awards are adjudicated by Enrolment Services.

Rationale for Change: Per Enrolment Services - School districts no longer make recommendations for admission to UBC.

#611 Bert Henry Memorial Scholarship – A \$2,000 has been made available through an endowment established by the late Gladys Henry. The award is made to a student proceeding from Senior Secondary School to the University of British Columbia. Holders of this scholarship who maintain a minimum 75% average or stand in the top 10% of their class in a full program of study are eligible to have the award renewed for a further three years of study. The exact value of the renewals may fluctuate depending on the total funds available. The award is adjudicated by Enrolment Services.

Rationale for Change: Per Enrolment Services, the award renewal criteria have been edited in order to comply with current Senate regulations.

#4610 Merck Frosst National Entrance Scholarship – Two scholarships of \$1,700 each have been made available through an endowment established by Merck Frosst Canada Inc. and the Province of British Columbia. The awards are offered to undergraduate students entering the Faculty of Science from secondary schools. The awards are made on the recommendation of Enrolment Services.

Rationale for Change: Per Enrolment Services, schools no longer nominate students, selection done by Enrolment Services.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1

1 May 2015

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

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

Dr. Paul C. Gilmore

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

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



Dr. Paul C. Gilmore

Dr. Paul C. Gilmore was a pioneer of computer science in Canada. As head of UBC's Department of Computer Science from 1977 to 1984, he helped to build what is now the Faculty of Science's largest department.

Dr. Gilmore was born in Lethbridge in 1925, and moved to Vancouver with his family as a young child. In 1943, at age 17, he joined the Royal Canadian Air Force, serving until 1946. He then attended UBC on an RCAF scholarship, completing B.A. Honours degrees in mathematics and physics in just three years. He received a scholarship to Cambridge, where he earned his Masters, followed by a Ph.D. at Amsterdam University.

In 1955, Dr. Gilmore was appointed assistant professor of mathematics at Penn State University, where he taught for three years before joining IBM's Research Lab in New York as a staff mathematician. While at IBM, Dr. Gilmore worked with Dr. Ralph Gomory on the "cutting stock problem": how can paper mills most efficiently cut massive rolls of paper into usable pieces? The two published a series of now classic papers on this problem, and the topic is taught in computer science classes around the world.

In 1977, Dr. Gilmore returned to Vancouver as Head of UBC's Department of Computer Science, serving until 1984. He brought the department together into its first physical home on campus, and implemented student enrollment software still in use today. He also led an initiative to develop new email protocols and systems, ultimately resulting in UBC's leadership role in managing the .ca domain registry.

Dr. Gilmore served Senate as a representative for the Faculty of Science from 1979 to 1981. He retired from UBC in 1989, but continued his work. In 2005, he published a book about the logical foundations for math and computer science. That same year, he was recognized by the IBM Centers for Advanced Studies as a Canadian pioneer in computing.

To his family and friends, the Senate and the University of British Columbia offers its condolences and thanks.



13 May 2015

To: Vancouver Senate

From: Council of Senates Budget Committee Vancouver Sub-Committee

Re: **Annual Report** (information)

Please find attached the 2014-15 Annual Report of the activities of the Council of Senates Budget Committee Vancouver Sub-Committee.

If you have any questions, please contact Lindsey Kovacevic at lindsey.kovacevic@ubc.ca.

Respectfully submitted,

Dr. William G. Dunford, Chair

Council of Senates Budget Committee Vancouver Sub-Committee



Council of Senates Budget Committee Vancouver Sub-committee

Report to Senate – May 13, 2015

Budget Committee Terms of Reference

The Budget Committee shall:

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

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

Background

This is the 2014/2015 annual report of the Vancouver Senate Budget Sub-committee (SBSC). The Budget Committee is a Council of Senates' committee, which has never met in a substantive way and is not scheduled to meet. The only mandate for the full committee would be to look at the distribution of funds between the campuses, but the allocations were largely agreed and ring fenced when UBCO was formed, so there has not been a subsequent need for discussion. As with all policies, a review of the overall budget model may be done in the near future, as UBCO has become more established. At that point the various committees involved may review their relationships and future actions.

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



committees are also planned. Whether or not there is a formal change to the budget model there are questions of potentially common interest to be reviewed.

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

Activities

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

The Sub-committee has made efforts to re-establish a working relationship with the President. The Sub-committee met twice with the President in the past academic year (November 2014 and January 2015). The President will continue to be invited to attend all of the meetings. The Sub-committee proposes that the President attend at least one meeting per year so that the Sub-committee may serve its mandate of advising the President in the preparation of the budget.

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



A summary of the meeting presentations this year is below:

Meeting Date	Subject	Presenters and Guests
May 13, 2015	Development Office Budget Discussion	Heather McCaw, Jeff Todd Anji Redish, David Shorthouse
April 15, 2015	Student Academic System Initiative 5-Year Capital Plan and Priorities	Kate Ross, Oliver Gruter-Andrew, Ian Cavers John Metras, David Farrar, Anji Redish
February 18, 2015	Graduate Students and Post-docs	Susan Porter, David Farrar
January 21, 2015	University Budget	Arvind Gupta, David Farrar, Ian Burgess, Anne Gorsuch
December 17, 2015	Learning Spaces at UBC and Capital Plan (joint meeting with the Senate Academic Building Needs Committee)	David Farrar, Anji Redish, John Metras, Peter Smailes, Ian Burgess, Leanne Feichtinger

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

The Sub-Committee has been working with the Senate Academic Building Needs Committee and the administration to look into the issue of the maintenance and upkeep of the Campus' learning spaces and the funding thereof since the claw back of the Annual Capital Allowance from the Province.



The Student Information System Initiative has also been a topic of particular interest to the sub-committee and the President. As with all large software projects it is understood by all parties that meeting the desires of the stakeholders at a reasonable cost is challenging. Much care is being applied to achieve this end and the Sub-committee will continue to take a particular interest in this project.

The Sub-committee encourages input from Senate on how it how it might play a more useful role in future. In particular, changes to the terms of reference could mandate more active involvement in the budgeting process.

Conclusions

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



1 May 2015

To: Senate

From: Academic Building Needs Committee

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

Attached please find for your information the 2014-15 Annual Report of the activities of the Senate Academic Building Needs Committee. The report follows the format agreed upon by the Committee.

Respectfully submitted,

Dr. Robert Sparks, Chair

Senate Academic Building Needs Committee

**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate
September 2014- May 2015**

Members: Kenneth Baimbridge (Joint Faculties, Vice-Chair), Collyn Chan (Student Member), Séan Haffey (Convocation), André Ivanov (Applied Science), Nina Karimi (Student Member), Christian Naus (Medicine), Lucia Salazar (Secretary), Glen Peterson (Arts), Angela Redish (Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities), Andrew Riseman (Land and Food Systems), Lance Rucker (Dentistry), Robert Sparks (Joint Faculties, Chair), Justin Wiebe (Student Member)

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

Committee work plan for 2014-2015

The Committee reviewed its terms of reference on September 23, 2014, and agreed to the following priorities:

1. To participate actively on the Property and Planning Advisory Committee (PPAC)
2. To engage in consultations and assist with policy development in three targeted areas relating to the Vancouver campus:
 - a. Learning spaces, specifically classroom maintenance and upgrades, and classroom utilization
 - b. Implications of the framework document from the Senate Ad Hoc Committee on Mental Health and Wellbeing
 - c. Liaise with the Vancouver Sub-Committee of the Council of Senates Budget Committee around University capital priorities
3. To address emerging topics such as flexible learning and its affects on learning spaces and classroom design, campus as a living lab and potential role of infrastructure projects as pedagogical objects for courses, interpreting the land use plan.

Activities in 2014-2015

During this academic year, the Committee met seven (7) times, six (6) times on its own, and one (1) time in a joint meeting with the Vancouver Sub-Committee of the Council of Senates Budget Committee in December. SABNC members collectively participated in four (4) PPAC meetings and reviewed ten (10) presentations, six (6) that led to recommendations for capital projects, and four (4) for information.

Senate Academic Building Needs Committee (SABNC) Meetings

- 23 September 2014 – *Planning and review of Terms of Reference, last annual report and relationship with PPAC*
- 21 October 2014 – *Proposed facility booking policy* (Michal Jaworski, Legal Counsel, Office of the University Counsel)
- 18 November 2014 – *Learning spaces report* (Jodi Scott, Infrastructure Development); *Student Housing Demand study* (Andrew Parr, Student Housing & Hospitality Services; Michael White, Campus and Community Planning)
- 17 December 2014 – Joint meeting with Budget Committee – *Learning Spaces at UBC* (Angela Redish, Vice Provost and Associate Vice President Enrolment and Academic Facilities); *Capital Plan* (David Farrar, Provost and Vice President Academic; John Metras, Managing Director, Infrastructure Development; Peter Smailes, Treasurer)
- 20 January 2015 – *Outdoor Art Strategy* (Dean Gregory, Landscape Architect); *Framework for Senate Consideration of Student Mental Health and Wellbeing*
- 17 February 2015 – *University Boulevard Precinct Planning* (Gerry McGeough, Director, Planning and Design, C&CP; Joanne Proft, Manager, Community Planning and Transportation, C&CP)
- 21 April 2015 – *Supporting Mental Health and Wellbeing through Campus Architecture, Landscape Architecture, and Community Engagement* (Dean Gregory, Landscape Architect; Carole Jolly, Director, Community Development; and Gerry McGeough)

Property and Planning Advisory Committee (PPAC) Meetings

Recommendation: (Presenters)

- 19 August 2014 – *Tall Wood Student Residence – Brock Commons* (John Metras, Managing Director, Infrastructure Development), *Sports Medicine* (John Metras; Don McKenzie, Professor & Director, Allan McGavin Sports Medicine Centre), *SALA Building - Armoury Commons* (John Metras; Leslie Van Duzer, Professor & Director, School of Architecture and Landscape Architecture), *Amendments to the Development Handbook* (Joe Stott, Director of Planning, Development Services, C&CP)
- 16 September 2014 – *University Boulevard & Wesbrook Mall Precinct Plan* (Lisa Moffatt, Community Planner, C&CP)
- 20 January 2015 – *Totem In-Fill Phase 2 Student Residence* – (Andrew Parr, Managing Director, Student Housing & Hospitality Services; John Metras)

Information: (Presenters)

- 18 November 2014 – *Meeting Student Housing Demand* (Andrew Parr, Managing Director, Student Housing & Hospitality Services, Michael White; Associate Vice President, Campus & Community Planning)
- 20 January 2015 – *University Boulevard Precinct Planning Process* – (Aviva Savelson, Senior Manager, Consultation, C&CP; Joanne Proft, Manager, Community Planning and Transportation, C&CP; Michael White)
- 17 March 2015 – *MOA Masterworks* Gallery (Jennifer Sanguinetti, Director Project Services, Infrastructure Development); *UBC Capital Plan* (John Metras, Managing Director, Infrastructure Development)

Comments:

- At the January 21, 2015 Senate, SABNC and the Budget Committee co-hosted a presentation on Learning Spaces by Vice Provost, Enrolment and Academic Facilities, Anji Redish, and Infrastructure Development Senior Planner, Jodi Scott.
- With respect to student mental health and wellbeing, SABNC discussed matters related to the impact of building design and the public realm on wellbeing including access to natural light and the outdoors, the design of learning spaces including group activity and group study spaces, and the importance of common areas, welcoming spaces, and spaces for commuter students. In addition to discussing the framework approved by Senate, SABNC also heard a presentation about how these criteria are considered in decisions about architecture, landscape architecture and community engagement on campus.
- SABNC heard presentations about public art being planned to commemorate the UBC Centennial. In addition to major marquee projects being planned, a general call for proposals to celebrate the Centennial was made in October, receiving over 400 project proposals.
- Like last year, the Committee found that the joint meeting with the Budget Committee was very fruitful.
- The Committee would be pleased to receive comments and suggestions.



13 May 2015

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Professional Conduct of Teacher Candidates in the Faculty of Education –
Bachelor of Education Program

The Faculty of Education has submitted a proposal to formalize their policy on the professional conduct of teacher candidates in the Bachelor of Education program. The policy clarifies that the actions of teacher candidates are under scrutiny not just in the classroom, but outside of it as well. Formalizing the policy and placing it in the Academic Calendar will ensure that teacher candidates are aware of the expectations and allow the Faculty to reference the expectations in advance of teacher candidates beginning their classroom-based practicums.

The policy has gone through a number of revisions based on the recommendations of the Office of the University Counsel and the Senate Academic Policy Committee.

The following is recommended to Senate:

Motion: *“That the policy on the professional conduct of teacher candidates submitted by the Faculty of Education be approved.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee

UBC Curriculum Proposal Form

Change to Course or Program

Category: (2)

<p>Faculty: Education Department: Teacher Education Faculty Approval Date: March 2015 Effective Session (W or S): W1 Effective Academic Year: 2015</p>	<p>Date: 19 March 2015 Contact Person: Dr. Wendy Carr Phone: 604.827.5088 Email: wendy.carr@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><i>Academic Policies and Regulations</i></p> <p>Material in this section is supplementary to that given in the section Academic Policies and Regulations in this Calendar and applies specifically to students enrolled in the Faculty of Education.</p> <p>Professional Conduct of Teacher Candidates in the Faculty of Education - Bachelor of Education Program</p> <p>Introduction</p> <p>The mission of the Bachelor of Education Program (the “Program”) within the Faculty of Education (the “Faculty”) at the University of British Columbia is to prepare teachers who are knowledgeable, skillful, flexible and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. The Faculty understands teaching as a moral activity guided by ideals of human good and conceptions of what is educationally valuable.</p> <p>While many graduates of the Program enter the teaching profession and teach in public schools, others teach in international schools, independent schools or non-school settings such as museums, art galleries and recreational</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,160</p> <p>Present Calendar Entry:</p> <p><i>Academic Policies and Regulations</i></p> <p>Material in this section is supplementary to that given in the section Academic Policies and Regulations in this Calendar and applies specifically to students enrolled in the Faculty of Education.</p>

settings. The current Program reflects this diversity by placing teacher candidates in a range of learning environments including, but not limited to, public school settings.

Teacher candidates in the Faculty must comply with this policy in their interactions with faculty, teacher candidate peers, teachers, staff and students at all times.

Role of the Faculty

The Faculty is charged with ensuring that all graduates of the Program have the requisite competencies and can meet the professional practice standards to be eligible for professional certification as educators in the Province of British Columbia from the British Columbia Ministry of Education. While teacher candidates are ultimately responsible for their own behaviour, the Faculty appreciates that teacher candidates are still in the process of learning. The Faculty and others involved in instruction in the Program are expected to model professional conduct and, where necessary, help teacher candidates improve their understanding of professional conduct expectations.

Expectations for the Professional Conduct of Teacher Candidates

Professional conduct is the set of attitudes, behaviours and characteristics deemed desirable in members of a profession and that define the profession and its relationship to its members and to society.

It is the responsibility of teacher candidates in the Program to familiarize themselves with and meet the expectations for professional conduct in

all settings.

Faculty members are expected to help teacher candidates interpret specific school and/or practicum guidelines and apply them appropriately in their conduct.

Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a teacher candidate for advancement or graduation. The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty if he or she is considered to be unsuited to proceed with the study or practice of teaching.

A teacher candidate may be considered unsuited to proceed with the study or practice of teaching if he or she engages in unprofessional conduct. The examples of unprofessional conduct in this policy are not exhaustive, and the Faculty will review allegations of unprofessional conduct on a case-by-case basis. This policy applies to all conduct of its teacher candidates, even when not in the classroom or on practicum or otherwise related to the Program. Examples of unprofessional conduct include but are not limited to:

- behaving in a manner that endangers teacher-candidate peers, faculty, staff, students, staff in practicum settings, volunteers, or others,**
- harassing or being abusive towards students, teacher-candidate peers, faculty, staff, staff in practicum settings, volunteers, or others,**
- breaching confidentiality or other ethical obligations,**

<ul style="list-style-type: none"> • engaging in illegal activities that are inconsistent with the practice of teaching or likely to harm students or others, or • failing to meet the <i>Standards of Professional Conduct</i> as outlined below. <p>Membership in the teaching profession demands integrity, competence and adherence to ethical standards. Teaching is a profession that is enormously demanding and carries considerable responsibility as teachers assume a crucial and challenging role in the support, care and development of other people's children.</p> <p>At all times teacher candidates in the Program are expected to demonstrate:</p> <p>Honesty and Integrity</p> <ul style="list-style-type: none"> • Act with integrity and demonstrate personal and academic honesty in all interactions and communications, both orally and in writing. Communicate truthfully with students, teachers and other school-based personnel, teacher-candidate peers, faculty members and staff. • Acknowledge contributions made to course assignments, lesson plans, and materials designed or provided by others. <p>Respect for Others</p> <ul style="list-style-type: none"> • Engage only in respectful interactions with others that do not discriminate on grounds protected by the <i>British Columbia Human Rights Code</i>. • Contribute to a classroom atmosphere conducive to learning 	
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<p>and the conduct of professional work. Maintain personal composure and consideration for others in all interactions.</p> <ul style="list-style-type: none">• Ensure that all communications, including those on the internet and social media, are respectful.• Establish and maintain appropriate personal boundaries in relationships with others both on and off campus.• Do not engage in conduct that exploits students or others for personal, sexual, ideological or other advantage.• Respect the confidentiality of student information, the dignity of children and their right to confidentiality, subject to your legal and professional obligations, which include a duty to report abuse or suspected abuse.• Treat students and their families with respect and dignity both in their presence and in discussions with other members of educational teams. <p>Responsibility</p> <ul style="list-style-type: none">• Be accountable for personal conduct. Show enthusiasm, initiative, adaptability and curiosity.• Receive feedback in a non-defensive and receptive manner.• Meet expectations related to dependability, punctuality, attendance and participation. Meet deadlines.	
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- Use social media responsibly, refraining from posting any information or comments related to students or colleagues or any personal information without appropriate consents.
- Assure the primacy of students' wellbeing.
- Respect boundaries between teachers and students in all interactions, including social media.
- Create environments that are conducive to student learning.
- Recognize your own limitations and seek help when your level of experience is inadequate.

Teacher candidates are expected to adhere to the UBC Statement of Respectful Environment for Students, Faculty, and Staff:

<http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>

Teacher candidates are also expected to be familiar with and to comply with the policies of the University relating to conduct including but not limited to:

- UBC Policy on Academic Honesty and Standards
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0>
- UBC Policy on Non-Academic Misconduct
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0#19688>

In addition, when teacher candidates are in school or field settings, they are

expected to be familiar with relevant policies and procedures governing conduct within those settings including but not limited to:

- **Teacher Regulation Branch Standards for the Education, Competence and Professional Conduct of Educators in British Columbia**
<http://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>
- **British Columbia Teachers Federation Code of Ethics**
<http://bctf.ca/ProfessionalResponsibility.aspx?id=4292>
- **Child, Family and Community Service Act – Duty to report abuse or suspected abuse**
http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96046_01

The Standards of Professional Conduct for Teacher Candidates in the Faculty of Education (above) is adapted with permission from *Academic Policies and Procedures*, Faculty of Dentistry, UBC.

Note: Students whose program is interrupted and who are readmitted to the program will be required to authorize a new criminal record request if they have not been registered in the program during the past Winter Session.

Responding to Allegations of Unprofessional Conduct

When investigating an allegation of unprofessional conduct, the Faculty will follow the *Protocol and Procedure for Investigating and Responding to Alleged*

<p><i>Unprofessional Conduct in the Program</i> outlined on the Teacher Education Office website (http://teach.educ.ubc.ca/students/policies-and-guides).</p> <p>Teacher candidates should note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of proceedings under another University policy or procedure does not preclude the Faculty from following the procedures set out in this policy.</p> <p>If the Faculty becomes aware that a teacher candidate has been accused of serious unprofessional conduct, then the Faculty reserves the right to postpone the teacher candidate's advancement in the Program, including graduation from the Program, until the allegations of unprofessional conduct have been investigated and resolved by the Faculty. Where a teacher candidate has been charged with a criminal offence that, if proven, would constitute unprofessional conduct, the Faculty may postpone the student's advancement in the Program including graduation from the Program, until such time as the criminal charges are dismissed or have proceeded through the court system to acquittal or conviction and sentencing.</p> <p>If the Faculty becomes aware at any time that a teacher candidate has been accused of unprofessional conduct then the Faculty may require the teacher candidate to obtain an updated criminal record check pursuant to the <i>Criminal Records Review Act</i> and provide the results to the Faculty.</p> <p>Conduct that is considered unprofessional under this policy may also</p>	<p>Written English Requirement </p> <p>Written and Oral English Requirement </p> <p>Academic Accommodation for Students with Disabilities </p> <p>Attendance </p> <p>Advancement </p> <p>Professional Conduct Entry into the profession of teaching is not a right but a privilege. Suitability to teach includes satisfactory academic performance, teaching performance, and</p>
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<p>violate other University policies. The Faculty or another unit of the University may commence proceedings against the teacher candidate pursuant to those processes in addition to taking action pursuant to this policy.</p> <p>Written English Requirement</p> <p>....</p> <p>Written and Oral English Requirement</p> <p>....</p> <p>Academic Accommodation for Students with Disabilities</p> <p>....</p> <p>Attendance</p> <p>....</p> <p>Advancement</p> <p>....</p>	<p>professional conduct. Although satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if the student is considered to be unsuited to proceed with the study or practice of teaching.</p> <p>Students in the Faculty of Education are expected to adhere to standards of professional practice and ethics in their interactions with faculty and peers and with teachers, staff, and students in the schools. During practica, students are subject to <i>The School Act</i> and they are expected to comply with standards of professional conduct followed by school personnel and act in accordance with guidelines published in the <u>Members' Guide to the BCTF</u>.</p> <p>Note 1: Upon admission to the program, teacher candidates will be required to sign a memorandum of understanding indicating that they accept the professional conduct responsibilities of teacher candidates in the B.Ed. program and that they understand the consequences of behaviour resulting in criminal charges.</p> <p>Should a registered student come under investigation for a relevant criminal offence during the course of the program, the Faculty asks that the teacher candidate notify the Director, Teacher Education.</p> <p>Should a registered student be charged with a relevant offence during the program, pursuant to Section 17.4 of the <i>Criminal Records Review Act</i>, UBC is required to obtain, and students are required to provide, authorization for a criminal record check. Failure to meet the requirements of the criminal record check</p>
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	<p>may affect a student's status in relation to both graduation and certification.</p> <p>An offence is deemed relevant in determining the risk that an individual may pose in a position where they have unsupervised access to children (<i>Criminal Records Review Act</i>).</p> <p>Note 2: Students who are readmitted to the program will be required to authorize a new criminal record request if they have not been registered in the program during the past Winter Session.</p>
	<p>Type of Action:</p> <p>Replace existing section on Professional Conduct with revised material that includes Standards for the Professional Conduct of Teacher Candidates as well as policies the Faculty will follow in responding to allegations of unprofessional conduct.</p> <p>Move note from existing section on Professional Conduct to end of revised material on Professional Conduct of Teacher Candidates.</p> <p>Rationale for Proposed Change:</p> <p>The Faculty has intensified its focus on professional conduct in the Teacher Education program and outlined its protocol and procedure for investigating and responding to alleged unprofessional conduct in the program.</p>



1 May 2015

To: Vancouver Senate

From: Admissions Committee

Re: a) Suspension of Admission to Program Options, Bachelor of Applied Science: Electrical Engineering, Electrical Energy Systems Option; Electrical Engineering, Nanotechnology and Microsystems Option; and Computer Engineering, Software Engineering Option (approval)

b) Procedures on Appeals on Admission Decisions, Readmission Decisions, and Revoked Admission Offers (approval)

a) Suspension of Admission to Program Options, Bachelor of Applied Science: Electrical Engineering, Electrical Energy Systems Option; Electrical Engineering, Nanotechnology and Microsystems Option; and Computer Engineering, Software Engineering Option (approval)

The Committee has reviewed and recommends to Senate for approval the proposed suspension of admission to the program options Electrical Energy Systems, Nanotechnology and Microsystems, and Software Engineering in the Bachelor of Applied Science degree program, effective for the 2015 Winter Session. In part as a result of issues identified by a recent accreditation site visit, these options will no longer be accepting students. Suspension of these options will provide more flexibility in scheduling, providing better course availability for students. Students currently enrolled in these options will be allowed to continue and will receive the option designation. The courses that were exclusive to these options will continue to be available, and will now be open to all students with the necessary pre-requisites.

Motion: That Senate approve suspension of admission to program options Electrical Energy Systems, Nanotechnology and Microsystems, and Software Engineering (Department of Electrical and Computer Engineering) in the Bachelor of Applied Science degree program, effective for the 2015 Winter Session and thereafter.



b) Procedures on Appeals on Admission Decisions, Readmission Decisions, and Revoked Admission Offers (approval)

Working with its counterpart Okanagan Senate committee, the Vancouver Senate Admissions Committee has reviewed and recommends to Senate for approval the proposed revised admission appeal process.

The revised process clarifies the process for appellants, details the various routes their appeal may follow for a more transparent appeal process, and also now includes specific information for appellants whose admissions offer has been revoked. In consultation with students, templates are being developed to be used by applicants when filing an appeal. The templates will enumerate the possible grounds for appeal, and list the mandatory and optional documents that should be submitted to substantiate an appeal.

The revised process is expected to enable appellants to put forward more complete appeals from the outset, and to facilitate improved communication among faculties, Enrolment Services, the Senate Admissions Committee and the appellant.

Motion: *That Senate approve the proposed calendar language for appeals on admission decisions, appeals on readmission decisions, and appeals on revoked admission offers, effective upon Senate approval.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: March 5, 2015 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: January 12, 2015 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ieee.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Electrical and Computer Engineering</p> <p>The Department of Electrical and Computer Engineering offers programs leading to the Bachelor of Applied Science in Electrical Engineering and to the Bachelor of Applied Science in Computer Engineering. A minor in Honours Mathematics option is available in both programs.</p> <p>Three options are available in Electrical Engineering: Biomedical Engineering, Electrical Energy Systems, and Nanotechnology and Microsystems. An option in Software Engineering is available in Computer Engineering. Students choosing Biomedical Engineering must apply prior to second year; students opting for other options enter at the third year level (refer to website below for application information pertinent to the individual Options). Students should be aware that enrolment restrictions in the Options may apply.</p> <p>NOTE: The intake of students into the Electrical Energy Systems, Nanotechnology and Microsystems and Software Engineering options has been suspended effective 2014/15.</p> <p>For further information visit <u>Electrical and Computer Engineering</u>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39</p> <p>Present Calendar Entry:</p> <p>Electrical and Computer Engineering</p> <p>The Department of Electrical and Computer Engineering offers programs leading to the Bachelor of Applied Science in Electrical Engineering and to the Bachelor of Applied Science in Computer Engineering. A minor in Honours Mathematics option is available in both programs.</p> <p>Three options are available in Electrical Engineering: Biomedical Engineering, Electrical Energy Systems, and Nanotechnology and Microsystems. An option in Software Engineering is available in Computer Engineering. Students choosing Biomedical Engineering must apply prior to second year; students opting for other options enter at the third year level (refer to website below for application information pertinent to the individual Options). Students should be aware that enrolment restrictions in the Options may apply.</p> <p>For further information visit <u>Electrical and Computer Engineering</u>.</p>

<p>...</p> <p>Software Engineering Option (enrolment suspended)</p> <p>The Software Engineering Option, in Computer Engineering, puts a greater emphasis on methods and process for the design of software-intensive computer systems, including requirements elicitation, software design, software quality, user-interface, and software project management.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Computer Engineering (Software Engineering Option).</p> <p>...</p> <p>Electrical Energy Systems Option (enrolment suspended)</p> <p>The Electrical Energy Systems Option in Electrical Engineering will provide students with theoretical and practical experience in the electric energy related fields. Students will be admitted at the third-year level. Those who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Electrical Energy Systems Option).</p> <p>...</p> <p>Nanotechnology and Microsystems Option (enrolment suspended)</p> <p>The Nanotechnology and Microsystems Option, in Electrical Engineering, allows students course concentration and practical project experience in electronics including emerging nanodevices; micro/nanoscale mechanisms and methods (physical,</p>	<p>...</p> <p>Software Engineering Option</p> <p>The Software Engineering Option, in Computer Engineering, puts a greater emphasis on methods and process for the design of software-intensive computer systems, including requirements elicitation, software design, software quality, user-interface, and software project management.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Computer Engineering (Software Engineering Option).</p> <p>...</p> <p>Electrical Energy Systems Option</p> <p>The Electrical Energy Systems Option in Electrical Engineering will provide students with theoretical and practical experience in the electric energy related fields. Students will be admitted at the third-year level. Those who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Electrical Energy Systems Option).</p> <p>...</p> <p>Nanotechnology and Microsystems Option</p> <p>The Nanotechnology and Microsystems Option, in Electrical Engineering, allows students course concentration and practical project experience in electronics including emerging nanodevices; micro/nanoscale mechanisms and methods (physical,</p>
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<p>chemical, mechanical, biological and numerical); micro/nano system design and analysis; micrometer and nanometer scale fabrication and instrumentation; and electromagnetics at small length scales. Students will be admitted at the third-year level. See the Department website for application information.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Nanotechnology and Microsystems Option).</p>	<p>chemical, mechanical, biological and numerical); micro/nano system design and analysis; micrometer and nanometer scale fabrication and instrumentation; and electromagnetics at small length scales. Students will be admitted at the third-year level. See the Department website for application information.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Nanotechnology and Microsystems Option).</p> <p>Type of Action: Add statements indicating that three program options will no longer be accepting students.</p> <p>Rationale for Proposed Changes: In part as a result of issues identified by a recent accreditation site visit, these three options will no longer be accepting students. Students currently enrolled in these options will be allowed to continue and will receive the option designation. Once the current cohort of students has graduated, a proposal will be submitted to have the options removed from the Calendar.</p> <p>As identified by an accreditation program visitor, there was insufficient distinctiveness between the Energy Systems Option and the general Engineering programs. Although this could be resolved by removing certain courses from the elective list for the general program, the topics covered by the options are important for all electrical engineers, so removing these courses from the elective list would not serve students well. Similar accreditation constraints exist for the Microsystems option and for the Software</p>
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	<p>Systems option (an option within the Computer Engineering degree). It was decided within the department that removing these options would also provide students with increased flexibility in course choices and ultimately serve students well.</p> <p>Focusing on the two general programs and one option will also provide more flexibility in scheduling, providing better course availability for students. It is important to note that the courses that were exclusive to these options will continue to be available, but will now be available to all students provided that they have the necessary pre-requisites.</p> <p>To help guide students, in place of formal options, we will provide lists of electives relevant to various disciplines within Electrical and Computer Engineering (e.g. Energy, Communications, Nanotechnology, Very Large Scale Integration, etc.). Students can choose to use these lists to help select electives that will be useful towards their career goals, however, they will not be bound to any list.</p>
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UBC Admissions Proposal Form

Faculty: n/a Department: Enrolment Services, Senate Secretariat Faculty Approval Date: n/a Effective Session: effective upon Senate approval Year for Change: 2015	Date: March 18, 2015 Contact Person: Maggie O'Neill Phone: 250.807.9619 Email: Maggie.oneill@ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/prof/edit/index.cfm?tree=2,16,0,0 Proposed Calendar Entry: Appeals [55] Appeals on Admission or Readmission Decisions [56] Applications are screened carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe they have been unjustly denied admission or readmission to a program due to an error in process, or who believe that they deserve special consideration due to mitigating circumstances, should discuss the matter with their Admissions Evaluator immediately upon receipt of their final admission or readmission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to Enrolment Services for review by the faculty or school responsible for the program to which the appellant has been refused. In some instances, as detailed below, appeal cases will be reviewed by the Senate Admissions Committee.	URL: http://www.calendar.ubc.ca/vancouver/prof/edit/index.cfm?tree=2,16,0,0 Present Calendar Entry: Appeals [55] Appeals on Admission Decisions [56] Applications are screened carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe that they have been unjustly denied admission to a program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with their Admissions Evaluator immediately upon receipt of their final admission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to Enrolment Services for review by the applicant's faculty or school.

<p>Appeals against admission or readmission decisions will be considered on applications for the current year only and must be submitted within 14 calendar days of the date of issue on the notification of an admission or readmission decision.</p> <p>The appeal form <link to form> along with (a) A Letter of Appeal outlining the reasons for the appeal and the circumstances relating to the appeal, and (b) Any relevant supporting documents (see appeal form for details) should be submitted in one complete package to appeal.admissions@ubc.ca <hyperlink email address> by the deadline.</p> <p>All Appeals on Admission or Readmission Decisions are sent by Enrolment Services to the faculty or school responsible for the program to which the appellant has been refused.</p> <p>Based on whether or not the applicant has satisfied all relevant university-level admission standards as described in the policies and official regulations of the Academic Calendar, two routes are possible:</p> <ol style="list-style-type: none"> If the applicant satisfies the admission standards, yet the faculty or school denies the appeal, then Enrolment Services will ask if the applicant (appellant) wishes to have their appeal package forwarded to the Senate Admissions Committee for review. The applicant has five calendar days to respond. The 	<p>Appeals against admission decisions will be considered on applications for the current year only and must be submitted within four weeks of the date of issue on the admission decision letter, or by the 15th of the month prior to the start of classes, whichever is earlier. The letter of appeal should include (a) the decision against which the applicant is appealing, (b) a statement of the grounds for the appeal, (c) a detailed account of the circumstances relating to the appeal, and (d) copies of any relevant documents. For more information, refer to Admissions.</p> <p>[10869] Appeals to Senate Admissions Committee</p> <p>[10870] Applicants who are unsuccessful in their appeal at the faculty or school level may submit a written appeal to Enrolment Services for review by the Senate Admissions Committee. The Senate Admissions Committee reviews doubtful cases and cases of appeal against decisions made on the basis of Senate policy. Appeals to the Senate Admissions Committee must be submitted to Enrolment Services no later than the 15th of the month prior to the start of classes.</p> <p>[10871] The Committee may allow an appeal where it decides that a faculty or school may</p>
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<p>Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the appellant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. The decision of the Committee will be communicated in writing to the appellant and to the dean of the faculty or school. The Committee's decision is final.</p> <p>2. If the applicant does not satisfy the admission standards, then the faculty or school's decision and comments, in addition to the appeal package, are automatically forwarded by Enrolment Services to the Senate Admissions Committee for review. The decision of the Committee will be communicated in writing to the appellant and to the</p>	<p>have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures. Whenever possible, the student should provide documentary evidence to support the appeal. [10872] Upon receipt of the appeal, Enrolment Services will send a copy of the statement of appeal to the dean of the relevant faculty or school, and ask the faculty or school to provide a written response. Enrolment Services will then forward copies of the student's appeal and the faculty or school's response to the Senate Admissions Committee for its consideration. [10873] The decision of the Committee will be communicated in writing to the student and to the dean of the faculty or school within ten days of the hearing of the appeal. The Committee's decision is final.</p>
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dean of the faculty or school. The Committee's decision is final.

Appeals on Revoked Admission Offers

Confirmation of the conditions of admission offers are reviewed carefully by Enrolment Services in accordance with Senate and faculty admission policies. Applicants who believe that **their conditional offer of admission has been unjustly revoked** due to an error in the process or who believe that they deserve special consideration due to mitigating circumstances **can appeal this decision.**

Appeals on revocations must be submitted within 14 calendar days of the revocation decision email notifying that the offer of admission has been revoked.

The appeal **form <link to form> along with (a) A Letter of Appeal outlining the reasons for the appeal and** the circumstances relating to the appeal, and **(b) Any relevant supporting documents (see appeal form for details) should be submitted in one complete package to appeal.admissions@ubc.ca <hyperlink email address> by the deadline.**

All Appeals on Revoked Admission Offers are sent by Enrolment Services to the faculty or school for review. If the faculty or school decides to reinstate the offer of admission

and the applicant has satisfied all relevant university-level admission standards as described in the policies and official regulations of the Academic Calendar, Enrolment Services ensures that the offer is reinstated.

If the faculty or school decides to support the reinstatement of the offer, but the applicant does not satisfy the relevant university-level admission standards, then Enrolment Services forwards the complete appeal package, with the faculty or school's decision and comments, to the Senate Admissions Committee for review.

If the faculty upholds the revocation, then the complete appeal package, with the faculty or school's decision and comments, are forwarded by Enrolment Services to the Senate Admissions Committee for review.

The Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.

The decision of the Committee will be communicated in writing to the applicant (appellant) and to the dean of the faculty or school. The Committee's decision is final.

Type of Action:

Revision of the Admission Appeal process

Rationale:

Based on the feedback from the Working Group on Admission Appeal Process, a joint Working Group from the Vancouver Senate Admissions Committee and the Okanagan Senate Admissions & Awards Committee, a revised Admission Appeal Process has been proposed.

The revised process clarifies the process for appellants, details the various routes their appeal may follow for a more transparent appeal process, and also now includes specific information for appellants whose Admissions offer has been revoked.

The process has also been streamlined, with development of templates for use by the appellant, the faculty, Senate Committees, and Undergraduate Admissions.



1 May 2015

To: Senate

From: Admissions Committee

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

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

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

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2014 Winter Session, grades presented for admission were adjusted upwards by 4%.

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

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

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

- Addis Ababa University (UBC Faculty of Education)
- Shreemati Nathibai Damodar Thackersey Women's University (SNDTWU) (UBC Faculty of Education)
- Queen's University Belfast (UBC Faculty of Law)
- Fédération des Écoles Supérieures d'Ingénieurs en Agriculture (FESIA Consortium)(UBC Faculty of Land and Food Systems)

- International Christian University, Japan (UBC Faculty of Arts)
- Delft University of Technology (UBC Vancouver, all faculties)
- Technical University of Denmark (UBC Vancouver, all faculties)
- Universidad de Piura (UBC Faculty of Arts, limited to Vancouver School of Economics)
- London School of Economics (UBC Faculty of Arts, Faculty of Commerce and Business Administration)
- Beijing Foreign Studies University (UBC Faculty of Arts)
- Zhejiang University (UBC Vancouver, all faculties)

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

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

Between 1 May 2014 and 30 April 2015, the Admissions Committee heard 74 appeals:

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

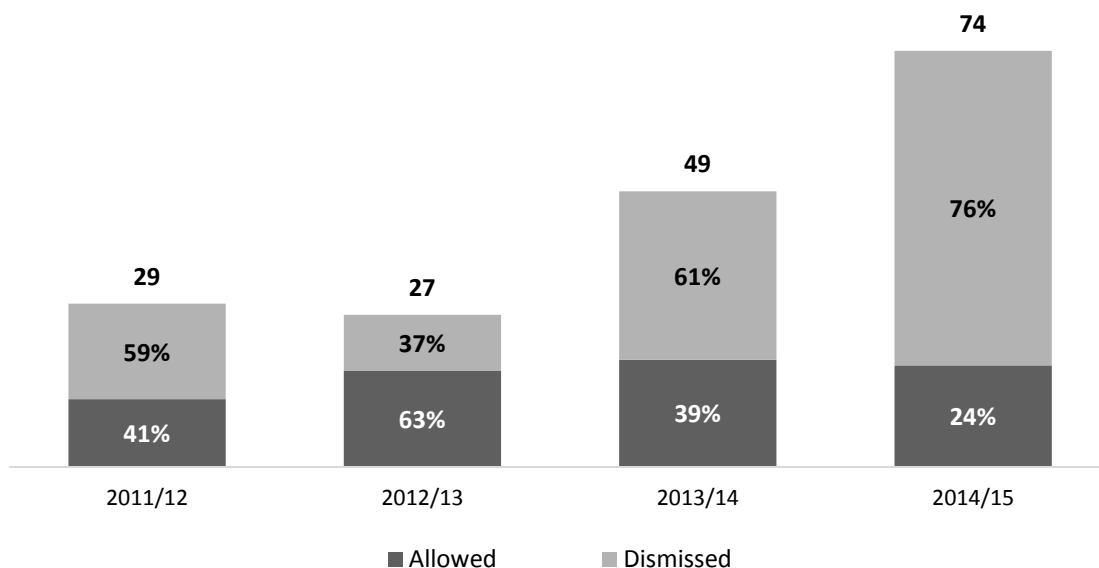
Of the 74 appeals heard by the Committee, 18 were allowed and 56 were dismissed. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.

As evidenced in Chart 1, the volume of appeals has increased substantially over the past few years. The number of appeals considered by the Committee doubled between 2012/13 and 2013/14, and this year, the Committee heard 50% more appeals than in 2013/14. Despite this increase, the reasons for refusal or revocation have remained relatively stable: like last year, the most common reason was applicants failing to meet the University's English language admission standard, followed by applicants failing to meet competitive thresholds and/or University minimum admission requirements.

The chart also reveals a positive relationship between the number of appeals and the rate of dismissed appeals. Although the Committee is hearing more appeals, the acceptance rate did not increase proportionately, possibly because the most common reasons for refusal or revocation are based on policies that are quite clear. It's also possible that the overall increase in appeals may be due in part to more appeals being made on weak or unsubstantiated grounds.

Chart 1

Appeals Allowed or Dismissed, 2011/12 - 2014/15



Partly as a result of these developments, a Joint Working Group on Admission Appeals has developed a streamlined and more transparent appeal process, presented for approval at Vancouver and Okanagan Senates in May. The new process will provide greater clarity and guidance for potential appellants through, for example, standardized forms enumerating the types of documents required to substantiate an appeal. These changes are expected to enable appellants to put forward more complete appeals from the outset, and to facilitate improved communication among faculties, Enrolment Services, the Senate Admissions Committee and the appellant.

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

In May 2013, Senate delegated to the Committee final right of approval over nominal changes in admission requirements and editorial changes to Calendar language. From May 2014 until April 2015, the Committee has approved 26 proposals under delegated authority, 15 of which were nominal changes to admission requirements and 11 were student mobility agreements, as per Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*.

Respectfully submitted,

Dr. Robert Sparks, Chair
 Senate Admissions Committee



1 May 2015

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2014 – 30 April 2015) (information)

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

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

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

Since last reporting to Senate in May 2014, 10 appeals proceeded to Committee hearings (as compared with 10 in the prior reporting period), of which 2 were allowed and 8 were dismissed.

In addition to the 10 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 16 appeals were presented to the Registrar, of which 2 were resolved prior to a Committee hearing, 8 were withdrawn by the appellant prior to a Committee hearing, and 6 are in progress and are expected to be heard by the Committee in the upcoming weeks.



Appeals Allowed

- The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee allowed the appeal on the basis that the Faculty's decision was based on unfair procedures. The Committee overturned the Faculty's decision requiring the student's withdrawal.
- The student appealed a decision of the Faculty concerning the grade assigned in a course. The Committee allowed the appeal on the basis that the Faculty failed to consider information that ought properly to have been considered. The Committee substituted a new mark for the mark awarded by the Faculty.

Appeals Dismissed

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



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

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

Respectfully submitted,

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

Members of the Committee:

Dr. Lance Rucker (Chair)
Dr. William Dunford (Vice-Chair)
Mr. Tariq Ahmed
Dr. Stavros Avramidis
Dr. Susan Forwell
Mr. William McNulty
Ms. Shannon Sterling
Dr. Lawrence Walker
Mr. Casey Chan
Mr. Eric Zhao
Ms. Brenda Gershkovitch



1 May 2015

From: Senate Student Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (April 2015)

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.”

ALBON Pearson Health Professions Educational Research Scholarship – A \$1,000 scholarship has been made available through an endowment established by Drs. Simon Albon and Marion Pearson, long-serving faculty members in the Faculty of Pharmaceutical Sciences and alumni of the Faculty of Education’s PhD program in the Department of Curriculum and Pedagogy (EDCP). The scholarship is awarded to a Faculty of Education graduate student whose scholarly work contributes to health professions education through the advancement of curriculum and pedagogical practice, educational leadership, and/or policy development. Preference will be given to a graduate student with a background in the health professions, and a student with an interest in pharmacy education. Awards are made on the recommendation of the Faculty of Education, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

BA Blackwell & Associates Scholarship in Fire Science – A \$1,000 scholarship has been made available through an endowment established by Bruce Blackwell, RPF, RP Bio, founder of BA Blackwell & Associates, for students in the Faculty of Forestry studying fire science. Preference is given to graduate students, however, should there be no eligible graduate students in any given year, the award may be offered to undergraduate students entering fourth year in the Faculty of Forestry with a demonstrated interest in fire science. Bruce received his BSF and MSc from the Faculty of Forestry in 1984 and 1989 respectively. In addition to being a Professional Forester and Biologist, Bruce is considered a provincial expert in fire and fuel management. The award is made on the recommendation of the Faculty of Forestry, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)



Albert Allan BROWN Bursary in Forestry – Bursaries totaling \$6,300 have been made available through an endowment established by Edna D. Brown for students in the Faculty of Forestry. Preference for these bursaries will be given to students who were enrolled in a secondary school outside of Metro Vancouver. This bursary is made in honour of Albert Allan Brown who is an alumnus of UBC Forestry from 1949. Albert had a long and distinguished career with MacMillan Bloedel, first at the sawmill in Chemainus and then at the Harmac Plant near Nanaimo. It is the hope that these bursaries will aid the next generation of students of forestry. The award is adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

John J. and Patricia A. CAMPBELL Scholarship in Law – A \$2,000 scholarship is offered annually by John J. and Patricia A. Campbell to a Peter A. Allard School of Law student in the JD program with high achievement in mediation and dispute resolution. John graduated from UBC with a BA in Economics in 1972 and a Bachelor of Law in 1975. Patricia graduated in 1972 with a BA in Political Science. John then established his private practice in Langley as Campbell, Burton and McMullan. John was one of the first accredited family mediators and expanded his mediation practice into commercial mediation in 1992. Patricia became a mediator and family justice counselor with the Attorney General of British Columbia. Patricia retired in 2012, and although no longer a partner in his firm, John continues to practice mediation. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

GLOBAL Service Learning Award – Awards totaling \$17,000 have been made available through an endowment established at the university for undergraduate and graduate UBC students participating in a recognized International Service Learning (ISL) program through the Center for Community Engaged Learning. ISL programs allow students to contribute towards important projects led by community partners around the world. The awards are made on the recommendation of the Centre for Community Engaged Learning in consultation with Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Arvind GUPTA and Michelle Pereira Graduate Scholarship – A \$3,500 scholarship has been made available through an endowment established by Professor Arvind Gupta and Dr. Michelle Pereira. Professor Gupta began his leadership role as President and Vice-Chancellor of UBC in July, 2014 with the support of his wife, a UBC alumna (MD 1991). Eligible graduate students will be from any discipline and any year of study with the scholarship alternating years between UBC-Vancouver and UBC-Okanagan. The award is made on the recommendation of the Faculty



of Graduate and Postdoctoral Studies (UBC-Vancouver) or the College of Graduate Studies (UBC-Okanagan). (First Award Available in the 2016/2017 Winter Session)

HSBC International Business Award – Two awards of \$10,000 each are offered annually by HSBC Bank Canada to a full-time third or fourth year undergraduate student in the University's Bachelor of Commerce degree program who is or will be spending one to two semesters studying abroad through a recognized UBC exchange program. Recipients of the award will be selected on the basis of academic achievement and leadership, with preference given to students with financial need. The awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

William MARTIN Island Medical Program Bursary – Bursaries totaling \$20,000 are offered annually to assist MD students in the Island Medical Program who are in financial need. The awards are adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

MPPGA Domestic Student Entrance Scholarship – Scholarships ranging in value from \$2,000 to \$10,000 are offered annually to students who are entering the first year of the Master of Public Policy and Global Affairs program (MPPGA) and are Canadian citizens or permanent residents. Students must demonstrate exceptional academic achievement, intellectual promise, as well as impressive extracurricular and community involvement. The number and value of the scholarships awarded will vary. The scholarship is not renewable. The scholarships are made on the recommendation of the Graduate Committee of the MPPGA, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2015/2016 Winter Session)

MPPGA International Student Entrance Scholarship – Scholarships ranging in value from \$5,000 to \$20,000 are offered annually to international students who are entering the first year of the Master of Public Policy and Global Affairs program (MPPGA). Students must be studying at UBC on a student visa (changes to citizenship status will affect award eligibility). Students must demonstrate exceptional academic achievement, intellectual promise, as well as impressive extracurricular and community involvement. The number and value of the scholarships awarded will vary. The scholarship is not renewable. The scholarships are made on the recommendation of the Graduate Committee of the MPPGA, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2015/2016 Winter Session)



Dorothy OSBORNE Educators of Students with Visual Impairments Award – A \$1,000 award has been made available through an endowment established by the Osborne family, in honour of Dorothy Osborne, for a teacher candidate or graduate student who is engaging with students with visual impairments. Preference is given to a student who has demonstrated a strong commitment to helping others and/or is active in curriculum development. Dorothy was trained as a teacher and in 1935 completed a Bachelor of Arts at UBC. She was the President of the Class of 1935 and is the permanent Vice President of the Class of 1935. She was actively involved with CNIB (Canadian National Institute for the Blind), serving as the President of the CNIB Auxiliary and has served on the Board of the YWCA. She is a member of the P.E.O. Sisterhood supporting education for women and a member of the Faculty Women's Club at UBC. Dorothy has been a member of the Delta Gamma Sorority for over 80 years. The award is made on the recommendation of the Faculty of Education, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Peter H. PEARSE Forestry Award – Awards totaling \$8,750 have been made available through an endowment established by Peter H. Pearse for students in the Faculty of Forestry. Preference is given first and foremost to undergraduate Aboriginal students in good academic standing with demonstrated financial need. If there are no eligible undergraduate Aboriginal students in any given year, then the awards may be given to Aboriginal graduate students or students with a demonstrated interest in Aboriginal studies in the Faculty. In the case of Aboriginal students, the award may be held for up to four years provided the students remain in good academic standing. Dr. Pearse graduated from the Faculty of Forestry in 1956 and subsequently received MA and PhD degrees in Economics at Edinburgh University before returning to UBC as a professor. A recipient of the Distinguished Forester Award and the Order of Canada, Dr. Pearse established this award to give others the opportunities he has had through access to a world-class education. The award is made on the recommendation of the Faculty of Forestry, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Dr. Richard L. RAMSAY Award in Kinesiology – A \$2,000 award is offered annually by Margaret Ramsay and family in honour of her late husband, Richard (Dick) Ramsay. The award is open to outstanding undergraduate students enrolled in the School of Kinesiology who are also involved in the recreational activities at UBC. Dick Ramsay developed the Recreation-Education degree program at UBC in the mid-1960s. He felt strongly that leadership skills were not only learned in the classroom but from engaging in the local community. The award is made on the



recommendation of the School of Kinesiology. (First Award Available in the 2015/2016 Winter Session)

Dr. Nancy SCOTT Memorial Award for Outstanding Patient Care in Dentistry - A \$2,500 award is offered annually by family, friends and colleagues to honour the memory of Dr. Nancy Scott as a founding member of the British Columbia Dental Association's Women in Dentistry Mentorship Program and her lifetime work in mentoring women in Dentistry. The award will go to a fourth year DMD student who has demonstrated exemplary and compassionate patient care. Dr. Scott had a passion for teaching, driven by a desire to help students achieve confidence and skill, especially when faced with challenges in patient management and clinical procedures. The Dr. Nancy Scott Memorial Award for Outstanding Patient Care in Dentistry honours her memory as a passionate and dedicated teaching professional who was committed to providing the very best to her students in patient care and professionalism. Recommendations are made by the Faculty of Dentistry, Integrated Clinical Care Clinical Advisors. (First Award Available in the 2014/2015 Winter Session)

THE Shooting Stars Foundation Bursary in HIV and AIDS Prevention and Care – A \$1,000 bursary has been made available through an endowment established by The Shooting Stars Foundation for a student focusing their studies or research on HIV and AIDS prevention, care, or treatment. Founded in 1985, The Shooting Stars Foundation, led by Kendra Sprinkling, produced unique special events with passion, integrity and innovation to raise money for people living with HIV/AIDS in British Columbia. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Konrad and Andrea WALUS Engineering Bursary – A \$1,000 bursary is offered annually by the Walus family to support an undergraduate engineering student in any department or program who demonstrates financial need. The award is adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Dr. Michele WILLIAMS Memorial Award in Dentistry - A \$3,000 award is offered annually by family, friends and colleagues to honour the memory of Dr. Michele Williams for any student in Dentistry who demonstrates leadership in education, research and clinical care in oral cancer detection, prevention and treatment. Dr. Williams had a passion for education, research and care related to oral mucosal diseases, with a particular emphasis on oral premalignant disease, oral cancer and oral cancer therapies. The Dr. Michele Williams Memorial Award in Dentistry



honours her memory as a respected and dedicated teaching professional. Recommendations are made by the Faculty of Dentistry. (First Award Available in the 2014/2015 Winter Session)

Ken WOODS Thunderbird Award – One or more awards, ranging from a minimum value of \$500 to the maximum allowable under athletic association guidelines are offered annually in recognition of Mr. Woods’ passion for sport. The awards are offered to members of Thunderbird varsity teams, with a preference to members of the UBC Varsity Basketball teams, UBC Varsity Soccer teams and UBC Varsity Golf teams, in any year of study. Students must have demonstrated excellent leadership skills and maintained good academic standing. Awards are made on the recommendation of the President’s Athletic Awards Committee. (First Award Available in the 2015/2016 Winter Session)

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

#2195 Fluor Canada Ltd ~~Scholarship~~ in Mining or Mineral Processing

Present Award Description: ~~A scholarship~~ of \$1,750 has been offered by Fluor Canada Ltd., to a ~~co-op~~ student entering ~~the penultimate or final~~ year of a program leading to an undergraduate degree in ~~Mining and~~ Mineral Process Engineering. The award is made on the recommendation of the Head of the Department of Mining and Mineral Process Engineering.

Proposed Award Description: FLUOR Canada Ltd. **Award in Mineral Process**

Engineering: **An award** of \$1,750 **is** offered **annually** by Fluor Canada Ltd., to a student entering **their 3rd or 4th** year of a program leading to an undergraduate degree in Mineral Process Engineering. **Preference will be given to a student entering 4th year. Candidates must have achieved at least a B average in their previous year of study and have demonstrated leadership and initiative through organization of and/or participation in campus and community activities.** The award is made on the recommendation of the Head of the Department of Mining and Mineral Process Engineering.

Rationale for Proposed Changes – Type of Action: Donor requested to change award classification, from “scholarship” to “award”, and award criteria. Accordingly, reference to co-op students was removed while new eligibility criteria were added.



#5380 Fluor Canada Ltd. ~~Scholarship~~ in Civil Engineering

Present Award Description: ~~A scholarship~~ of \$1,750 ~~has been~~ offered by Fluor Canada Ltd., to a ~~co-op~~ student entering the ~~penultimate or final~~ year of a program leading to an undergraduate degree in Civil Engineering. The award is made on the recommendation of the Head of the Department of Civil Engineering.

Proposed Award Description: FLUOR Canada Ltd. Award in Civil Engineering – An award of \$1,750 **is** offered **annually** by Fluor Canada Ltd., to a student entering **their 3rd or 4th** year of a program leading to an undergraduate degree in Civil Engineering. **Preference will be given to a student entering 4th year. Candidates must have achieved at least a B average in their previous year of study and have demonstrated leadership and initiative through organization of and/or participation in campus and community activities.** The award is made on the recommendation of the Head of the Department of Civil Engineering.

Rationale for Proposed Changes – Type of Action: The donor requested to change award classification, from “scholarship” to “award”, and award criteria to offer an academic/service award. Accordingly, reference to co-op students was removed while new eligibility criteria were added.

#5381 Fluor Canada Ltd. ~~Scholarship~~ in Electrical Engineering

Present Award Description: ~~A scholarship~~ of \$1,750 ~~has been~~ offered by Fluor Canada Ltd., to a ~~co-op~~ student entering ~~the penultimate or final~~ year of a program leading to an undergraduate degree in Electrical Engineering. The award is made on the recommendation of the Head of the Department of Electrical and Computer Engineering.

Proposed Award Description: FLUOR Canada Ltd. Award in Electrical Engineering – An award of \$1,750 **is** offered **annually** by Fluor Canada Ltd., to a student **entering their 3rd or 4th** year of a program leading to an undergraduate degree in Electrical Engineering. **Preference will be given to a student entering 4th year. Candidates must have achieved at least a B average in their previous year of study and have demonstrated leadership and initiative through organization of and/or participation in campus and community activities.** The award is made on the recommendation of the Head of the Department of Electrical & Computer Engineering.

Rationale for Proposed Changes – Type of Action: The donor requested to change award classification, from “scholarship” to “award”, and award criteria to offer an academic service



award. Accordingly, reference to co-op students was removed while new eligibility criteria were added.

#5382 Fluor Canada Ltd. ~~Scholarship~~ in Mechanical Engineering

Present Award Description: ~~A scholarship~~ of \$1,750 ~~has been~~ offered by Fluor Canada Ltd., to a ~~co-op~~ student entering the ~~penultimate or final~~ year of a program leading to an undergraduate degree in Mechanical Engineering. The award is made on the recommendation of the Head of the Department of Mechanical Engineering.

Proposed Award Description: FLUOR Canada Ltd. Award in Mechanical Engineering –

An award of \$1,750 **is** offered **annually** by Fluor Canada Ltd., to a student entering **their 3rd or 4th** year of a program leading to an undergraduate degree in Mechanical Engineering.

Preference will be given to a student entering 4th year. Candidates must have achieved at least a B average in their previous year of study and have demonstrated leadership and initiative through organization of and/or participation in campus and community activities.

The award is made on the recommendation of the Head of the Department of Mechanical Engineering.

Rationale for Proposed Changes – Type of Action: The donor requested to change award classification, from “scholarship” to “award”, and award criteria to offer an academic/service award. Accordingly, reference to co-op students was removed while new eligibility criteria were added.

#5655 BC Association of Speech/Language Pathologists and Audiologists Travel Award in Audiology

Present Award Description: ~~A \$1,000 award is~~ offered by the B.C. Association of Speech/Language Pathologists and Audiologists to ~~a student~~ conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. ~~The award is~~ made on the recommendation of the School of Audiology and Speech Sciences.

Proposed Award Description: **Awards totaling \$1,500 are** offered **annually** by the B.C. Association of Speech/Language Pathologists and Audiologists to **graduate students** conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, **in consultation with the Faculty of Graduate and Postdoctoral Studies.**



Rationale for Proposed Changes – Type of Action: Donor has increased annual contribution and requested more flexibility in the number of awards assigned to students in any given year. Award value and number of awards available have been changed accordingly. Per donor's request, the revision will be implemented including the 2014/2015 Winter Session.

#5656 BC Association of Speech/Language Pathologists and Audiologists Travel Award in Speech Pathology

Present Award Description: ~~A \$1,000 award is~~ offered by the B.C. Association of Speech/Language Pathologists and Audiologists to ~~a student~~ conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. ~~The award is~~ made on the recommendation of the School of Audiology and Speech Sciences.

Proposed Award Description: **Awards totaling \$1,500 are** offered **annually** by the B.C. Association of Speech/Language Pathologists and Audiologists to **graduate students** conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, **in consultation with the Faculty of Graduate and Postdoctoral Studies.**

Rationale for Proposed Changes – Type of Action: Donor has increased annual contribution and requested more flexibility in the number of awards assigned to students in any given year. Award value and number of awards available have been changed accordingly. Per donor's request, the revision will be implemented including the 2014/2015 Winter Session.

#5705 Kaare Norgaard Award in Medicine

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



Proposed Award Description: An award of \$4,000 is offered **annually** by the Norgaard Foundation, administered by the University of Victoria in conjunction with UBC's Faculty of Medicine, to one self-declared Aboriginal medical student enrolled in the Island Medical Program who originates from a community on, or in close proximity to, Vancouver Island (**including** BC islands between Vancouver Island and mainland BC or the Sunshine Coast), and who demonstrates their experience/interest/capacity to care for and about the health of Aboriginal people. First preference will be given to a first-year student **who has attended** a college or university on Vancouver Island, and second preference to a second, third or fourth-year student **who has attended** a college or university on Vancouver Island. This award is made on the recommendation of the UBC Faculty of Medicine.

Rationale for Proposed Changes – Type of Action: The awards adjudication committee had slight difficulty in defining the word “pre-med”. Reference to completion of “pre-med” studies has been removed with the donor's consent.

#6425 Elsie and Audrey Jang Scholarship in Cultural Diversity and Harmony

Present Award Description: Awards totaling \$1,500 have been ~~endowed~~ by Elsie Jang for graduate students ~~at the University who are conducting research in the area of cultural diversity and harmony. While acknowledging how important it is to cultivate a deeper understanding of cultural diversity across disciplines at UBC, the goal of this scholarship is to stimulate and encourage interdisciplinary research that involves forms of artistic expression in the process of creating a more harmonious society. The awards are made on the recommendation of the Faculty of Graduate Studies.~~

Proposed Award Description: Scholarships totaling \$1,500 have **been made available through an endowment established** by Elsie Jang, in memory of her sister Audrey, for graduate students **in the School of Music who are conducting research in the area of ethnomusicology. The goal of this scholarship is to acknowledge the relevance of music as an instrument that can foster a deeper understanding of cultural diversity, while contributing to the creation of a more harmonious society. The awards are made on the recommendation of the School of Music, in consultation with the Faculty of Graduate and Postdoctoral Studies.**

Rationale for Proposed Changes – Type of Action: The vagueness of the current award criteria make very difficult to determine a pool of candidates. In collaboration with the donor and in line with the original spirit of the award, we have identified a more specific program and changed the award criteria accordingly.



#7330 Spouge Family Bursary in Dentistry

Present Award Description: Spouge ~~Family~~ Bursary in Dentistry – ~~Bursaries totaling \$1,050 have been endowed~~ by Mrs. Pamela Spouge and the Spouge family in memory of Dr. John D. Spouge, who was a Professor of Dentistry (Department of Oral Medicine) at UBC for many years. Dr. Spouge obtained his university education as a mature student after serving in World War II. ~~The bursaries are~~ awarded to students in the Doctor of Dental Medicine Program in the Faculty of Dentistry, with a preference for ~~students~~ who ~~are~~ entering the program at a later than normal entry age.

Proposed Award Description: John and Pam Spouge Bursary in Dentistry – A bursary of \$1,000 has been made available through an endowment established by Pamela Spouge and the Spouge family in memory of Dr. John D. Spouge who was a Professor of Dentistry (Department of Oral Medicine) at UBC for many years. Dr. Spouge obtained his university education as a mature student after serving in World War II. The bursary is awarded to a student in the Doctor of Dental Medicine Program in the Faculty of Dentistry, with a preference for a student who is entering the program at a later than normal entry age. The adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: Donor requested to change award name and number of awards available. Award title and calendar description have been edited accordingly.

#8303 Scudamore Bursary

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

Proposed Award Description: A \$1,000 bursary is offered annually by Owen Salisbury Scudamore, BA 1950, BA Sc 1951, in loving memory of his brother Lieutenant John Trelawny Scudamore, killed in action October 28, 1944, and of his wife Nancy Florence Scudamore (nee Harvey), BA 1950. The bursary is awarded based on financial need, with first preference given to a student in the Bachelor of Education program (Secondary or Middle Years) who is



majoring in Physical Education. If, in any given year, no suitable candidate is identified in that program, the bursary will be given to an undergraduate student in engineering.

Adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: Donor requested that the only bursary available first be assigned to a student in the Physical Education Program. The number of bursaries available has been changed and, as a consequence, award eligibility criteria.



13 May 2015

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revised courses, new program options, and revised programs brought forward by the faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, and Education), Land and Food Systems, Law, and Pharmaceutical Sciences be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair

Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New courses, and revised program

APSC 100 (3) Introduction to Engineering I; APSC 101 (3) Introduction to Engineering II; IGEN 450 (3) Pipeline Engineering; IGEN 451 (3) Pipeline Systems and Infrastructure; IGEN 452 (3) Pipeline Design; Applied Science>Master of Engineering>Engineering Management

FACULTY OF ARTS

New and revised courses

ARTH 101 (3) Ways of Seeing: Introduction to Visual Studies; ARTH 102 (3) Crisis and Contradiction in Art and the Built Environment; ARTH 320 (3) Art and Architecture in Spain and the New World (1500-1700); ARTH 321 (3) Early Modern Italian Art and Culture (ca. 1350-1550); ARTH 322 (3) Early Modern Italian Art and Culture (ca. 1550-1700); ARTH 323 (3) Northern European Art and Culture (1400-1600); ARTH 345 (3) History of Photography: Archive, Spectacle, Reality; ARTH 362 (3) Art in Japan: Objects and Spaces; ARTH 363 (3) Art in Japan: The Problem with Painting; ARTH 368 (3) Art in Japan: Print Media; ARTH 369 (3) Art in Japan: Modern Visual Culture; FNEL 281 (3) Sounds of Endangered Languages: Conservation and Revitalization; FNEL 489 (3/12)d Topics in First Nations and Endangered Languages; GEOG 498 (3) Geographies of the Middle East; SOWK 451 (3) Health Care Team Development; SOWK 452 (6) HIV/AIDS Prevention and Care; SOWK 453 (3) Disability and Justice; SOWK 454 (3) Interdisciplinary Practice with Children and Families; SOWK 455 (6) Palliative Care; SOWK 456 (1-6)d Special Topics in Collaborative Healthcare

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New courses, revised programs, and new program option

COMM 120 (3) Business Immersion; COMM>Undergraduate Program-Master of Management Dual Degree Program Option>Degree Requirements>Year One; COMM>BCom>Academic Regulations>Advancement Requirements>Combined Major in Business & Computer Science; COMM>BCom>Global Supply Chain and Logistics Management; COMM 342 (3) Global Supply Chain & Logistics Management I – Study Abroad; COMM 343 (3) Global Supply Chain & Logistics Management II – Study Abroad; COMM 344 (3) Global Supply Chain & Logistics Management III – Study Abroad; COMM 345 (3) Global Supply Chain & Logistics Management IV – Study Abroad; COMM>BCom>Operations & Logistics; COMM 414 (3) Data Visualization and Business Analytics; COMM 415 (3) Quantitative Policy Analysis; COMM 443 (3) Service Operations; COMM 448 (3) Business Logistics and Logistics Services Management; COMM>Professional Master's Degrees>Master of Business Administration

FACULTY OF FORESTRY

New course

CONS 302 (3) Issues in Genomics and the Environment

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New courses, revised program, and new program options

Applied Science

EECE 595 (3) Mixed-Signal and RF Integrated Circuits and Systems Test; G+PS>Degree Programs>Civil Engineering>Master of Applied Science>Engineering Management

Arts

Arts PhD Co-Op Program Option [G+PS>Degree Programs>English>PhD>Co-op; Arts>Co-operative Education Programs>PhD Co-operative Education Option]; ASTU 610 (3) Co-operative Education Work Placement 1; 611 (3) Co-operative Education Work Placement 2; 612 (3) Co-operative Education Work Placement 3; 613 (3) Co-operative Education Work Placement 4

Education



EDCP 539 (3) Narrativity, Ecopedagogy, & Indigeneity; EDST 528 (3) Social Movements, Political Learning and Popular Education; EPSE 513 (3) Foundations of Orientation and Mobility for Teachers of Students with Visual Impairments; EPSE 514 (6) Advanced Orientation and Mobility Techniques for Instructors of Individuals who are Blind or Visually Impaired; EPSE 546 (3) Assistive Technology for Teachers of Students with Visual Impairments; G+PS>Degree Programs>Special Education>Master of Arts [&] Master of Education>Program Requirements>Orientation and Mobility

FACULTY OF LAND AND FOOD SYSTEMS

Revised program

LFS>BSc Food, Nutrition, and Health>Dietetics Major>Program Information>Interprofessional Education Passport

FACULTY OF LAW

Revised program

Law>Juris Doctor>Academic Regulations>Examinations

FACULTY OF PHARMACEUTICAL SCIENCES

New and revised courses, and revised program

PHAR 410 (3) Pharmaceutical Research: From Bench to Bedside and Beyond; PHRM 170 (1) Community Service Learning I; PHRM 171 (2) Introductory Pharmacy Practice Experience I; PHAR>Entry-to-Practice Doctor of Pharmacy>Degree Requirements>Professional Year 1

Category 1

Faculty: APSC Department: Dean's Office Faculty Approval Date: March 5, 2015 Effective Session (W or S): S Effective Academic Year: 2015	Date: March 17, 2015 Contact Person: Peter Ostafichuk Phone: 2-9614 Email: ostafichuk@mech.ubc.ca
Proposed Calendar Entry: APSC 100 (3): Introduction to Engineering I <p>An introduction to the engineering profession including: roles and responsibilities of the engineer, the engineering disciplines, sustainability, an introduction to the engineering design process, introduction and application of the relevant foundational scientific principles, prototyping, engineering graphics, technical communication, and engineering ethics.</p> <p>[2-2-0]</p>	Present Calendar Entry: (none) Type of Action: Create new course. Rationale for Proposed Change: <p>Together with APSC 101, this course is designed to replace the existing APSC 122: Introduction to Engineering (0 credits), APSC 150: Engineering Case Studies (5 credits), and APSC 151: Computer-Aided Engineering Graphics (3 credits) courses. The APSC 122 course has no credits but has 18 contact hours and weekly homework assignments. APSC 150 is taken by direct-entry students only. It is offered in a single term, with some students taking the course in Term 1 and some in Term 2. APSC 151 is taken by transfer students only and is taken in Term 1. The goal with this new course is two-fold:</p> <ul style="list-style-type: none"> (i) To create a structure in which all first year engineering students (direct entry and transfer) take the new course concurrently in Term 1. This will allow the creation of a stronger first year community, and will enable better alignment with other courses in the curriculum. (ii) To revise the curriculum to provide a more significant introduction to the profession, to better align with expected learning outcomes being expressed by stakeholders, to better align with the graduate attributes mandated by our Accreditation Board, and to introduce elements of flexible learning to the first year curriculum.

	<p>The combined change of APSC 100 and 101 will result in an overall increase of 1 credit in first year for direct entry students without a significant change in contact hours. We feel this is more representative of the current workload (APSC 122 has 18 contact hours and weekly assignments but 0 credits).</p> <p>X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Undergraduate courses in Engineering are currently not offered for Cr/D/F. This is a core course for all engineering programs and is not open to students from other faculties.</p>
<p>Proposed Calendar Entry:</p> <p>APSC 101 (3.0): Introduction to Engineering II</p> <p>An introduction to the engineering profession including: the engineering design process, sustainability, prototype testing, introduction and application of the relevant foundational scientific principles, team functioning, engineering graphics, and technical communication.</p> <p>[2-2-0]</p> <p>Pre-requisite: APSC 100</p>	<p>Present Calendar Entry: (none)</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This is the second of a pair of courses that is being designed to replace the existing APSC 122: Introduction to Engineering (0 credits) and APSC 150: Engineering Case Studies (5 credits) courses taken by direct entry students. The APSC 122 course has no credits but has 18 contact hours and homework assignments. APSC 150 is offered in a single term, with some students taking the course in Term 1 and some in Term 2. The proposed course will be taken by direct entry students only in Term 2, and is a continuation of APSC 100 from Term 1. The goal with this new course is two-fold:</p> <p>(i) To create a structure in which all direct entry first year engineering students take the new course concurrently in Term 2. This will allow the creation of a stronger first year community, and will enable better alignment with other courses</p>

	<p>in the curriculum.</p> <p>(ii) To revise the curriculum to provide a more significant introduction to the profession, to better align with expected learning outcomes being expressed by stakeholders, to better align with the graduate attributes mandated by our Accreditation Board, and to introduce elements of flexible learning to the first year curriculum.</p> <p>The combined change of APSC 100 and 101 will result in an overall increase of 1 credit in first year for direct entry students without a significant change in contact hours. We feel this is more representative of the current workload (APSC 122 has 18 contact hours and weekly assignments but 0 credits).</p> <p>X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Undergraduate courses in Engineering are currently not offered for Cr/D/F. This is a core course for all engineering programs and is not open to students from other faculties.</p>
<p>Faculty: Applied Science</p> <p>Department: Integrated Engineering Program</p> <p>Faculty Approval Date: March 5, 2015</p> <p>Effective Session (W or S): W</p> <p>Effective Academic Year: 2015</p>	<p>Date: January 14, 2015</p> <p>Contact Person: Daan Maijer</p> <p>Phone: 2-6013</p> <p>Email: daan.maijer@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>IGEN 450 (3) Pipeline Engineering</p> <p>Pipeline materials and material selection; fracture mechanics; manufacturing and processing; welding and corrosion; soil-pipe interactions; surveying and site investigations; slope stability; natural hazards; pipeline loads and response. <i>This course is not eligible for Credit/D/Fail</i></p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty's BASc programs currently provide insufficient coverage in the area of pipeline engineering. To address this deficiency, this is one of four courses in pipeline engineering that are to be offered as elective courses in several of the</p>

<p><i>grading. [3-0-0]</i></p> <p>Prerequisites: Either MECH 221 or all of: APSC 278; CIVL 215 or MTRL 263; and CIVL 230 or MECH 260</p>	<p>Faculty's BASc programs.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F:</p>
<p>Proposed Calendar Entry:</p> <p>IGEN 451 (3) Pipeline Systems and Infrastructure</p> <p>Energy infrastructure; pipe flows; equipment & facilities including compressors, pumping stations, coolers and controls; terminals; pipeline integrity; corrosion control. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i></p> <p>Prerequisites: Either MECH 221 or all of: APSC 278; CIVL 215 or MTRL 263; and CIVL 230 or MECH 260</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty's BASc programs currently provide insufficient coverage in the area of pipeline engineering. To address this deficiency, this is one of four courses in pipeline engineering that are to be offered as elective courses in several of the Faculty's BASc programs..</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F:</p>
<p>Proposed Calendar Entry:</p> <p>IGEN 452 (3) Pipeline Design</p> <p>Pipeline and pipeline system design reflecting applicable policies, regulations, design codes and design guidelines; construction management and construction techniques; risk assessment and mitigation; linear optimization; route selection; field monitoring and testing; technical design project. <i>This course is not eligible for Credit/D/Fail grading. [2-0-2]</i></p> <p>Prerequisite: IGEN 450</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty's BASc programs currently provide insufficient coverage in the area of pipeline engineering. To address this deficiency, this is one of four courses in pipeline engineering that are to be offered as elective courses in several of the Faculty's BASc programs.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F:</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Faculty Approval Date: March 5, 2015 Effective Session (W or S): S Effective Academic Year: 2015	Date: Feb. 25, 2015 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca
Proposed Calendar Entry: Master of Engineering ... Program Requirements ... Specializations ... Engineering Management <div style="background-color: yellow; padding: 2px;">Please note: This subspecialization is no longer accepting students.</div> The <u>Engineering Management</u> sub-specialization requires 12 credits of courses in management-related subjects, with a minimum of 6 credits of core courses and a maximum of 6 credits of elective courses. The chosen program area requirements must also be satisfied.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,838,0 Present Calendar Entry: Master of Engineering ... Program Requirements ... Specializations ... Engineering Management The <u>Engineering Management</u> sub-specialization requires 12 credits of courses in management-related subjects, with a minimum of 6 credits of core courses and a maximum of 6 credits of elective courses. The chosen program area requirements must also be satisfied.
Contact Information ...	Contact Information ... Type of Action: Add note to Engineering Management sub-specialization (no longer accepting students). Rationale for Proposed Change: This sub-specialization will no longer be offered. Students who have already partially completed the required courses will be allowed to continue.



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UBC Curriculum Proposal Form

Change to Course or Program

Faculty: Arts Department: Art History & Visual Art Faculty Approval Date: March 31, 2015 Effective Session: W Effective Academic Year: 2015	Date: October 28 2014 Contact Person: Deana Holmes Phone: 604-822-1282 Email: deana.holmes@ubc.ca
Proposed Calendar Entry: ARTH 101 (3) Ways of Seeing: Introduction to Visual Studies Drawing on examples from across history and around the world, this course deals with the role of the visual in society, culture, and everyday experience.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: Year-long, 6-credit courses are no longer easily accommodated by student schedules. AHVA is closing ARTH 100 and proposing two new 100-level ARTH courses (ARTH 101/102) that will meet the demands of today's student. Taking a dynamic approach, this new 3-credit course will introduce students to historical and contemporary modes of seeing and organizing visual space. These versatile skills in visual literacy and formal analysis are perfect for students new to Art History as they can be applied to fields throughout the sciences and the humanities.
Proposed Calendar Entry: ARTH 102 (3) Crisis and Contradiction in Art and the Built Environment The concepts and issues critical to the understanding of art and its histories in a global context.	Present Calendar Entry: N/A Type of Action: Create new course to reflect new 1 st year ARTH addition. Rationale for Proposed Change: Year-long, 6-credit courses are no longer easily accommodated by student schedules. AHVA is closing ARTH 100 and proposing two new 100-level ARTH courses (ARTH 101/102) that will meet the demands of today's student. Taking a dynamic approach, this new 3-credit course will introduce students to historical and contemporary modes of seeing and organizing visual space. These versatile skills in visual literacy and formal analysis are perfect for students new to Art History as they can be applied to fields throughout the sciences and the humanities.
Proposed Calendar Entry:	Present Calendar Entry: N/A

**UBC Curriculum Proposal Form**

Change to Course or Program

<p>ARTH 320 (3) Art and Architecture in Spain and the New World (1500-1700)</p> <p>The role of visual art and culture within Catholic Spain and colonial Latin America is surveyed, with emphasis on transculturation from <i>mudejar</i> to <i>mestizaje</i>.</p>	<p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: The field of early modern art history has changed substantially over the past decade. Where it used to be called 'Renaissance,' the term 'Early Modern' is now the appropriate nomenclature. With new faculty teaching in this area, courses are being revitalized to utilize the most recent scholarly debates in the field and to expand the field of study beyond Italy. A course exploring the developing realm of art and architecture across Spain and the New World reflects current research in this field.</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 321 (3) Early Modern Italian Art and Culture (ca. 1350-1550)</p> <p>This course examines visual art and culture within the social, political, and religious contexts of the Papacy and the city-states.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: The field of early modern art history has changed substantially over the past decade. Where it used to be called 'Renaissance,' the term 'Early Modern' is now the appropriate nomenclature. With new faculty teaching in this area, courses are being revitalized to utilize the most recent scholarly debates in the field. This change is designed to better reflect the periodization of Early Modern art history in Italy, and to allow for flexibility in focusing on course topics within a chronological range.</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 322 (3) Early Modern Italian Art and Culture (ca. 1550-1700)</p> <p>This course focuses primarily on Rome as the center of artistic, cultural, economic, and religious power in the seventeenth century.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Type of Action: Renumbering courses. Update to title and description.</p> <p>Rationale for Proposed Change: The field of early modern art history has changed substantially over the past decade.</p>



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	<p>Where it used to be called ‘Renaissance,’ the term ‘Early Modern’ is now the appropriate nomenclature. With new faculty teaching in this area, courses are being revitalized to utilize the most recent scholarly debates in the field. This course will explore the artistic, culture, and religious pressures upon art in Italy – and, in particular, Rome – within the context of contemporary discourse in the field of Early Modern.</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 323 (3) Northern European Art and Culture (1400-1600)</p> <p>This course examines Early Modern painting, sculpture, and the graphic arts from the great devotional triptychs, through the Reformation, to the emergence of a secular art.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: The field of early modern art history has changed substantially over the past decade. Where it used to be called ‘Renaissance,’ the term ‘Early Modern’ is now the appropriate nomenclature. With new faculty teaching in this area, courses are being revitalized to utilize the most recent scholarly debates in the field and to expand the field of study beyond Italy. This course will allow that viewpoint to be expanded to include Northern Europe and explore how art changed through the Reformation, what societal change that reflected, and how that led to the emergence of secular art practice.</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 345 (3) History of Photography: Archive, Spectacle, Reality</p> <p>History and theory of photography, from the competitive context of invention in the 1830s to contemporary uses in social media.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: Expand offerings in photography to non-Canadian areas (currently ARTH 343 and ARTH 344 offer Canadian-specific Art and Photography course options) with a course that will offer multiple instructors the flexibility to take a unique, interesting approach to the subject. This course will introduce students to the wide range of images, techniques, theories, and institutional contexts that comprise the</p>



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	history of photography. They will also explore a range of arguments about the “invention” of photography and the formal, social, and historical significance of particular photographic works.
Proposed Calendar Entry: ARTH 362 (3) Art in Japan: Objects and Spaces The changing relationship between art objects and the built environment in the Japanese archipelago, in its social and historical context.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: The area of Japanese art has changed substantially over the past decade. With new faculty teaching in this area, courses are being added to utilize the most recent scholarly debates in the field. A course exploring the relationship between spaces and things in the Japanese archipelago across different historical moments reflects current research.
Proposed Calendar Entry: ARTH 363 (3) Art in Japan: The Problem with Painting Key debates in the history of painting and its institutionalization.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: The area of Japanese art has changed substantially over the past decade. With new faculty teaching in this area, courses are being added to utilize the most recent scholarly debates and current research in the field. Ultimately this class presents a historiographic argument about the history of painting and its institutionalization: the main focus being contemporary debates in the Modern period concerning these monuments.
Proposed Calendar Entry: ARTH 368 (3) Art in Japan: Print Media Historical and theoretical questions concerning the development of print media in Japan, from Edo period woodcuts to the advent of digital technologies.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: The area of Japanese art has changed substantially over the past decade. With new faculty teaching in this area, courses are being added to utilize the most recent scholarly debates and current research.



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	Examining artistic, historical and theoretical issues relating to the development of print media in Japan, this course will interrogate the relationship between print culture and modernity.
Proposed Calendar Entry: ARTH 369 (3) Art in Japan: Modern Visual Culture Self and community in the art and visual culture of modern Japan.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: The area of Japanese art has changed substantially over the past decade. With new faculty teaching in this area, courses are being added to utilize the most recent scholarly debates and current research. This course examines key issues in the history of modern Japanese art and visual culture; in particular, how experimentation in art and visual culture became a means of refashioning self and community in a period of intense political, social, economic, and environmental change.
Faculty: Arts Department: First Nations and Endangered Languages Program Faculty Approval Date: Mar. 31, 2015 Effective Session: W Effective Academic Year: 2015	Date: 27 January 2015 Contact Person: Mark Turin Phone: 604-827-0613 Email: mark.turin@ubc.ca
Proposed Calendar Entry: FNEL 281 (3) Sounds of Endangered Languages: Conservation and Revitalization Development of skills in the perception and transcription of speech sounds in endangered languages, focusing on the diversity within BC Aboriginal languages. Capacity-building techniques for digital recording, editing, analysis, and archiving; guided by community-based ethical protocols and conservation/revitalization goals.	Present Calendar Entry: N/A Type of Action: Create New Course. Rationale for Proposed Change: This course is one of two core research methodology courses to be offered at the 200-level within the FNEL program (cf. also FNEL 282, approved at the Fall 2014 Faculty of Arts Curriculum Meeting). Working within a context of respectful protocols for collaboration with First Nations communities, FNEL 281 is designed to provide students with the requisite research skills to accurately and reliably perceive and transcribe the exceptional diversity of sounds in the First Nations languages of BC. Students will acquire an understanding of varied principles underlying the historical evolution of the diverse writing systems used by missionaries, anthropologists, linguists, and communities, in order to read, interpret, and integrate the extant documentation of these critically endangered languages from records in



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<p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>archives, museum records, curricular resources, unpublished journals and fieldnotes, and other resources. Students will also gain extensive experience in global “best practices” for audio recording, editing, analysis, and archiving.</p> <p>Having been piloted in 2014W as FNLG 448S, this course is of interdisciplinary interest across the university, given UBC’s broad-based commitment to indigenizing the curriculum and given the local and global import of the potential loss of diversity, identity, and traditional knowledge entailed by the critically endangered status of BC’s Indigenous languages.</p> <p><i>Wider rationale for development of FNEL courses:</i></p> <p>Section 5.4 of the Aboriginal Strategic Plan relating to Research strategy notes that ‘The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.’</p> <p>Section 7.1 of the Aboriginal Strategic Plan, on Community Relations, highlights the critical fact that ‘UBC must continue to develop and support its relationships with the Musqueam Indian Band and ... develop new programs.’</p> <p>Note: The First Nations and Endangered Languages Program (FNEL) is the new name for the interdisciplinary academic program currently known as the First Nations Languages Program (FNLG). The name change received Senate Academic Policy Committee approval in December 2014.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: As this course requires considerable hands-on skills development with audio technical equipment and digital software, combined with multiple practical assignments for assessment, it is not appropriate for Cr/D/F grading.</p>
<p>Proposed Calendar Entry:</p> <p>FNEL 489 (3/12) d Topics in First Nations and Endangered Languages</p> <p>Selected topics will vary. Multiple versions of this course may be taken, under</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: The FNEL program currently does not have a general “Topics” course number. This</p>



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<p>consultation with the FNEL program advisor, for up to a maximum of 12 credits.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>course will serve as a framework for expanding our curriculum through offering occasional upper-level courses drawing on the special research interests of faculty and/or the expertise of visiting scholars or post-doctoral fellows, as well as for piloting new course proposals.</p> <p><i>Example of Sample titles:</i> Biolinguistic Diversity Lexicography for Endangered Languages</p> <p>X Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F grading Target students for this course would be including it as an upper-level program requirement, rather than as an elective.</p>
<p>Faculty: Arts Department: Geography Faculty Approval Date: Mar. 31, 2015 Effective Academic Year: 2015W</p>	<p>Date: May 2014 Contact Person: Siobhán McPhee Phone: 8272078 Email: siobhan.mcphee@geog.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GEOG 498 (3) Geographies of the Middle East</p> <p>Critical analysis of economic, social and political development and processes defining the modern Middle East region.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course.</p> <p>Rationale for Proposed Change: New Course Offering GEOG 498. The Geography Department offers a wide range of courses which address regional geographical processes, but the Middle East is not one of these. This fourth year course therefore meets a gap in the Human Geography curriculum. GEOG 390a 'Geography of Selected Regions' was a popular course taught by sessionals on Geographies of the Middle East: Palestine, Lebanon, Iraq in 2009. Enrollment was at 40 in 2009. Offered again this term January 2015 by a sessional, enrollment is at 45. A fourth year seminar would allow deeper engagement in the content and the region. A survey conducted with students, document attached, illustrates demand for course at the fourth year level.</p>
<p>Faculty: Arts</p>	



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 Change to Course or Program

Department: Social Work Faculty Approval Date: March 31, 2015 Effective Session: Winter 2015	Contact Person: Tim Stainton Phone: 604 822 0782 Email: timothy.stainton@ubc.ca
Proposed Calendar Entry: SOWK 451 (3) Health Care Team Development This Interprofessional Health and Human Service (IHHS) course covers the skills, knowledge, roles and issues involved with working successfully in interprofessional health and human service teams. Intended for upper division students in any health and human service program. Offered as IHHS 400 prior to September 2015.	Present Calendar Entry: IHHS 400 (3) Health Care Team Development S kills, knowledge, roles and issues involved with working successfully in interprofessional health and human service teams. Intended for upper division students in any health and human service program. Type of Action: Revise course code, number, and description. Rationale for Proposed Change: As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.
Faculty: Arts Department: Social Work Faculty Approval Date: March 31, 2015 Effective Session: Winter 2015	Contact Person: Elizabeth Jones Phone: 604 822 6220 Email: elizabeth.jones@ubc.ca
Proposed Calendar Entry: SOWK 452 (6) HIV/AIDS Prevention and Care This Interprofessional Health and Human Service (IHHS) course prepares senior students to respond effectively to the HIV epidemic and its consequences. The knowledge and skills required for interprofessional and discipline-specific work are explored. Intended for students in health and human service programs. Offered as IHHS 402 prior to September 2015. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: IHHS 402 (6) HIV/AIDS Prevention and Care Preparation for senior students to respond effectively to the HIV epidemic and its consequences. The knowledge and skills required for interprofessional and discipline-specific work are explored. Intended for students in health and human service programs. <i>This course is not eligible for Credit/D/Fail grading.</i> Type of Action: Revise course code, number, and description. Rationale for Proposed Change:



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	As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.
Faculty: Arts Department: Social Work Faculty Approval Date: March 31, 2015 Effective Session: Winter 2015	Contact Person: Tim Stainton Phone: 604 822 0782 Email: timothy.stainton@ubc.ca
Proposed Calendar Entry: SOWK 453 (3) Disability and Justice This Interprofessional Health and Human Service (IHHS) course considers how health and human service professionals can effectively practice with people with disabilities from a social justice perspective. Social and personal context and practice responses are examined. Offered as IHHS 407 prior to September 2015.	Present Calendar Entry: IHHS 407 (3) Disability and Justice Type of Action: Revise course code, number, and add description. Rationale for Proposed Change: As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.
Proposed Calendar Entry: SOWK 454 (3) Interdisciplinary Practice with Children and Families This Interprofessional Health and Human Service (IHHS) course covers interprofessional perspectives, challenges, and strategies. Clinical experience and some knowledge of child protection issues required. Offered as IHHS 403 prior to September 2015.	Present Calendar Entry: IHHS 403 (3) Interdisciplinary Practice with Children and Families I nterprofessional perspectives, challenges, and strategies. Clinical experience and some knowledge of child protection issues required. 13-0-01 Type of Action: Revise course code, number, and description. Rationale for Proposed Change: As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.
Proposed Calendar Entry: SOWK 455 (6) Palliative Care This Interprofessional Health and	Present Calendar Entry: IHHS 405 (6) Palliative Care A ttitudes, knowledge, skills and abilities



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Change to Course or Program

<p>Human Service (IHHS) course covers attitudes, knowledge, skills and abilities necessary for interprofessional and discipline-specific work in palliative care. For students registered in health and human service programs only.</p> <p>Offered as IHHS 405 prior to September 2015.</p>	<p>necessary for interprofessional and discipline-specific work in palliative care. For students registered in health and human service programs only.</p> <p>Type of Action: Revise course code, number, and description.</p> <p>Rationale for Proposed Change: As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.</p>
<p>Proposed Calendar Entry:</p> <p>SOWK 456 (1-6) d Special Topics in Collaborative Healthcare</p> <p>This Interprofessional Health and Human Service (IHHS) course prepares students to practice patient-centred interprofessional collaboration in a specific area of healthcare. Offered as IHHS 480 prior to September 2015</p>	<p>Present Calendar Entry:</p> <p>IHHS 480 (1-6) d Special Topics in Collaborative Healthcare</p> <p>Practicing patient-centred interprofessional collaboration in a specific area of healthcare.</p> <p>Type of Action: Revise course code, number, and description.</p> <p>Rationale for Proposed Change: As of July 1, 2015, the IHHS courses have been distributed among the following units: School of Social Work, School of Population Health, and Faculty of Land and Food Systems.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce & Business Administration Faculty Approval Date: March 10, 2015 Effective Session: Winter 2015	Date: March 10, 2015 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: COMM 120 (3) Business Immersion A broad introduction to the field of business and how the different disciplines within business interact and combine in business decision-making. Credit may be obtained for only one of COMM 100, COMM 101, or COMM 120. For Master of Management – Dual Degree Option students only. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: None Type of Action: Create New Course Rationale for Proposed Change: This is a new first year undergraduate course for the Master of Management – Dual Degree Option. In the original MM-DD proposal we planned to use sections of the BCOM course, COMM 101 limited to the MM-DD students only. However, we have determined this would not work well as registration would be complicated and cause a lot of confusion among both BCOM and MM-DD students. So we are proposing a new course for the MM-DD that will be equivalent to COMM 101 (as well as COMM 100). This course is required in the MM-Dual Degree Option but credits from this course do not count toward the MM degree requirements. X Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: This is a required course in the MM – Dual Degree Option.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce & Business Administration Faculty Approval Date: March 10, 2015 Effective Session: Winter 2015	Date: March 10, 2015 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca
Proposed Calendar Entry: Undergraduate Program-Master of Management Dual Degree Program Option Degree Requirements ... Students enrolled in the Undergraduate Program/Master of Management Dual Degree Program Option are required to complete the following commerce courses as part of their undergraduate program: Year One COMM 120 (3) Business Immersion ... Students entering the Dual Degree Program Option in year three of their undergraduate program would generally complete the required commerce courses as electives in their undergraduate degree program as follows: Year Three COMM 101, 320, and 321	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,961,0 Present Calendar Entry: Undergraduate Program-Master of Management Dual Degree Program Option Degree Requirements ... Students enrolled in the Undergraduate Program/Master of Management Dual Degree Program Option are required to complete the following commerce courses as part of their undergraduate program: Year One COMM 101 (3) Business Fundamentals ... Students entering the Dual Degree Program Option in year three of their undergraduate program would generally complete the required commerce courses as electives in their undergraduate degree program as follows: Year Three COMM 101, 320, and 321 Type of Action: Update course number in ug-MM Dual Degree calendar entry. Rationale for Proposed Change: Replacing course number and title in the Master of Management – Dual Degree Option. In the original MM-DD proposal we planned to use sections of the BCOM course, COMM 101 limited to the MM-DD students only. However, we have determined this would not work well as registration would be complicated and cause a lot of confusion among both BCOM and MM-DD students. So we are proposing a new course for the MM-DD that will be equivalent to COMM 101 (as well as COMM 100).



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce & Business Administration Faculty Approval Date: October 28, 2014 Effective Session : Fall Term Year: 2014/2015 for Change</p>	<p>Date: August 26, 2014 Contact Person: Pamela Lim Phone: 604 822-8447 Email: pam.lim@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>The B.Com. is a full-time four-year program. Students are expected to register in a full load of courses unless they have been granted advanced standing.</p> <ol style="list-style-type: none"> To earn a promotion from first to second year, a student must have completed a minimum of 24 credits including all of COMM 101, ECON 101, ECON 102, MATH 104, and two of ENGL 112, COMM 290, COMM 291, COMM 292. <p>Students in the BUCS (Combined Major in Business & Computer Science) program must have completed a minimum of 24 credits including all of COMM 101, ECON 101, ECON 102, MATH 104, and two of ENGL 112, COMM 292, CPSC 110, CPSC 121.</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,132</p> <p>Present Calendar Entry:</p> <p>The B.Com. is a full-time four-year program. Students are expected to register in a full load of courses unless they have been granted advanced standing.</p> <ol style="list-style-type: none"> To earn a promotion from first to second year, a student must have completed a minimum of 24 credits including all of COMM 101, ECON 101, ECON 102, MATH 104, and two of ENGL 112, COMM 290, COMM 291, COMM 292. <p>...</p> <p>Type of Action: Add information to current entry about earning a promotion in the BUCS (Combined Major in Business & Computer Science) program.</p> <p>Rationale: Recent changes to the BCom program have been the impetus for changes in the promotion and advancement requirements. This calendar change will ensure that the information is available in the calendar.</p>

Proposal for New Option: Global Supply Chain and Logistics Management Bachelor of Commerce Program

A new option in Global Supply Chain and Logistics Management (GSCL) is being proposed. Course requirements for the GSCL option would be delivered in a specialized joint exchange program between the Sauder School of Business (UBC), Copenhagen Business School (CBS), and Chinese University of Hong Kong in Shenzhen (CUHKSZ). With increasing demand for graduates trained in supply chain and logistics management, this joint exchange program would leverage the strengths of UBC, CBS, and CUHKSZ in this area. The three cities in which the three partner universities are located are each major port and shipping transportation hubs in the global supply chain system. This provides great opportunities for extra-curricular enrichments as well. The proposed option would also provide a unique and enriched educational opportunity for students selected for this program that will cultivate the personal, professional and academic success of students and allow them to generate ideas that advance the practice of global supply chain and logistics management. Students at each institution would complete the foundation year(s) at their home institutions. Each institution would then select up to 10- 15 students for the program thus creating a cohort of 30 to 45 students. GSCL students would spend a semester at each of the three institutions in years 3 and 4 before completing their final semester at their home institutions.

The Bachelor of Commerce (BCOM) degree requirements would remain the same with option requirements for the GSCL option being as follows:

- COMM 342 Global Supply Chain & Logistics Management I – Study Abroad (3 credits)
 Logistics Clusters (to be completed at CBS)*
- COMM 343 Global Supply Chain & Logistics Management II – Study Abroad (3 credits)
 Supply Chain Risk Management (to be completed at CBS)*
- COMM 344 Global Supply Chain & Logistics Management III – Study Abroad (3 credits)
 Business Ethics and Corporate Social Responsibility (to be completed at
 CUHKSZ)*
- COMM 345 Global Supply Chain & Logistics Management IV – Study Abroad (3 credits)
 Current and Regional Issues in Global Supply Chain and Logistics Management
 (to be completed at CUHKSZ)*
- COMM 414 Data Visualization and Business Analytics (3 credits)
- COMM 415 Quantitative Policy Analysis (3 credits)

These courses have been agreed upon by the three partners as the courses being offered by CBS and CUHK. Taken together they provide unique program strength in this area of

specialization that could not be provided by any one of the universities alone. In case there is the possibility that the course titles may change with the agreement of all partner institutions, we are using more generic titles for these courses at UBC so that there is no need to make frequent Senate changes in the future. UBC course codes and numbers do need to be created for these courses as we need to be able to grant specific transfer credit for successfully completed option courses and have it map appropriately to a student's degree audit report.

Typically, exchange credit is transferred to specific UBC courses only if UBC already offers an equivalent course. In this proposal, that is not the case. As noted above, the key value of this three university exchange partnership is that we can take advantage of the strengths in this area at each school. These are not courses we currently offer, and some are course that would be difficult for us to offer with our current faculty; that is, Sauder could not offer this same proposed option in the BCOM program on our own without the partner institutions. This unique exchange credit transfer arrangement is necessary for the advantages of this three university partnership program specialization within the BCOM program to be feasible. We believe this exchange credit transfer arrangement is reasonable, and while not identical, is consistent with the intent and purposes of other exchange credit transfer at UBC. This will allow us to provide this unique and enriching, global educational experience for our students.

Note: Courses in this option are sequential (i.e. a student cannot start the option at Sauder with COMM 414 and 415)

Question: What happens if a student fails a required course while on exchange? Is there a way to either make up the course or take a substitute course when student returns to UBC?

Answer: If a student fails one of the option core courses while on exchange, contact David Gillen or Mahesh Nagarajan to determine substitute course to be completed. If a student fails two or more option core courses while on exchange, student will be required to withdraw from the option.

Other notes:

COMM 204 or COMM 399 is a prerequisite for the option and must be completed prior to 1st exchange term at Copenhagen Business School. COMM 204 or COMM 399 is generally completed by BCOM students in second year.

Selection for this option/program will be managed by the Undergraduate Office (specifically by Ann Gilray for the exchange portion). Timing of option selection will depend on when partner institutions need to be notified of selected students, particular CBS as they are first exchange term. The proposed application and admission information is available at:

http://www.sauder.ubc.ca/Programs/Bachelor_of_Commerce/Current_Students/Options/Global_Supply_Chain_and_Logistics_Management



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce & Business Administration Faculty Approval Date: March 10, 2015 Effective Session: Winter 2015	Date: January 30, 2015 Contact Person: Pam Lim Phone: 2-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: Global Supply Chain and Logistics Management <p>The Global Supply Chain and Logistics Management option is a specialized joint exchange program between the Faculty of Commerce and Business Administration (also known as the Sauder School of Business), Copenhagen Business School and Chinese University of Hong Kong in Shenzhen. Option core course requirements are unique to each partner institution and the program is cohort based. Thus option core course requirements must be completed as scheduled by and at the partner institutions. Students will spend the first term of third year at Copenhagen Business School, the second term at Chinese University of Hong Kong in Shenzhen, and first term of their fourth year at the Sauder School of Business. Students interested in this option must submit an application to the Undergraduate Office and must complete the prerequisite of COMM 204 or COMM 399 prior to starting the option.</p> <p>For information on the application process, visit the program website <<http://www.sauder.ubc.ca/Programs/Bachelor_of_Commerce/Current_Students/Options/Global_Supply_Chain_and_Logistics_Management>>.</p>	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,0 Present Calendar Entry: None Type of Action: Add new option/specialization in BCOM program. Rationale for Proposed Change: A new option in Global Supply Chain and Logistics Management (GSCL) is being proposed. Course requirements for the GSCL option would be delivered in a specialized joint exchange program between the Sauder School of Business (UBC), Copenhagen Business School (CBS), and Chinese University of Hong Kong in Shenzhen (CUHKSZ). With increasing demand for graduates trained in supply chain and logistics management, this joint exchange program would leverage the strengths of UBC, CBS, and CUHKSZ in this area. The three cities in which the three partner universities are located are each major port and shipping transportation hubs in the global supply chain system. This provides great opportunities for extra-curricular enrichments as well. The proposed option would also provide a unique and enriched educational opportunity for students selected for this program that will cultivate the personal, professional and academic success of students and allow them to generate ideas that advance the practice of global supply chain and logistics management. Students at each institution would complete the foundation year(s) at their home institutions. Each institution



Third Year

Third year of this option requires that students complete:

- COMM 342^{1,3}, 343^{1,3}, 344^{2,3}, 345^{2,3}

Fourth Year

- COMM 414, 415

Students are encouraged to take COMM 446.

¹ To be completed on exchange at Copenhagen Business School

² To be completed on exchange at Chinese University of Hong Kong in Shenzhen.

³ Must be completed successfully while on exchange at partner institutions. In the case of one failed option core course requirement at the exchange institutions, a faculty advisor may approve an appropriate substitute in consultation with the Division Chair of Operations and Logistics. Two or more failed option core course requirements at the exchange institutions will result in required withdrawal from the option.

would then select up to 10- 15 students for the program thus creating a cohort of 30 to 45 students. GSCL students would spend a semester at each of the three institutions in years 3 and 4 before completing their final semester at their home institutions.

See attached proposal for further details and explanation.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce & Business Administration Faculty Approval Date: March 10, 2015 Effective Session: Winter 2015	Date: January 30, 2015 Contact Person: Pam Lim Phone: 2-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: COMM 342 (3) Global Supply Chain & Logistics Management I – Study Abroad <i>This course is not eligible for Credit/D/Fail grading.</i> COMM 343 (3) Global Supply Chain & Logistics Management II – Study Abroad <i>This course is not eligible for Credit/D/Fail grading.</i> COMM 344 (3) Global Supply Chain & Logistics Management III – Study Abroad <i>This course is not eligible for Credit/D/Fail grading.</i> COMM 345 (3) Global Supply Chain & Logistics Management IV – Study Abroad <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: None Type of Action: Create New Courses Rationale for Proposed Change: Add new courses for new Global Supply Chain and Logistics Management option. See above. COMM 342, 343, 344, 345 are needed for transfer credit to be assigned and considered in degree audit reports. While courses have been agreed upon by the partner institutions they may change over time. The use of generic names for these courses provides the flexibility to accommodate changes of courses at partner institutions without making changes to the program requirements at UBC. COMM 414 and 415 are more specific as they are courses offered by UBC.



Proposal for Revised Option: Operations and Logistics
Bachelor of Commerce

The BCOM degree allows students to specialize in their third and fourth year in one of a number of options. The Transportation and Logistics option dates from the formation of Commerce as a faculty in 1956. Since that time the course requirements have undergone renewal and modifications a number of times to serve the needs of students and the changing landscape of BC, Canada and the world economy. Over the years generations of students interested in a career in Transport and Logistics have been well served by this option. Over the last decade or two a number of trends have been observed. Firstly this option has come to serve students not just interested in transport and logistics but also operations in general as operations have become progressively more integrated. Students from this program have increasingly taken employment opportunities well beyond direct transportation into supply chain and operations in general. In particular this option covers the fundamental role that operations plays in almost every major enterprise including manufacturing, transport, health care, hospitality industry, 'back-office' financial and banking, tourism, service industries in general etc. Secondly, operations has become increasingly integrated. Transportation and logistics are now often just one leg in an integrated system, an extended supply chain. Today's graduates in operations are likely to find themselves equally employed wherever goods, people or services move through a variety of stages or operations.

Although these trends need to be carefully considered, equally we need to ensure that we maintain those aspects of the Option that have served our students well in the past. Two aspects stand out in this respect.

First some students have appreciated that the course load requirements of 15 credits (Comm399 plus 12 further credits) has allowed them considerable flexibility with respect to other options with several fulfilling the requirements for a double option. This should not be changed. As Comm399 is now required and not listed directly as part of the option the implication is that 12 credits should be the remaining requirement.

Second, industry employers and students alike have appreciated the in-depth nature of the specialist courses based on the different transport modes: Comm441 (Business Logistics), Comm444 (Air) and Comm445 (Shipping and Global Transport). All three courses typically contain considerable class contacts with industry partners. They have not always been offered every year but it seems that offering them frequently enough that students taking a minimal option would at least experience such courses, and students specializing with more credits could take these courses, would be a preferred design.

The Sauder School of Business considers that the time is right for the next renewal of the Transportation and Logistics Option to better serve our students and the people of British Columbia. However as we respond to the changing demands of operations, supply chains and transportation we are fully aware of the need from employers to ensure our graduates continue to learn industry specific material, especially concerning the long tradition in the option about modal specifics such as air, rail and maritime. The revised name of the option matches the name of the host Division as with other options.

Current: Option Structure: Transportation & Logistics program

Course requirements

Year 3¹

COMM 349

Logistics Services Management

COMM 394²

Government & Business

COMM 399

Logistics & Operations Management



THE UNIVERSITY OF BRITISH COLUMBIA

You must complete both COMM 349 and COMM 399, in addition to all other promotion requirements, to be eligible for promotion to Year 4.

While COMM 394 is not an option-specific course requirement, it is recommended that you register for a section with content focused on logistics and operations,

Year 4

COMM 441 Advanced Business Logistics

COMM 449 Supply-Chain Management

3 credits from:

COMM 442 e-Business & Supply Chain Management

COMM 444 Air Transportation

COMM 445 Shipping & International Logistics

COMM 447 Applied Project Management

Other Transportation & Logistics courses

COMM 446 Transportation Economics

Proposed Structure of the “Operations and Logistics (OpLog)” Option.

During the second year all BCOMM students take COMM 204 (currently COMM 399), as a basic course in Operations and Supply Chain Management.

Then during the third and fourth year students electing the Operations and Logistics option must:

- take the following two required courses:

COMM 443 Service Operations	New
COMM 449 Supply Chain Management	Existing with small change

- And choose two courses from the following list.

COMM 414 Data Visualization and Business Analytics	New
COMM 444 Air Transportation	Existing
COMM 445 Maritime and International Transportation	Existing course title is Shipping and International Logistics
COMM 446 Transportation Economics	Existing
COMM 415 Quantitative Policy Analysis	New
COMM 447 Applied Project Management	Existing
COMM 448 Business Logistics and Logistic Services Management	New course combining 349 and 441



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce & Business Administration Department: Operations & Logistics Division Faculty Approval Date: March 10, 2015 Effective Session: 2015W</p>	<p>Date: January 30, 2015 Contact Person: Mahesh Nagarajan Phone: 604-822-8360 Email: mahesh.nagarajan@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Operations and Logistics</p> <p>Third Year</p> <p>Third year of this option requires that students complete:</p> <ul style="list-style-type: none"> • COMM 443, 449 <p>Fourth Year</p> <ul style="list-style-type: none"> • 6 credits from COMM 414, 444, 445, 446, 415, 447, 448 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,295,142</p> <p>Present Calendar Entry:</p> <p>Transportation and Logistics</p> <p>Third Year</p> <p>Third year of this option requires that students complete:</p> <ul style="list-style-type: none"> • COMM 349, 399[†] <p>Fourth Year</p> <ul style="list-style-type: none"> • COMM 441, 449 • 3 credits from COMM 442, 444, 445, 447 <p>Students are encouraged to take COMM 446.</p> <p>[†] COMM 399 must be taken in third year, as it is a prerequisite for COMM 441, required in fourth year.</p> <p>Type of Action: Revise option requirements and name.</p> <p>Rationale for Proposed Change: See above proposal.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce & Business Administration Department: Operations & Logistics Division Faculty Approval Date: March 10, 2015 Effective Session 2015W	Date: January 30, 2015 Contact Person: Mahesh Nagarajan Phone: 604-822-8360 Email: mahesh.nagarajan@sauder.ubc.ca
Proposed Calendar Entry: COMM 414 (3) Data Visualization and Business Analytics Descriptive analytics including data analysis and visualization. Predictive analytics including forecasting and various statistical techniques. Predictive analytics including optimization, Monte Carlo simulation, decision trees and discrete event simulation. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite: COMM 399.</i>	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: See <i>Operations and Logistics</i> option proposal. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: This option (specialization) course is either an explicit requirement or is part of list of courses that fulfill option requirements. Students taking an option course that is not part of their declared option may be working towards a second option but this would not be clear until they apply for graduation. BCom students can only declare one option as limited resources prevent Sauder from guaranteeing required courses for more than one option. Students who manage to complete all requirements of a second option can apply to have that option added to their transcripts when applying for graduation.
Proposed Calendar Entry: COMM 415 (3): Quantitative Policy Analysis Quantitative evaluation of public policies using statistical evaluation methods, cost benefit and effectiveness analyses. Public policies affecting service provision and infrastructure investment in air, rail, marine, public transit and pipelines evaluated on pricing, operating costs, productivity, safety, security and the environment. <i>Prerequisite: One of COMM 295, ECON 201, ECON 301.</i>	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: See <i>Operations and Logistics</i> option proposal. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: This option (specialization) course is either an explicit requirement or is part of list of courses that fulfill option requirements. Students taking an option course that is not part of their declared option may be working towards a second option but this would not be clear until they apply for graduation. BCom students can only declare one option as limited resources prevent Sauder from guaranteeing required courses for more than one option. Students



	who manage to complete all requirements of a second option can apply to have that option added to their transcripts when applying for graduation.
<p>Proposed Calendar Entry:</p> <p>COMM 443 (3) Service Operations</p> <p>This primarily case-based course will cover service operations in general (50%), health care operations (25%) and revenue management (25%). Applications of queuing models will be included in both services in general and healthcare.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite: COMM 399.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: See <i>Operations and Logistics</i> option proposal.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: This option (specialization) course is either an explicit requirement or is part of list of courses that fulfill option requirements. Students taking an option course that is not part of their declared option may be working towards a second option but this would not be clear until they apply for graduation. BCom students can only declare one option as limited resources prevent Sauder from guaranteeing required courses for more than one option. Students who manage to complete all requirements of a second option can apply to have that option added to their transcripts when applying for graduation.</p>
<p>Proposed Calendar Entry:</p> <p>COMM 448 (3) Business Logistics and Logistics Services Management</p> <p>General services management including warehousing, transportation, intermodal, order-fulfillment, dispatching, and more.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite: COMM 399.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: See <i>Operations and Logistics</i> option proposal.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: This option (specialization) course is either an explicit requirement or is part of list of courses that fulfill option requirements. Students taking an option course that is not part of their declared option may be working towards a second option but this would not be clear until they apply for graduation. BCom students can only declare one option as limited resources prevent Sauder from guaranteeing required courses for more than one option. Students who manage to complete all requirements of a second option can apply to have that option added to their transcripts when applying for graduation.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category 1

<p>Faculty: Commerce and Business Admin. Department: Finance Faculty Approval Date: March 10, 2015 Effective Session: Winter Effective Academic Year: 2015</p>	<p>Date: Feb 6, 2015 Contact Person: Brian Bemmels / Theresa Scott Phone: 604 822 0156 / 604 822 3426 Email: brian.bemmels@sauder.ubc.ca / theresa.scott@sauder.ubc.ca</p>
<p>Proposed Calendar Entry: Master of Business Administration</p> <p>For students that started the Program from September 2013 through August 2014, please see the <u>Academic Calendar Archive</u>.</p> <p>For students that started the Program from September 2014 through August 2015, please see the <u>Academic Calendar Archive</u>.</p> <p>Master of Business Administration (for students starting the Program September 2015 or later) ... Sauder Preparation</p> <p>Students with limited management background or who lack adequate preparation in prerequisite courses will be required to participate in the Program Preparation courses. The online Program Preparation provides non-credit basic business education and should be completed prior to program orientation. Topics include economics, quantitative methods, and business statistics. Since backgrounds vary, the extent of a student's required participation should be determined in consultation with an M.B.A. program advisor.</p> <p>Integrated Professional Development</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1267</p> <p>Present Calendar Entry: Master of Business Administration</p> <p>For students that started the Program from September 2012 through August 2013, please see the <u>Academic Calendar Archive</u>.</p> <p>For students that started the Program prior to September 2012, please see the <u>Academic Calendar Archive</u>.</p> <p>Master of Business Administration (for students starting the Program September 2013 or later) ... Sauder Preparation</p> <p>Students with limited management background or who lack adequate preparation in prerequisite courses will be required to participate in the Program Preparation courses. The Program Preparation provides non-credit basic business education immediately preceding the program orientation. Topics include economics, quantitative methods, and business statistics. Since backgrounds vary, the extent of a student's required participation should be determined in consultation with an M.B.A. program advisor.</p> <p>Integrated Professional Development</p>



The integration of the various business disciplines and professional development are key features of the Program. This integrated professional development includes several components offered throughout the program, **including Foundation, Global, Experiential Learning, and Capstone.**

Career Tracks

Each student in the M.B.A. Program may choose one of the offered career tracks or opt to do a “customized” program of study. Requirements vary between career tracks; however, each consists of a set of required modules. A list of current career tracks and requirements may be obtained from the **Robert H. Lee Graduate School.**

Study Abroad and Exchange

Study abroad and exchange programs are available at several international partner universities. Students who are selected to participate in this program will be enrolled in BA 530 by the **Robert H. Lee Graduate School.** See [International Exchange](#) for further details.

The integration of the various business disciplines and professional development are key features of the Program. This integrated professional development includes several components offered throughout the program:

~~BA 504 (3.0) Integration & Professional Development: Foundation~~

~~BA 507 (3.0) Integration & Professional Development: Global~~

~~BA 512 (1.5) Integration & Professional Development: Experiential Learning~~

~~BA 508 (2.0) Integration & Professional Development: Capstone~~

Career Tracks

Each student in the M.B.A. Program may choose one of the offered career tracks or opt to do a “customized” program of study. Requirements vary between career tracks; however, each consists of a set of required modules. A list of current career tracks and requirements may be obtained from the ~~Graduate Programs Office.~~

Study Abroad and Exchange

Study abroad and exchange programs are available at several international partner universities. Students who are selected to participate in this program will be enrolled in BA 530 by the ~~Graduate Programs Office.~~ See [International Exchange](#) for further details.

Type of Action: Update the Calendar entry

Rationale for Proposed Change:

Update the calendar entry for the MBA program to reflect the changes made above.

Also add change that the prep courses for those students who need them will be offered online rather than face-to-face.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Forestry Department: Forest & Conservation Sciences Faculty Approval Date: July 3 2014 Effective Session (W or S): W Effective Academic Year: 2015	Date: October 2014 Contact Person: Kermit Ritland Phone: 604-822-8101 Email: kermit.ritland@ubc.ca
Proposed Calendar Entry: CONS 302 (3) Issues in Genomics and the Environment Current and topical issues, including genetic determinism, environmental DNA, genomics and climate change, revival of extinct species, and applications of genomics in natural environments <i>Prerequisite:</i> BIOL 11 or BIOL 12	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: There is a gap in the FRST/CONS program in genomics. The current Forestry genetics course is not oriented towards social and ethical issues of genomics, and is also oversubscribed. This course can also serve as a service course for Arts students, as it will be oriented for students with minimal genetics knowledge.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Electrical & Computer Eng. Faculty Approval Date: March 5, 2015 Effective Session (W or S): W1 Effective Academic Year: 2015	Date : 2015-01-23 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: EECE 595 (3) Mixed-Signal and RF Integrated Circuits and Systems Test	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: The proposed course has been offered as a self directed studies course for three terms to a total of 34 students under the course code EECE 571R. The course material has had a positive reception among students, a noticeable positive impact on different experimental research projects at ECE and has been very successful at increasing the job marketability of MEng students. The current proposal aims at regularizing the course in order to offer it on a long term basis. Course motivation: There is a significant mismatch between the basic electronic testing skills common to most undergraduate programs and the demands of experimental testing for research, which requires a more critical attitude, backed by a deeper understanding of the operation and limitations of instrumentation and measurement techniques. This course is aimed at graduate students who during their research program will be performing experimental characterization or testing of electronic circuits, and will be particularly beneficial to those who will be facing parametric, radio-frequency, mixed-signal, or low level test scenarios. The course is an ideal complement for EECE579 “Integrated Circuit Design for Test”, where the central topic is the design techniques used for testability of very large scale integrated digital circuits. It is also a complement to EECE584 “Nanophotonics Fabrication”, where a portion of the course is dedicated to testing of photonics integrated circuits.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Graduate + Postdoctoral Studies Department: Civil Engineering Faculty Approval Date: March 5, 2015 Effective Session (W or S): S Effective Academic Year: 2015</p>	<p>Date: January 30, 2015 Contact Person: Michael Isaacson Phone: 2-4338 Email: isaacson@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Civil Engineering ... Master of Applied Science ... Program Requirements ... Engineering Management Subspecialization:</p> <p>Please note: This subspecialization is no longer accepting students.</p> <p>The subspecialization is intended for all graduate engineering students seeking a more balanced education in both technical and management related subjects. The subspecialization requires students to complete 12 credits in management-related courses while satisfying the requirements of their graduate engineering program. For more information, visit the <u>Program</u>.</p> <p>Part-time Students: Students may complete the M.A.Sc. program on a part-time basis; however, part-time students</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1135</p> <p>Present Calendar Entry:</p> <p>Civil Engineering ... Master of Applied Science ... Program Requirements ... Engineering Management Subspecialization: The subspecialization is intended for all graduate engineering students seeking a more balanced education in both technical and management related subjects. The subspecialization requires students to complete 12 credits in management-related courses while satisfying the requirements of their graduate engineering program. For more information, visit the <u>Program</u>.</p> <p>Professional Partnership Program: Students may complete all or part of the work for their graduate degrees in a joint industry-university partnership program. Students spend part of their time working for industry or government and the rest at University, with joint supervision from faculty members and industry representatives. Details may be obtained from the department office.</p> <p>Part-time Students: Students may complete the M.A.Sc. program on a part-time basis; however, part-time students</p>



may spread their program over no more than five years.

...

may spread their program over no more than five years.

...

Type of Action:

Add note to Engineering Management sub-specialization (no longer accepting students) and remove text related to the Professional Partnership Program.

Rationale for Proposed Change:

The sub-specialization will no longer be offered. Students who have already partially completed the required courses will be allowed to continue. The Professional Partnership Program has not been offered for decades.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Arts Department: Arts Co-op Program Faculty Approval Date: Feb. 12, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: 19 08 2014 Contact Person: Julie Walchli Phone: 604.827.5194 Email: julie.walchli@ubc.ca
Proposed Calendar Entry: English ... Doctor of PhilosophyFor more information on the STS specialization, refer to the STS website . Co-operative Education Option English Department PhD students in good academic standing are eligible to apply to the PhD Co-op program, normally in their second year. Applications are submitted in October for the work period that begins in May of the following calendar year. Students are admitted with the approval of the Arts Co-op Director and the department's Graduate Chair. Students receive training and assistance in applying for tailored work-terms with outside employers. Students are paid for their work according to industry standards, which vary depending on the employment sector. Students complete non-credit career-building assignments during each work term, and completion of the program is noted on transcripts. Master of Arts ...	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1157 Present Calendar Entry: English ... Doctor of PhilosophyFor more information on the STS specialization, refer to the STS website . Master of Arts ... Type of Action: Add co-op option to existing PhD in English degree program Rationale for Proposed Change: This new calendar entry is required to support the newly created Co-op option for students in the PhD co-op program. A detailed rationale for this new program is provided above.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Arts Co-op Program Faculty Approval Date: February 12, 2015 Effective Session (W or S): W Effective Academic Year: 2015</p>	<p>Date: 19 08 2014 Contact Person: Julie Walchli Phone: 604.827.5194 Email: julie.walchli@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Co-operative Education Programs ... Graduate Co-op Options</p> <p>Doctor of Philosophy Co-operative Education Option (Arts)</p> <p>Co-operative education integrates academic study with related and supervised work experience in co-operating employer organizations. Students admitted to a Doctor of Philosophy degree program in the Faculty of Arts in a Department with a PhD Co-operative Education option may apply for admission to the Arts Co-operative Education Program.</p> <p>Students in a co-op program normally complete three paid work terms, each four months in duration, doing non-professorial or alternative-to-academic work. Job options may include post-secondary administration, professional consulting, government, private sector, and non-profit professional work. Graduate Co-op professional staff and faculty advisors visit students at their place of work and evaluate the work term projects assigned to all students in the program.</p> <p>Students normally apply to the Arts Co-Op Office in the second year of their PhD and normally begin work terms after achieving candidacy. Students pay their regular tuition fees, student fees, and co-op work term fees while on a co-op work term.</p> <p>Individual Departments will develop their own policies about pausing funding while students are on co-op terms and are responsible for communication these policies to students prior to them applying for the co-op program. Individual Departments may require students to achieve candidacy prior to their first co-op term. Selection of students is based on a combination of strong academic performance</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,751,0</p> <p>Present Calendar Entry:</p> <p>Co-operative Education Programs ... Graduate Co-op Options</p> <p>Master of Arts Co-operative Education Option ...</p> <p>Type of Action: Create Doctor of Philosophy Co-operative Education Option</p> <p>Rationale for Proposed Change:</p> <p>This proposal is for a co-op program for post-candidacy PhD students, administered by Arts Co-op and co-initiated with the Department of English. It is an amplification of the already existing graduate co-op program at the Master's level in the Faculty of Arts, and the undergraduate co-op program in Arts.</p> <p>The purpose and goal of the PhD Co-op Program is to broaden students' employment and income options by giving them training and experience in non-academic work environments. The program will also help departments by facilitating student recruitment, job placement, and future alumni/ae development by giving PhD students opportunities to find fulfilling work in a range of fields. Co-op students are available for 4 or 8 month periods so are ideal for special projects or busy periods; they fill a labour market need not met by recent graduates.</p> <p>Impetus: In the last ten years, institutions, associations, and governments have been increasingly aware of the need to provide wider employment contexts outside of professorial work for Humanities PhDs, given the shrinkage in tenure-track hirings in North American universities and colleges.</p>



(including acceptable progress though the degree) and general suitability to the work environment as determined by both a résumé and interview. Students are admitted to the program with the written approval of the Graduate Chair of their department, their research supervisor, and the Arts Co-op Director. Total enrolment is subject to these approvals as well as subject to the availability of appropriate work placements and faculty advisors. The work placements for students accepted into the program are arranged by mutual agreement between students and employing organizations. Co-op courses are taken in addition to the courses needed to meet normal academic requirements. These courses do not count for credit toward the degree, but their completion will be noted on students' transcripts. Participation in this co-operative education program will likely lengthen the students' degree programs by a year.

Participating students register for ASTU 610 for their first co-op term and ASTU 611 and 612 for subsequent co-op terms in addition to the courses needed to meet normal academic requirements. ASTU 613 is for an optional fourth co-op term. Satisfactory completion of three co-op terms mean students have completed the Co-operative Education Program, which is noted on students' transcripts.

Master of Arts Co-operative Education Option

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Co-op programs offer students actual work experience which builds a bridge between scholarly training and non-academic work, in a structured and supported model which appeals to both the employers and to student participants. It makes practical the theory of alternative career options. The University of Waterloo and the University of Victoria, as well as UBC in Arts, Science, and Engineering, have already instituted graduate Co-op programs. Multiple short-term work experiences, with explicit individualized employment training, integrated assignments and projects, and reflective analysis on workplace contexts, amplify the range of skills and experience of PhD students. The varied skills learned in co-op placements potentially make PhD co-op participants even stronger candidates for academic positions (computer, communication, and marketing skills; archival research positions, and publisher work are some examples). Co-op can diversify the opportunities for paid employment during graduate studies and begin to alleviate the economic distress that some underemployed graduates experience. We also expect the program will be a recruiting tool for market-conscious PhD applicants and for international students whose funding options are more limited.

This program is being initiated in the English department but is envisioned to grow to other Arts departments in the future.

UBC Curriculum Proposal Form Change to Course or Program

Category 1

Faculty: Arts Department: Arts Co-op Program Faculty Approval Date: Feb.12, 2015 Effective Session (W or S): 2015 Effective Academic Year: W	Date: 02 12 2014 Contact Person: Julie Walchli Phone: 604.827.5194 Email: julie.walchli@ubc.ca
Proposed Calendar Entry: ASTU 610 (3) Co-operative Education Work Placement 1 Approved and supervised paid work experience with a public or private organization for a minimum of 13 weeks full-time. Orientation, workshops, and co-op assignments required. Restricted to PhD degree students in departments with PhD approved co-op programs. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: n/a Type of Action: Create new course. Rationale for Proposed Change: This course mirrors the existing Graduate Co-op courses in the UBC Calendar for Masters level students in the Arts Co-op Program: ASTU 501, 502, and 503. All UBC co-op students earn 3 additive credits for each work term course that they complete. On advice from the Faculty of Graduate and Postdoctoral Studies we are creating 600 level courses for PhD students to be registered in to distinguish them from the existing Masters level co-op courses in Arts. The purpose and goal of the PhD Co-op Program is to broaden students' employment and income options by giving them training and experience in non-academic work environments. The program will also help departments by facilitating student recruitment, job placement, and future alumni/ae development by giving PhD students opportunities to find fulfilling work in a range of fields
Proposed Calendar Entry: ASTU 611 (3) Co-operative Education Work Placement 2 <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite</i> ASTU 610.	Present Calendar Entry: n/a Type of Action: Create new course. Rationale for Proposed Change: This course mirrors the existing Graduate Co-op courses in the UBC Calendar for Masters level students in the Arts Co-op Program: ASTU 501, 502, and 503. All UBC co-op students earn 3 additive credits for each work term course that they complete. On advice from the Faculty of Graduate and Postdoctoral Studies we are creating 600 level courses for PhD students to be registered in to distinguish them from the existing Masters level co-op courses in Arts. The purpose and goal of the PhD Co-op Program is to broaden students' employment and income

	<p>options by giving them training and experience in non-academic work environments. The program will also help departments by facilitating student recruitment, job placement, and future alumni/ae development by giving PhD students opportunities to find fulfilling work in a range of fields.</p>
<p>Proposed Calendar Entry:</p> <p>ASTU 612 (3) Co-operative Education Work Placement 3</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite</i> ASTU 611.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course mirrors the existing Graduate Co-op courses in the UBC Calendar for Masters level students in the Arts Co-op Program: ASTU 501, 502, and 503. All UBC co-op students earn 3 additive credits for each work term course that they complete.</p> <p>On advice from the Faculty of Graduate and Postdoctoral Studies we are creating 600 level courses for PhD students to be registered in to distinguish them from the existing Masters level co-op courses in Arts.</p> <p>The purpose and goal of the PhD Co-op Program is to broaden students' employment and income options by giving them training and experience in non-academic work environments. The program will also help departments by facilitating student recruitment, job placement, and future alumni/ae development by giving PhD students opportunities to find fulfilling work in a range of fields.</p>
<p>Proposed Calendar Entry:</p> <p>ASTU 613 (3) Co-operative Education Work Placement 4</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite</i> ASTU 612.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create course for students to be registered in during a fourth work term, which would be optional for students in the new Doctor of Philosophy Co-operative Education Option.</p> <p>Rationale for Proposed Change: An optional work term will be used in rare situations where an employer would like the student to complete an additional work term with the organization and the student wishes to stay, or if the student wishes to gain a type of experience they haven't with previous work terms. Because it would extend time in the Co-op Program, both the Arts Co-op Office and Chair of the student's graduate program would have to approve participation in this work term.</p> <p>All UBC co-op students earn 3 additive credits for each work term course that they complete.</p> <p>On advice from the Faculty of Graduate and Postdoctoral Studies we are creating 600 level</p>

	<p>courses for PhD students to be registered in to distinguish them from the existing Masters level co-op courses in Arts.</p> <p>The purpose and goal of the PhD Co-op Program is to broaden students' employment and income options by giving them training and experience in non-academic work environments. The program will also help departments by facilitating student recruitment, job placement, and future alumni/ae development by giving PhD students opportunities to find fulfilling work in a range of fields.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Curriculum & Pedagogy Faculty Approval Date: March 17, 2015 Effective Session (W or S): S1 Effective Academic Year: 2015	Date: February 22, 2015 Contact Person: Dr. Peter Cole Phone: 778-288-1700 Email: peter.cole@ubc.ca
Proposed Calendar Entry: EDCP 539 (3) Narrativity, Ecopedagogy and Indigeneity Through seminars, course readings, and experiential learning, the power of narrative is explored as it intersects with ecological and Indigenous knowings and practices toward a more multi-storied, just, and ecologically sustainable world.	Present Calendar Entry: N/A Type of Action: Create new Course Rationale for Proposed Change: This graduate course contributes to the commitment in UBC's <i>Place & Promise</i> and by the Faculty of Education and the Dept. of Curriculum & Pedagogy (EDCP) to advance understandings of Indigenous Peoples through curriculum offerings. This course expands the number of Indigenous graduate courses offered in EDCP to two courses. Dr. Peter Cole was hired for the position of Indigenous Education and has designed and taught this course with an EDCP 585 course number since 2010, including as a core course for the Indigenous Knowledge (IKP1) MEd off-campus cohort and as a core course for the Ecojustice & Sustainability Education (EJS1) MEd off-campus cohort.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Educational Studies Faculty Approval Date: March 17, 2015 Effective Session (W or S): W1 2015 Effective Academic Year: 2015-16	Date: November 21, 2014 Contact Person: Shauna Butterwick Phone: 604-822-3897 Email: shauna.butterwick@ubc.ca
Proposed Calendar Entry: EDST 528 (3) Social Movements, Political Learning and Popular Education	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course addresses a gap in course offerings in the Adult Learning and Education program on the topic of social movement learning: the learning that takes place within and because of social movements. Social movement learning is a growing area of study within the broader field of adult learning and education, and is currently offered by institutions outside of UBC (e.g., University of Victoria and University of Alberta). Many students in education and beyond are interested in a deeper exploration of this area of study—an area that is growing in importance in the current global struggle for social justice. The course has been offered twice as a special topics course with enrollments from students across the department and from other faculties on campus.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Education and Counselling Psychology, and Special Education Faculty Approval Date: March 17, 2015 Effective Session: W1 Effective Year for Change: 2015	Date: September 9, 2014 Contact Person: Kim Zebehazy Phone: 604-822-4506 Email: kim.zebehazy@ubc.ca
Proposed Calendar Entry: EPSE 513 (3) Foundations of Orientation and Mobility for Teachers of Students with Visual Impairments Credit will be granted for only one of EPSE 455 or EPSE 513.	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course will be used for preparation of teachers of students with visual impairments in the special education masters, blindness and visual impairment concentration and is a pre-requisite for the Graduate Certificate in Orientation and Mobility. It will replace the undergraduate version (EPSE 455) of this course. Since the course content requires cumulative knowledge from other courses in visual impairment, it is restricted to graduate students in the concentration or pursuing the Graduate certificate, so a graduate level course is more aligned to this. In addition, the content of the course will be conducted at a graduate level. The course title references <i>Foundations of</i> as it is important to indicate that the course is geared towards teachers of students with visual impairments - not the full content to work as an Orientation and Mobility specialist, which is a separate discipline and certification.
Proposed Calendar Entry: EPSE 514 (6) Advanced Orientation and Mobility Techniques for Instructors of Individuals who are Blind or Visually Impaired	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course will be a graduate level version of EPSE 456 for individuals taking the

<p>Credit will be granted for only one of EPSE 456 or EPSE 514.</p>	<p>Graduate Certificate in Orientation and Mobility who want to transfer certificate credits into a Masters degree in Special Education. Part of the University strategic plan is to offer flexible learning opportunities. Aligning the Graduate Certificate with a Masters degree option is in line with this plan. This course includes a graduate level project that differentiates it from the undergraduate version of the course.</p> <p>The course title references <i>Instructors</i> rather than <i>Teachers</i> because individuals working in Orientation and Mobility (O&M) are usually called O&M specialists or O&M instructors; it's important to make the distinction between the disciplines of O&M or of being a teacher of students with visual impairments.</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 546 (3) Assistive Technology for Teachers of Students with Visual Impairments</p> <p>Credit will be granted for only one of EPSE 415 or EPSE 546.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will be used for preparation of teachers of students with visual impairments in the special education masters, blindness and visual impairment concentration and will replace the undergraduate version (EPSE 415) of this course. Since the course content requires cumulative knowledge from other courses in the concentration, it is restricted to graduate students in special education, so a graduate level course is more aligned to this. In addition, the content of the course will be conducted at a graduate level.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Education and Counselling Psychology, and Special Education Faculty Approval Date: March 17, 2015 Effective Session: W1 Effective Year for Change: 2015	Date: September 9, 2014 Contact Person: Kim Zebehazy Phone: 604-822-4506 Email: kim.zebehazy@ubc.ca
Proposed Calendar Entry: Special Education ... Master of Arts ... Program Requirements Students completing a Master of Arts degree in Special Education can choose courses in the following concentrations: <ul style="list-style-type: none">• Supporting Inclusive Education• Autism/Developmental Disabilities• Behaviour Disorders• Blindness and Visual Impairment• Education of the Deaf and Hard of Hearing• High Ability• Learning Disabilities• Orientation and Mobility M.A. concentrations ...Education for Deaf and Hard of Hearing Concentration, 56 credits (50 credits coursework, 6-credit thesis). The Orientation and Mobility Concentration requires 39 credits (33 credits coursework, 6-credit thesis) For B.C. teachers... Master of Education	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1235 Present Calendar Entry: Special Education ... Master of Arts ... Program Requirements Students completing a Master of Arts degree in Special Education can choose courses in the following concentrations: <ul style="list-style-type: none">• Supporting Inclusive Education• Autism/Developmental Disabilities• Behaviour Disorders• Blindness and Visual Impairment• Education of the Deaf and Hard of Hearing• High Ability• Learning Disabilities M.A. concentrations ...Education for Deaf and Hard of Hearing Concentration, 56 credits (50 credits coursework, 6-credit thesis). For B.C. teachers... Master of Education

<p>...</p> <p>Program Requirements</p> <p>Students completing a Master of Education degree in Special Education can choose courses in the following concentrations:</p> <ul style="list-style-type: none"> • Supporting Inclusive Education • Autism/Developmental Disabilities • Behaviour Disorders • Blindness and Visual Impairment • Education of the Deaf and Hard of Hearing • High Ability • Learning Disabilities • Orientation and Mobility <p>Concentrations require the completion of a minimum of 30 credits. The Blindness and Visual Impairment Concentration requires 39 credits and the Education for Deaf and Hard of Hearing Concentration, 47 credits.</p> <p>The Orientation and Mobility Concentration requires 33 credits.</p> <p>Credits include the graduating seminar...</p>	<p>...</p> <p>Program Requirements</p> <p>Students completing a Master of Education degree in Special Education can choose courses in the following concentrations:</p> <ul style="list-style-type: none"> • Supporting Inclusive Education • Autism/Developmental Disabilities • Behaviour Disorders • Blindness and Visual Impairment • Education of the Deaf and Hard of Hearing • High Ability • Learning Disabilities <p>Concentrations require the completion of a minimum of 30 credits. The Blindness and Visual Impairment Concentration requires 39 credits and the Education for Deaf and Hard of Hearing Concentration, 47 credits. Credits include the graduating seminar...</p> <p>Type of Action: Update concentrations to include Orientation and Mobility for both the M.A. and M.Ed.</p> <p>Rationale for Proposed Change: Concentrations are suggested course groupings to guide students in specializing within the degree program of Special Education. The grouping of courses for orientation and mobility uses existing courses already being offered and includes the credits from the approved Graduate Certificate in Orientation and Mobility, allowing students to more easily transfer credits from the Certificate into the completion of a Masters degree in special education. This aligns with the University plan for flexible learning.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Land and Food Systems Department: Faculty Approval Date: March 27, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: March 4, 2015 Contact Person: Karol Traviss Phone: 604-729-7868 Email: karol.traviss@ubc.ca
Proposed Calendar Entry: Dietetics Major ... Program Information ... Once admitted to the Dietetics program... The program reserves the right to require a student to change majors if they are not meeting the program's continuation criteria. Students must meet the program's interprofessional education (IPE) requirements, including use of the <u>IPE Passport</u> to document participation in mandatory and elective IPE activities. Students are encouraged to choose Interprofessional Health and Human Service (IHHS) courses as electives. All courses that were previously under the IHHS course code will have "Interprofessional Health and Human Services" in their course descriptions. To cover extra administrative costs...	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,11 Present Calendar Entry: Dietetics Major ... Program Information ... Once admitted to the Dietetics program... The program reserves the right to require a student to change majors if they are not meeting the program's continuation criteria. To cover extra administrative costs... Type of Action: Document that it is mandatory for students to achieve the program's interprofessional education (IPE) requirements, including use of the IPE passport. Rationale for Proposed Change: National dietetics competencies (Integrated Competencies for Dietetic Education and Practice, 2013) now incorporate IPE requirements. The IPE Passport provides a centralized mechanism for students to register for and document participation in IPE activities. Students are already using the Passport for this purpose. The calendar entry formalizes the requirement. Note: We have intentionally kept the description general, as the details of the requirements, which are embedded within professional practice course curricula, are evolving.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Law Department: n/a Faculty Approval Date: 19 March 2015 Effective Session (W or S): S Effective Academic Year: 2015	Date: 30 March 2015 Contact Person: Joost Blom, Chair, Law Examinations Committee Phone: 2-4564 Email: blom@law.ubc.ca
Proposed Calendar Entry: Examinations The following regulations regarding re-examination apply only to students pursuing the J.D. Program (including those pursuing the dual M.B.A./J.D.). Courses will be evaluated by final examination unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-examination in a particular course after the regular evaluations for the year are completed. <ol style="list-style-type: none"> Academic standing is determined for each student as of the end of each Winter Session and each Summer Session. The passing grade in a course is 50%. The passing average for a session is a weighted average of 55% over all courses taken in the session. A student receives credit for courses passed in a session even if he or she stands failed for the session. A student registered in first year who attains a passing average for a session but fails up to 6 credits of first year courses is on academic probation in the next winter session that the student attends, and must retake in that session the course(s) that were failed. If, in that session, the student fails a first year course a second time, he or she stands failed for that session whether or not a passing average is attained. A student registered in first year stands failed for a session if he or she fails more than 6 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,328 Present Calendar Entry: Examinations The following regulations regarding re-examination apply only to students pursuing the J.D. Program (including those pursuing the dual M.B.A./J.D.). Courses will be evaluated by final examination in December or April , unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-examination in a particular course after the regular evaluations for the year are completed. <ol style="list-style-type: none"> Academic standing is determined for each student as of the end of each Winter Session and each Summer Session. The passing grade in a course is 50%. In order to receive credit for a course taken in a session the student must both pass the course and be in good standing as of the end of the session. A student registered in first year stands failed as of the end of the session if he or she fails any

<p>credits of first year courses or receives a failing average for the session.</p> <p>6. A student registered in second or third year stands failed for a the session if he or she receives a failing average for the session.</p> <p>7. By way of exception to rule 6, a student registered in second or third year who took fewer than 12 credits in the session is in good standing as of the end of a session if the student (a) failed no more than one course in the session, and (b) has a cumulative weighted average at the Faculty, including the session in question, of at least 55%.</p> <p>8. A student who stands failed for a session will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of failed is only made after the last date for withdrawal without a "W" being recorded on the transcript.</p> <p>9. A student who has stood failed must apply for readmission and must demonstrate that the circumstances that led to the failure have been overcome. In exceptional circumstances permission may be granted to apply for readmission before the end of the 12 month period referred to in rule 8.</p> <p>10. The following rules apply to a first year student who is readmitted after standing failed:</p> <p>10.1 The student must retake any first year courses failed. If the student fails a first year course a second time, he or she stands failed for the session whether or not a passing average is attained.</p> <p>10.2 If, in the year the student stood failed, the student failed no more than 11 credits of first year courses, and in the year the student was readmitted he or she retakes and passes all of the failed courses and attains a passing average, the student is entitled to have the notation of failed standing for the session (but not the failed letter and percentage grade for an individual course) removed from the transcript.</p> <p>10.3 Until the student has passed all first year</p>	<p>first year course in the session or receives a weighted average of less than 55% for the session. A student registered in second or third year stands failed as of the end of the session if he or she receives a weighted average of less than 55% for the session.</p> <p>5. By way of exception to rule 4, a student registered in second or third year who took fewer than 12 credits in the session is in good standing as of the end of a session if the student (a) failed no more than one course in the session, and (b) has a cumulative weighted average at the Faculty, including the session in question, of at least 55%.</p> <p>6. A student who stands failed as of the end of a session will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of failed is only made after the last date for withdrawal without a "W" being recorded on the transcript.</p>
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courses, he or she may not register for any upper year course without the permission of the Associate Dean, Academic Affairs.

11. The following rules apply to re-evaluations:

11.1 If a student fails one or two, but not more than two, courses in a Winter Session but attains a **passing average for the session**, the student is entitled to a re-evaluation in the courses failed. Notwithstanding this rule, a student who fails more courses than he or she passes is not entitled to a re-evaluation.

11.2 If a student passes every course in a Winter Session but receives a **failing average for the session**, the student is entitled to a re-evaluation in the two courses for which the lowest marks were received.

11.3 If a student fails one, but not more than one, course in a Summer Session but attains a **passing average for the session**, the student is entitled to a re-evaluation in the course failed. A student is also entitled to a re-evaluation in the course failed if it was the only course taken in the session.

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

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

11.6 If the grade received on the re-evaluation, **plus the mark on any non-examination component**, is at least 50%, the final grade for a course in which the student is re-evaluated will be raised to 50%. If the final grade of 50% yields a **failing average for** that session, and the student's original grade received on the re-evaluation, **plus the mark on any non-examination component**, would result in a **passing average** if recorded on **his or her** academic record, the final grade will be raised to whatever minimum grade is necessary to yield a **passing average for** the session; otherwise, the original grade will stand. If a

7. The following rules apply to re-evaluations:

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

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

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

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

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

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

<p>student registered in second or third year took fewer than 12 credits in the session and his or her standing, pursuant to rule 5, depends on cumulative weighted average, the preceding rules apply using a cumulative weighted average of 55% instead of a sessional weighted average of 55%.</p> <p>11.7 Ordinarily, students eligible for re-evaluation and wishing to be re-evaluated must notify the Director of Student Academic Services within two weeks of the Winter Session or Summer Session official grades release date.</p>	<p>fewer than 12 credits in the session and his or her standing, pursuant to rule 5, depends on cumulative weighted average, the preceding rules apply using a cumulative weighted average of 55% instead of a sessional weighted average of 55%.</p> <p>7.7 Ordinarily, students eligible for re-evaluation and wishing to be re-evaluated must notify the Director of Student Academic Services within two weeks of the Winter Session or Summer Session official grades release date.</p> <p>Type of Action: Revise advancement regulations.</p> <p>Rationale for Proposed Change: Proposed rule 3 would eliminate the current rule that a student who fails a session gets no credit for any course taken in the session even if the course was passed. The Faculty has decided that no good academic reason supports this rule.</p> <p>Rule 9, on applying for readmission after standing failed, makes explicit what the practice has been.</p> <p>The minor amendment to rule 11.6, about re-evaluations, clarifies the rule to align it with existing practice.</p> <p>The remaining substantive changes implement a less rigid set of rules with respect to first year students. All first year courses are compulsory. The current rules are based on the premise that a student must pass all first year courses to proceed to upper year courses. Hence, failing even a single first year course means that a student stands failed for the session because he or she cannot proceed to take upper year courses. The Faculty has decided that these rules are too strict, as reflected by its own past decisions, in individual cases, to modify their operation. The proposed new rules essentially reflect the pattern of the Faculty's ad hoc decisions in past cases.</p> <p>Thus, rule 4 would entitle a student who fails up to 6 credits of first year courses (6 is the largest credit value of any one first year course) to proceed on academic probation as noted. Rule 5 goes on to state that a student who fails more than 6 credits of first year courses will stand failed for the session. If he or she is readmitted, usually after discontinuing for 12 months, rule 10 and its sub-rules set out the consequences of failing or passing the first year courses being repeated, and stipulate that permission</p>
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	<p>is needed to take any upper year course while repeating a first year course. Sub-rule 10.2, about removal of the failed notation (for the session only, not for individual courses) from the transcript, is designed as an incentive for the student really to turn things around after readmission. The incentive has been limited to students who failed no more than 11 credits of first year courses because a more serious set of course failures was thought to require keeping the failed notation for the session on the transcript.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Faculty Approval Date: March 26, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: March 10, 2015 Contact Person: Marion Pearson Phone: 2-4933 Email: marion.pearson@ubc.ca
Proposed Calendar Entry: <div style="background-color: yellow; padding: 2px;">PHAR 410 (3) Pharmaceutical Research: From Bench to Bedside and Beyond</div> Basic, translational, clinical and community-based research	Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: This is a new elective course, to introduce 4 th year pharmacy students to a variety of types of research they might engage in as practitioners. This course has been piloted successfully in 2014W as a section of PHAR 450B (3) Selected Topics. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: This course is only open to Pharmacy students, who are permitted to take non-pharmacy electives, but not pharmacy electives, for Cr/D/F.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Faculty Approval Date: April 16, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: March 23, 2015 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@mail.ubc.ca
Proposed Calendar Entry: PHRM 170 (1) Community Service Learning I Service learning activities with external community partner sites and members. Pass/Fail. PHRM 171 (2) Introductory Pharmacy Practice Experience I Prescription processing, drug distribution systems and select patient care activities in real world environments. Pass/Fail.	Present Calendar Entry: PHRM 171 (3) Introductory Pharmacy Practice Experience 1 Prescription processing, drug distribution systems and select patient care activities in real world environments to prepare students for subsequent pharmacy practice experiences. Pass/Fail. Type of Action: Create new course (PHRM 170) through subdivision of PHRM 171 (to be offered for the first time in 2015W/2016S). Rationale for Proposed Change: Community service learning (CSL) was built into the originally-approved PHRM 171, to be scheduled on non-instructional days during the Winter Session, with pharmacy practice experiential learning scheduled during the following Summer Session. However, CSL differs significantly from pharmacy practice experience. Also, it is awkward to have a course that runs through a Winter and Summer session, and there will be a course coordinator devoted to CSL, so a separate course for that activity would be useful. <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

	<p>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>Entry-to-Practice Doctor of Pharmacy</p> <p>.....</p> <p>Degree Requirements</p> <p>The first week of the first year will include both scheduled coursework and a formal orientation program. This orientation will introduce students to the Faculty, its expectations for academic and professional conduct, and some of the skills required to succeed in the program.</p> <p>Professional Year 1 (PY1)</p> <table> <tr><td>PHRM 100</td><td>18</td></tr> <tr><td>PHRM 111</td><td>15</td></tr> <tr><td>PHRM 131</td><td>2</td></tr> <tr><td>PHRM 141</td><td>2</td></tr> <tr><td>PHRM 161</td><td>2</td></tr> <tr><td>PHRM 170</td><td>1</td></tr> <tr><td>PHRM 171¹</td><td>2</td></tr> <tr><td><i>Total Credits</i></td><td>42</td></tr> </table> <p>... i Taken in the summer after completing the prior academic term.</p>	PHRM 100	18	PHRM 111	15	PHRM 131	2	PHRM 141	2	PHRM 161	2	PHRM 170	1	PHRM 171 ¹	2	<i>Total Credits</i>	42	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,1567</p> <p>Present Calendar Entry:</p> <p>Entry-to-Practice Doctor of Pharmacy</p> <p>.....</p> <p>Degree Requirements</p> <p>The first week of the first year will include both scheduled coursework and a formal orientation program. This orientation will introduce students to the Faculty, its expectations for academic and professional conduct, and some of the skills required to succeed in the program.</p> <p>Professional Year 1 (PY1)</p> <table> <tr><td>PHRM 100</td><td>18</td></tr> <tr><td>PHRM 111</td><td>15</td></tr> <tr><td>PHRM 131</td><td>2</td></tr> <tr><td>PHRM 141</td><td>2</td></tr> <tr><td>PHRM 161</td><td>2</td></tr> <tr><td>PHRM 171¹</td><td>3</td></tr> <tr><td><i>Total Credits</i></td><td>42</td></tr> </table> <p>... i Completed in the summer after completing the prior academic term.</p> <p>Type of Action: Modify degree requirements:</p> <ol style="list-style-type: none"> 1) Add PHRM 170 (new 1 cr course) 2) Reduce credit value of PHRM 171 accordingly <p>Rationale for Proposed Change: See above.</p>	PHRM 100	18	PHRM 111	15	PHRM 131	2	PHRM 141	2	PHRM 161	2	PHRM 171 ¹	3	<i>Total Credits</i>	42
PHRM 100	18																														
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PHRM 161	2																														
PHRM 170	1																														
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1 May 2015

To: Vancouver Senate

From: Senate Library Committee

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

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

The Committee received briefings from the University Librarian and other colleagues from the Library (guest presenters named below), and offered guidance in the following areas:

- Library external review.
- Reduction strategy to manage collections budget, given budgetary impact of currency exchange fluctuations.
Jo Ann Newyear-Ramirez, Associate University Librarian, Collections Management.
- Project updates and consultations regarding collection location for Library PARC (Library Preservation and Archives) modular storage facility.
Rue Ramirez, Associate University Librarian, Library PARC; Jo Ann Newyear-Ramirez, Associate University Librarian, Collections Management.
- Framework for Senate Consideration of Student Mental Health and Wellbeing.
Devin Soper, Managing Librarian, Chapman Learning Commons.
- Tour of the Automated Storage Retrieval System (ASRS), a system which provides efficient storage for material on central campus.
Simon Neame, Associate University Librarian & Director, Irving K. Barber Learning Centre
- Content and process for updating the Library’s Strategic Plan for 2015-2017.
Leonora Crema, Administrative Librarian



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

Respectfully submitted,

Dr. Larry Burr, Chair
Senate Library Committee



To: Senate
From: Senate Nominating Committee
Re: Student Committee Assignments
Date: 4 May 2015

The Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

That the following student representatives to Senate be appointed to Committees of Senate and of the Council of Senates as set out below and effective until 31 March 2016 and thereafter until replaced:

Academic Building Needs Committee:
Gurvir Sangha, Armin Rezaiean-Asel, Kaitlyn Melton

Academic Policy Committee:
Armin Rezaiean-Asel, Nick Dawson

Admissions Committee:
Sonam Vohra, Jacky Tang

Agenda Committee:
Eric Zhao, Tyler Tanaka

Appeals on Academic Standing Committee:
Josh Abaki, Marjan Hatai, Soroush Liaghat

Curriculum Committee:
Karan D'souza, Jacky Tang, Aaron Bailey, Daniel Munro, Ava Maleki

Library Committee:
Melanie Chartrand, Sonam Vohra, Jacky Tang, Jenna Omassi

Student Appeals on Academic Discipline:
Josh Abaki, Ava Maleki, Gurvir Sangha

Awards Committee:
Tyler Tanaka, Armin Rezaiean-Asel

Teaching & Learning Committee:
Sarah Simon, Eric Zhao, Jenna Omasi

Tributes Committee:
Melanie Chartrand, Soroush Liaghat

Ad-hoc Committee on Mental Health and Wellbeing:
Ava Maleki, Jenna Omasi, Kaitlyn Melton, Marjan Hatai

Ad-hoc Committee on Flexible Learning:
Aaron Bailey, Daniel Munro, Sarah Simon



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

***Budget Committee of the
Council of Senates:***

Nick Dawson, Tyler Tanaka

***Elections Committee of the Council of
Senates:***

Melanie Chartrand

***Vancouver Senate Representative
Committee 4:***

Nick Dawson

And

That Karen D'souza and Sonam Vohra be elected to the Council of Senates.

Respectfully submitted,

Dr Richard Tees
Chair
Senate Nominating Committee



1 May 2015

To: Vancouver Senate

From: Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2014 – 30 April 2015) (information)**

Members of the Committee:

- Mr. Tariq Ahmed (Chair)
- Dr. Perry Adebar
- Ms. Erin Biddlecombe
- Prof. Isabel Grant
- Dr. Philip Loewen
- Dr. C. W. Marshall
- Prof. Bonnie Craig
- Dr. Glen Peterson
- Dr. Claudia Ruitenberg
- Mr. Aaron Bailey
- Ms. Aliya Daulat
- Ms. Brenda Bailey Gershkovitch

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

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

During the period from 1 May 2014 to 30 April 2015, the Senate Committee heard four appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. Of the 4 appeals considered by the Senate Committee during the reporting period, two were allowed and two were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:



1. 23 May 2014

The student was disciplined for having unauthorized material in their possession during a final examination, using the unauthorized material in writing the examination and destroying the unauthorized material after it was confiscated by the examination invigilator. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript. The student raised four grounds for appeal:

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

The standard of review for this ground is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if it disagrees with the President's determination or application of the University policy or procedure. The Senate Committee found that there was no basis for this ground of appeal.

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

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

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

The standard of review for this ground is reasonableness; whether a reasonable person, knowledgeable about the facts, would perceive the process before or at the President's Committee to be unfair. The Senate Committee found that there was no bias or unfairness in the proceedings before the President's Committee.

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



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

Appeal dismissed

2. 26 June 2014

The student was disciplined for having an unauthorized device in their possession during a midterm examination and using the device to transmit photographs of the examination to another student who was scheduled to write the same exam later that day. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript.

The student appealed on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. A majority of the Senate Committee found that the President's decision was unreasonable given the specific circumstances of the student and reduced the period of suspension to four months. Otherwise, the punishment imposed by the President was confirmed. A minority of the Senate Committee did not find the discipline imposed by the President to be unreasonable and would have dismissed the appeal.

Appeal allowed

3. 21 August 2014

The student was disciplined for having unauthorized material in their possession during a final examination. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript.

The student appealed on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the discipline imposed is unreasonable. A majority of the Senate Committee found that the President's decision was unreasonable in light of previous cases and the specific circumstances of the student and therefore reduced the period of suspension to four months. A minority of the Senate Committee was of the view that the discipline imposed by the President could be said to be unreasonable and would have dismissed the appeal.



Appeal allowed

4. 11 September 2014

The student was disciplined for submitting another student's homework assignment as their own work. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript.

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

Appeal dismissed

Respectfully submitted,

Tariq Ahmed, Chair
Senate Committee on Student Appeals on Academic Discipline



May 1, 2015

To: Vancouver Senate

From: Senate Teaching and Learning Committee

RE: **Update on the Credit/D/Fail Policy (for information)**

The UBC Policy on Credit/D/Fail (CDF) Standing was approved by Senate in March 2009 and implemented in the 2010 Winter Session. This policy was designed to:

1. Address the interdisciplinary mandate of Trek 2010 by encouraging students' exploration of subject matters outside of their program of study;
2. Emphasize learning/academic exploration of the new and unfamiliar;
3. Expose students to a broader based curriculum; and,
4. Encourage cooperation and collegiality across disciplines.

The policy applies to elective undergraduate courses that are normally graded on a percentage basis. Students may apply up to 12 credits of percentage-graded electives towards an undergraduate degree on a CDF basis, with a limit of 6 credits per session.

In October 2012 the Teaching and Learning Committee reported to Senate on the policy's implementation. The report was based on data on enrolment for CDF standing for the 2010 and 2011 academic years; however, consultation with the Academic Policy Committee and Curriculum Committee uncovered issues with the data and reporting that stood to be resolved. Specifically, more granular information and time was warranted for a sufficient assessment. Thus, the Teaching and Learning Committee recommended that Senate approve the continuance of the CDF policy, and that the Committee review the policy in two years and report back to Senate with any recommendations for changes.

The Teaching and Learning Committee undertook a second review of the CDF policy in October 2014. As was the case with the initial review, enrolment data were provided by Ms. Nancy Low, Enrolment Services. The Committee received new statistics for the 2012 and 2013 academic years. A complete review of all years of enrolment data revealed the following:

- Enrolment numbers for CDF standing have continued to grow year-over-year
- Students took the highest proportion of courses for CDF from the Faculties of Arts and Science
- The Faculties of Arts and Science offered the largest number of courses available for CDF, the proportions of which were high when compared to the total number



of courses (Arts > 84%, Science > 97%); the Faculty of Applied Science offered the lowest proportion of courses for CDF (< 2%)

What the data did not reveal were the reasons *why* students took courses for CDF. To explore those motivations, the Teaching and Learning Committee enlisted the assistance of the Office of the Vice President, Students, to produce a CDF student survey. The survey was designed to ask questions related to the policy that the statistics did not answer.

A total of 622 students who had undertaken courses for CDF were invited to complete the CDF survey, of which 88 completed surveys were returned, yielding a 14% response rate. Students were asked a range of questions, including but not limited to, how they found out about CDF courses, how many CDF courses they have taken, why they wanted to take a particular course for CDF and what they hoped to get out of it, the most valuable thing about taking a CDF course and what would have made the experience of taking a CDF course better.

Notable survey results are as follows:

“What, if anything would have made the experience of taking a CDF course better for you?”

- “Knowing about the option earlier on in my degree. If I had taken the course, I might have even switched my major or done a double major. There is a lot of misconceptions around how CDF courses are viewed once one applies to programs etc. It would be great to have a consistent messaging around them.”

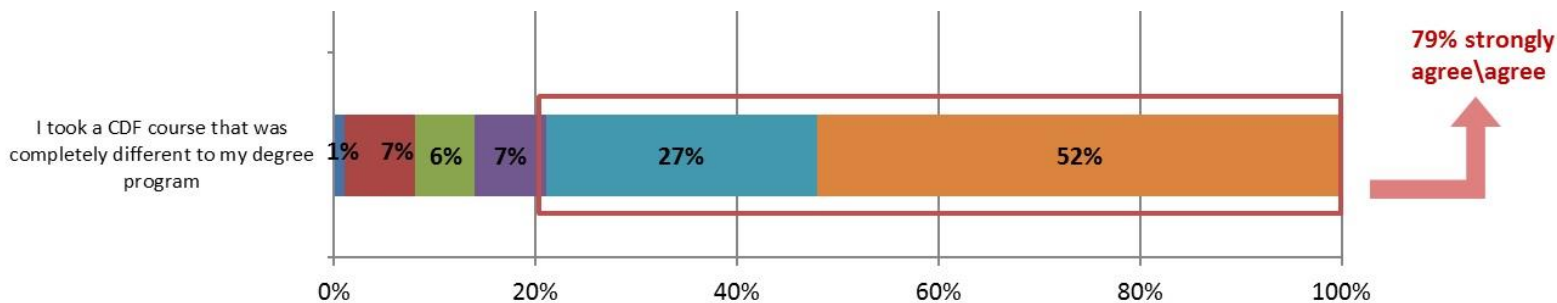
“What was the most valuable thing for you about taking a CDF course?”

- “I hope the importance of this statement does not get overlooked: I sincerely believe my experience taking a CDF course allowed my intrinsic motivation for the course to be the reason I learned about it. It's so easy to become a slave to grades (sorry for the poor wording choice-I've been spending all reading week in the library) and just try to do as best as possible, but not have a chance to reflect on what we're learning as students, and how the world today is impacted by what we're learning. Having a chance to do a CDF course allowed me to not worry about grades, yet I went to every class because the course was a valuable learning experience. At the end of the day, I still got an A- in the course, but it was the intrinsic motivation that led me to learn the material. Had I been trying to maximize my grades, I may have changed my study pattern or learning techniques to "memorize" the material, rather than deeply understand it.”



Nearly 80% of respondents agreed or strongly agreed that the most recent course they took for CDF “was completely different to [their] degree program” (see the below figure)*. This provides encouraging evidence that the CDF policy is helping to promote the exploration of topics outside of students' immediate fields.

**Based on a 6-point Likert-type scale with the following categories: Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree.*



Thinking about the most recent CDF course you've taken, how strongly do you agree or disagree with the statements below?

The Teaching and Learning Committee noted the survey results shed light on the broader issues of the methods of assessment the University employs. Comments from students indicated they perform better when they are not chasing grades; the rules of engagement with course material appear to be different when grades are not an issue.

Still, the Teaching and Learning Committee found the qualitative data encouraging in terms of why students take courses for CDF and what they get out of those courses. This, coupled with the year-over-year increases in enrolment data, indicated to the Committee that the policy is accomplishing what it was designed to do.

The Teaching and Learning Committee therefore recommends that the policy on Credit/D/Fail standing continue, and that no changes be made at this time. The Committee is amenable to reviewing the policy on a five-year cycle.

Respectfully submitted,

Mr Eric Zhao,
Vice-Chair, Senate Teaching and Learning Committee



1 May 2015

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.*

Respectfully submitted,

Dr. Sally Thorne

Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status 2015 May Senate				
Last Name	First Name	Rank	Faculty	Emeritus Title
Arbel	Vita Daphne	Professor	Faculty of Arts	Professor Emeritus of Classical, Near Eastern and Religious Studies
Bainbridge	Lesley	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Physical Therapy
Bates	Gordon S	Associate Professor	Faculty of Science	Associate Professor Emeritus of Chemistry
Baumgard	Godfrey	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Paediatrics
Bendickson	Dennis	Senior Instructor	Faculty of Forestry	Senior Instructor Emeritus of Forest Resources Management
Boyd	Susan	Professor	Faculty of Law	Professor Emeritus of Law
Brock	Linda Dale	Associate Professor	Faculty of Applied Science	Associate Professor Emeritus of Architecture and Landscape Architecture
Bryant	Kenneth E	Associate Professor	Faculty of Arts	Associate Professor Emeritus of Asian Studies
Buffam	Frank	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Ophthalmology
Chapman	Marilyn	Professor	Faculty of Education	Professor Emeritus of Language and Literacy Education
Cohodas	Marvin S	Professor	Faculty of Arts	Professor Emeritus of Art History, Visual Art and Theory
Corral	Maria	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Psychiatry
Coulter	David	Associate Professor	Faculty of Education	Associate Professor Emeritus of Educational Studies
Craig	Bonnie Jean	Professor	Faculty of Dentistry	Professor Emeritus of Oral, Biological and Medical Sciences
Darling	Linda Farr	Associate Professor	Faculty of Education	Associate Professor Emeritus of Curriculum and Pedagogy
Douglas	Robert M	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Ophthalmology
Evans	Kenneth	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Surgery
Fenster	Howard	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Urologic Sciences
Fitzpatrick	Donald	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Surgery
George	M Anne	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Paediatrics
Gorzalka	Boris	Professor	Faculty of Arts	Professor Emeritus of Psychology
Hawkes	Michael W	Senior Instructor	Faculty of Science	Senior Instructor Emeritus of Botany
Jan	James	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Paediatrics
Kay	Robert J	Professor	Faculty of Medicine	Professor Emeritus of Medical Genetics
Levi	Maurice David	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
MacEntee	Michael I	Professor	Faculty of Dentistry	Professor Emeritus of Oral Health Sciences
MacLeod	Stuart M	Professor	Faculty of Medicine	Professor Emeritus of Paediatrics
McGregor	Gregor	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Surgery
Miller	Lynn Delaine	Associate Professor	Faculty of Education	Associate Professor Emeritus of Educational and Counselling Psychology and Special Education
Milsom	William K	Professor	Faculty of Science	Professor Emeritus of Zoology
Mitchell	Mary E	General Librarian	Library	General Librarian Emeritus
Purves	Barbara A	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Audiology and Speech Sciences
Read	Jesse	Professor	Faculty of Arts	Professor Emeritus of Music
Redenbach	Darlene M	Senior Instructor	Faculty of Medicine	Senior Instructor Emeritus of Physical Therapy
Rojas	Alejandro	Associate Professor	Faculty of Land and Food Systems	Associate Professor Emeritus of Applied Biology
Sack	Fred David	Professor	Faculty of Science	Professor Emeritus of Botany
Savitt	Steven F	Professor	Faculty of Arts	Professor Emeritus of Philosophy
Scheifele	David W	Professor	Faculty of Medicine	Professor Emeritus of Paediatrics
Shapiro	Jon E	Professor	Faculty of Education	Professor Emeritus of Language and Literacy Education
Steyn	Douw Gerbrand	Professor	Faculty of Science	Professor Emeritus of Earth, Ocean and Atmospheric Sciences
Turkington	Robert A	Professor	Faculty of Science	Professor Emeritus of Botany
Walton	Joanne Noel	Professor	Faculty of Dentistry	Professor Emeritus of Oral Health Sciences
Ward	Rabab	Professor	Faculty of Applied Science	Professor Emeritus of Electrical and Computer Engineering
Westwood	Marvin J	Professor	Faculty of Education	Professor Emeritus of Educational and Counselling Psychology and Special Education
Williams	E Hector	Professor	Faculty of Arts	Professor Emeritus of Classical, Near Eastern and Religious Studies
Windsor-Liscombe	Rhodri	Professor	Faculty of Arts	Professor Emeritus of Art History, Visual Art and Theory
Woodham	Robert J	Professor	Faculty of Science	Professor Emeritus of Computer Science



1 May 2015

To: Vancouver Senate

From: Flexible Learning Ad Hoc Committee

Re: Annual Report to Senate (information)

1. Membership:

Aaron Bailey (Chair), Kenneth Baimbridge, Simon Bates (ex-officio), Hugh Brock (ex-officio), Blye Frank, Paul Harrison, Carol Jaeger, Michelle Lamberson (ex-officio), Peter Marshall, Daniel Munro, Ingrid Parent, Christopher Roach, Kate Ross (ex-officio), Richard Tees, Larry Walker

2. Terms of Reference:

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

3. Background:

In early 2013, the term “flexible learning” came into use at UBC to describe a number of different issues, strategies and initiatives. These involved conversations around new and potentially disruptive technologies such as Massively Open Online Courses as well as a project to identify new ways of incorporating learning technology into the delivery of UBC's courses and programs (e.g., blended learning approaches, flipped classrooms). Other aspects of flexible learning involve more personalized approaches to curriculum, new types or credentials and other ways of recognizing learning and other achievements.

Because flexible learning has many aspects that fall into the purviews of many different Senate committees, it has not been clear to which Committee to take the conversations and issues emerging in this area. In December 2013 a joint meeting was held of the Budget, Academic Building Needs, Library and Teaching and Learning Committees on the subject. In the spring of 2014, the Teaching and Learning Committee recommended to the Nominating Committee that a Senate Ad Hoc Committee be established to focus on Flexible Learning Issues. The Senate, at their April 2014 meeting approved this recommendation and set the Terms of Reference for the Committee as listed above.

4. Summary of Activities to date:

The Committee has met 6 times since its members were appointed at the October 2014 Senate meeting. As flexible learning is a broad and emerging concept, much of the discussion to date has involved delineating which types of topics, activities and actions the Committee wishes to pursue.



The Committee also makes use of a course space it has set up for itself through Connect. There the Committee has an accessible repository not only of its meeting materials, but also of articles reports and other readings about advances in flexible learning delivery, structures, credentialing, and assessment.

5. Current and Future Initiatives:

After much deliberation, the Committee on Wednesday, April 8th resolved to further develop the idea of an *enhanced learning record* as its first major project. A white paper on this subject will be developed over the coming months.

The enhanced learning record is intended to be the spiritual successor of what has been deemed a 'co-curricular record' – a complementary representation of a student's involvement in experiential learning opportunities meant to accompany the traditional academic transcript. Over the next year, our committee will explore the specifics and challenges associated with creating a robust system for supplemental transcribing in the context of the development of the new Academic Model by the Student Academic System Initiative (SASI). Using models such as the UK's Higher Education Achievement Report (HEAR), we intend to produce a document outlining possible options for implementing a similar system that reflects UBC's strategic goals for its student learning.

Simultaneously, a Flexible Learning Framework in the vein of the Mental Health and Well-being Framework accepted by Senate earlier in the triennium will be developed by the committee. Through this document, we hope to highlight policies and areas within the Senate where work can be done to better encourage the application of flexible learning methodologies. Following Senate approval of the Framework, our Committee will seek to bring the document to various standing committees for implementation in the coming year.

Prior to deciding on our initial major initiative, the Committee discussed other Flexible Learning projects such as a review of the definition of the credit hour as it relates to both student-instructor contact and expected student workload, a feasibility analysis of offering 3-year undergraduate degree programs, and modularization of content and curriculum to provide increased flexibility to students in professional and other programs. Following the outset of the enhanced learning record project, the Committee hopes to pursue these initiatives considering the strategic priorities of the University at the time.

Respectfully submitted,

Mr. Aaron Bailey, Chair, Flexible Learning Ad Hoc Committee



13 May 2015

To: Vancouver Senate

From: Senate Ad Hoc Committee on Student Mental Health and Wellbeing

Re: **Progress Report**

The Framework for Senate Consideration of Student Mental Health and Wellbeing was presented at the 19 November 2014 meeting of the Vancouver Senate. Over the past year, in order to gain information on student mental health and wellbeing, the Committee has met with various experts across campus as follows:

Topic	Guests
Current UBC data and overall strategy	Patricia Mirwaldt, Director, Health Services Cheryl Washburn, Director, Counselling Services
Issues and practices for graduate and undergraduate students	Jenny Phelps, Assistant Dean, Student Administration & Strategic Initiatives, G+PS Cheryl Dumaresq, Director, Arts Academic Advising Services Susanne Goodison, Associate Director, Arts Academic Advising Services
Systematically improving mental health and wellbeing; WalkAlong project	Michael Krausz, Professor, Psychiatry
Research on happiness	Elizabeth Dunn, Associate Professor, Psychology
Promoting wellbeing in the academic environment	Amori Yee Mikami, Associate Professor, Psychology
UBC Mental Health Awareness Club and the Mental Health Needs Assessment project	Michael Lee, Senior Instructor, Dept. of Occupational Science and Occupational Therapy Patty Hambler, Associate Director, Strategic Initiatives and Special Projects, Student Development and Services



AMS priorities on mental health and the Mental Health Network	Anne Kessler, AMS VP Academic and University Affairs Kimberley Carter, Chair, UBC Mental Health Network
Graduate Student Supervision	Susan Porter, Dean and Vice-Provost, Graduate and Postdoctoral Studies Theresa Rogers, Associate Dean, Faculty and Program Development, G+PS Dr. Jenny Phelps, Assistant Dean, Student Administration & Strategic Initiatives, G+PS Neal Yonson, GSS, Policy Researcher
UBC Wellbeing Initiative	Matt Dolf, Director, Wellbeing Initiative
UBC Mental Health and Wellbeing Strategy	Patty Hambler, Associate Director, Strategic Initiatives and Special Projects, Student Development and Services Cheryl Washburn, Director, Counselling Services

The Committee will continue to meet with experts in order to identify and explore areas of consideration and focus.

The standing committees of Senate were asked to discuss the Framework and areas for consideration in order to determine how they may use the Framework and possibly take action. Many of the committees acknowledged that consideration of student mental health and wellbeing was already inherent in their work. Below is a summary of the actions and discussions of the committees to date.

Academic Building Needs	Arranged a meeting with Campus and Community Planning to discuss social sustainability and wellbeing in building design.
Academic Policy	Created a template to discuss and review various policies using the Framework and the key pillars of accessibility, inclusivity and flexibility. The Committee will continue to discuss and prioritize the policies needing the most immediate review through the lens of the Framework.
Admissions	Discussed transparency in the admissions process, improvement in the information given to students filing admissions appeals, providing advice on faculty admissions policies, and including training and



	information on student mental health and wellbeing during Committee orientation.
Appeals on Academic Standing	Has been using the Framework during discussions on specific cases. Plan to discuss specific recommendations over the summer months.
Budget	Will consider incorporating consideration of student mental health into the Committee's Terms of Reference when they are reviewed.
Curriculum	A more detailed discussion of the Framework is slated for a future meeting.
Library	Discussed ways to support and allow individuals working in the libraries to engage in recognition of students who are at risk.
Student Appeals on Academic Discipline	The Senate Ad Hoc Committee on Student Mental Health and Wellbeing will be following up to discuss ways in which student mental health issues arise and ought to be considered in the work of the Student Appeals on Academic Discipline Committee.
Awards	Recognized that the recommendations align closely with the issues currently being discussed and the eventual goals for the V-200 policy review.
Teaching and Learning	Discussed adapting the Framework to serve the specific needs of the Committee and having it available at every meeting. Discussed assessments and graduate student supervision.
Tributes	Identified areas of focus for itself moving forward under the Framework including encouraging honorary degree nominations for people who have taken a stand for mental health.

The Committee recognizes that not all issues will be within the purview of the Senate committees and therefore campus partners will need to be consulted. Potential areas for consideration by campus partners include:

- **Legal Counsel and VP Students Office** – Review of academic misconduct policy with a student mental health and wellbeing lens. Identification of ways in which the President's Advisory Committee on Student Discipline can recognize issues pertaining to student mental health and wellbeing.
- **Office of the Provost & VP Academic** – Integration of student mental health and wellbeing considerations into the Flexible Learning Initiative. Inclusion of principles of student mental health and wellbeing into the terms of reference for academic unit and program reviews.



- **Centre for Teaching, Learning and Technology** – Exploration of professional development opportunities for TAs and faculty to actively support student mental health and wellbeing.
- **Faculties** - Have Associate Deans conduct discussions within their faculties around response to, and recognition of, issues of student mental health and wellbeing, and the relation to inappropriate student behaviour and academic misconduct.
- **Board of Governors** - Review of financial policies and processes with a student mental health and wellbeing lens. Consideration of incorporating e-mental health resources into UBC systems/structures.

The Ad Hoc Committee will continue to support the related work and initiatives of the Senate committees and engage with campus partners in supporting the overall strategic vision of the University.

Respectfully submitted,

Ms. Mona Maleki, Chair

Senate Ad Hoc Committee on Student Mental Health and Wellbeing



1 May 2015

To: Vancouver Senate

From: Faculty of Medicine

Re: Amendments to the Faculty of Medicine's Senate-approved Policies

To accommodate changes in the Faculty of Medicine's organizational structure, the following Senate-approved Faculty of Medicine policies require minor updates:

- *Policy and Processes to Address Unprofessional Behaviour, and its Appendix II, Definition of Intimidation, Harassment and Other Related Terms; and,*
- *Professional Standards for the Faculties of Medicine and Dentistry.*

The current editions of the policies above reference the position of 'Associate Dean, Equity.' This position no longer exists in the Faculty of Medicine and at its meeting of March 17th, 2015 the Faculty's Executive Committee approved that this reference should be replaced with the position of 'Executive Associate Dean, Clinical Partnerships and Professionalism' in every place where it occurs.

To facilitate the changes required to the Senate-approved policies above, the Faculty of Medicine now recommends the following for the the approval of Senate:

Motion:

That the position of 'Associate Dean, Equity' be replaced by the position of 'Executive Associate Dean, Clinical Partnerships and Professionalism' in every place where it occurs in the following policies of the Faculty of Medicine: i) the Policy and Processes to Address Unprofessional Behaviour and its Appendix II, Definition of Intimidation, Harassment and Other Related Terms; and ii) Professional Standards for the Faculties of Medicine and Dentistry.

Yours sincerely,

Gavin C. E. Stuart, MD, FRCSC
Dean, Faculty of Medicine
Vice Provost Health, UBC