



Vancouver Senate

THE FIRST REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2015/2016 ACADEMIC YEAR

WEDNESDAY, 16 SEPTEMBER 2015

6:00 P.M.

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

1. Senate Membership – Mr Lindsay Gordon and Dr Kate Ross

New Members

- Dr Martha C. Piper, to replace Dr Arvind Gupta, Acting President & Vice-Chancellor
- Dr Angela Redish to replace Dr David H. Farrar, Provost & Vice-President Academic *pro tem*.
- Dean Catherine Dauvergne to replace Dean Mary Anne Bobinski, Dean of the Faculty of Law
- Dean Dermot Kelleher to replace Dr Gavin C. E. Stuart, Dean of the Faculty of Medicine
- Dr William McKee to replace Dr Katja Thieme, Representative of the Joint Faculties

Vacancies continue for representatives for the faculties of Land & Food Systems, and Law.

2. Minutes of the Meeting of 13 May 2015 – Dr Martha Piper (approval) (docket pages 3-27)

3. Business Arising from the Minutes – Dr Martha Piper

4. Remarks from the Chair & Related Questions – Dr Martha Piper (information)

5. Candidates for Degrees – Dr Martha Piper (approval)

The list as approved by the Faculty of Graduate & Postdoctoral Studies is available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

That the candidates for degrees, as recommended by the faculties, be granted the degrees for which they were recommended, effective September 2015, and that a committee comprised of the Registrar, the Dean of the Faculty, and the Chair of Senate be empowered to make any necessary adjustments.

(2/3 majority required)

6. Joint Report of the Senate Admissions & Curriculum Committees – Mrs Carol Jaeger and Dr Robert Sparks

- a. New Degree Program: Master of Geomatics for Environmental Management (approval) (docket pages 28-56)
- b. New Degree Program: Doctor of Education in Reading Education (approval) (docket pages 57-68)

7. Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket pages 69-90)

8. Admissions Committee - Dr Robert Sparks

- a. **Changes to Admission Requirements for the Doctor of Medicine Degree** (approval) (docket pages 91, 93-110)
- b. **Affiliation with Langara College for the Aboriginal Transfer Partnership** (approval) (docket pages 91-92, 111-120)

9. Curriculum Committee – Mrs Carol Jaeger

- a. Ratifications of Material Approved by the Committee Over the Summer Months under Delegated Authority of Senate (approval) (docket pages 121-131)
- b. September Curriculum Proposals for the faculties of faculties of Commerce and Business Administration and Graduate and Postdoctoral Studies (Applied Science) (approval) (docket pages 132-141)

10. Nominating Committee – Dr Richard Tees

- a. Change to the Membership of Senate (approval) (docket page 142)
- b. Changes to Memberships of Committees of Senate (approval) (docket page 143)
- c. Presidential Search Committee (approval) (docket pages 144-149)

11. Report from the President – Dr Martha Piper

Report from the Ombudsperson for Students, Ms Shirley Nakata (information)

12. Report from the Provost – Dr Angela Redish

Change in Name from the David R Cheriton Chair in Computer Science to the Cheriton Family Chair in Computer Science (approval) (docket pages 150-152)

13. Other Business

Presentation on Examination Database – Student Senators (information) (docket page 153-164)

VANCOUVER SENATE

MINUTES OF 13 May 2015

DRAFT

Attendance

Present: Prof. A. Gupta (Chair), Dr K. Ross (Secretary), Mr J. Abaki, Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Dr K. Baimbridge, Dr L. Burr, Dr P. Choi, Dr A. Collier, Dean M. Coughtrie, Prof. B. Craig, Mr N. Dawson, Mr K. D'Souza, Dr A. Dulay, Dr W. Dunford, Dean B. Frank, Dr J. Gilbert, Dr F. Granot, Dr P. Harrison, Ms M. Hatai, Dean J. Innes, Mrs C. Jaeger, Dr P. Keown, Dr B. Lalli, Dr P. Loewen, Mr K. Madill, Ms A. Maleki, Mr W. McNulty, Dr P. Meehan, Ms K. Melton, Mr D. Munro, Dean S. Peacock, Dr A. Riseman, Dr C. Ruitenbergh, Mr G. Sangha, Dr B. Sawatzky, Dr T. Schneider, Ms S. Simon, Dr S. Singh, Dr R. Sparks, Mr T. Tanaka, Dr R. Tees, Dr K. Thieme, Dr S. Thorne, Ms S. Vohra, Dr L. Walker, Mr E. Zhao.

Regrets: Dr S. Avramidis, Mr A. Bailey, Ms E. Biddlecombe, Dean M. Bobinski, Ms M. Chartrand, Dr D. Farrar, Dr S. Forwell, Dr D. Gillen, Dr C. Godwin, Prof. B. Goold, Chancellor L. Gordon, Mr S. Gurm, Mr S. Haffey, Dean R. Helsley, Dr A. Ivanov, Dr S. Knight, Mr H. Leong, Dr C. Marshall, Dr P. Marshall, Dr L. Nasmith, Dr C. Naus, Dr C. Nislow, Ms J. Omassi, Dr I. Parent, Dean M. Parlange, Dr N. Perry, Dr G. Peterson, Dr J. Plessis, Dean S. Porter, Mr A. Rezaiean-Asel, Dr L. Rucker, Dean C. Shuler, Ms S. Sterling, Dean G. Stuart, Mr J. Tang, Dr R. Topping, 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 ninth regular meeting of the Vancouver Senate for the 2014/2015 academic year to order at 6:06 pm.

Senate Membership

NOMINATING COMMITTEE

The Registrar announced that in response to the call for nominations issued at the previous meeting, Mr Daniel Munro and Ms Kaitlyn Melton were acclaimed as elected to the Senate Nominating Committee until 31 March 2016 and thereafter until replaced.

Minutes of the Previous Meeting

Richard Tees
Sally Thorne

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*That the Minutes of the Meeting of 15 April 2015
be approved as corrected:*

*Correction: Senator Jaeger's comments on page 6
should reflect that "that these changes would be
brought forward to Senate as **category 1**
curriculum changes.." (added words in bold)*

Approved

Business Arising from the Minutes

The Student Senators wished to clarify why they had voted against the Vantage College resolutions approved at the previous meeting: While in favour of Vantage College as an entity, they expressed a concern that data was not yet available to judge the success of existing Vantage programs and that the new programs approved were even more experimental than those already existing.

With consent of Senate, Vice-Provost Angela Redish stated that the Provost's Office and Vantage College would continue to work with the students on Vantage College development and proposals.

Tributes Committee

The Committee Chair, Dr Sally Thorne, presented.

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 enrolment 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.

Sally Thorne
Richard Anstee

} *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.*

Approved

Remarks from the Chair

The President, Dr Arvind Gupta, reminded Senate that congregation was to occur next week, and shortly after that, we will bring in our next class as part of Destination UBC. This will mark the end of UBC's first century of students and the start of the next. He opined that this nexus was a fitting time for UBC to reflect on its past and consider its future. He further noted that on September 30th we will formally launch the UBC centennial and open the Robert H. Lee Alumni Centre; 100 years to the day from when UBC first opened.

For changes to the University administration, Dr Gupta advised that UBC's new Vice-President Finance, Andrew Simpson, arrives on June 22nd. For the past 25 years Mr Simpson has worked in university financial leadership positions in Canada and New Zealand.

The President further advised that UBC is reviewing the role and responsibilities of the Provost to align that with the priorities and resources of the University. A taskforce will be created to oversee that process, and will consult widely with the academic leadership of UBC and hopefully produce a draft report by the end of this summer. As part of that process, Dr David Farrar would be finishing his term as Provost this summer.

Dr Gupta recognized that in addition to Dr Farrar, Deans Mary Anne Bobinski and Gavin Stuart would all be completing their terms on Senate on June 30th of this year and asked that his and the University's thanks for the service of all three be entered into the minutes of Senate.

The President noted that he had asked the senior academic leadership to work on consultation /green papers on research, outlining specific goals to support research excellence at UBC, recognizing and celebrating outstanding UBC faculty, and supporting and investing in research communities. This last idea emerged during the Canada First Research Excellence Fund (CFREF) process where many faculty members expressed difficulty in knowing how they could engage.

The President concluded by mentioning that he had created a President's Academic Advisory Committee of 12 senior faculty members to advise him on academic issues on both campuses. The President expressed his appreciation for the input that group provided.

Senator Singh asked who would contribute to the green paper referenced.

The President replied that it was still very early in that process, but the Vice-President Research & International and Vice-President Academic's offices would be working on that project collaboratively.

Senator Singh expressed his hope that this would not a "top down" process and asked that the administration ensured that proper faculty input was sought.

Candidates for Degrees

<p>Nick Dawson Paul Harrison</p>	}	<p><i>That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2015, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.</i></p>
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NB: 2/3rds Approval Required

Approved

UBC Centennial Plans

With consent of Senate, Mr Richard Fisher, Chief Communications Officer for Development and Alumni Engagement (DAE) presented on current UBC Centennial Plans.

Mr Fisher outlined why DAE was undertaking this initiative, including building stronger pride and affinity in UBC, gaining greater support from business, government and donors, and creating a higher level of understanding from British Columbians, Canadians and from around the world. He noted that our plan to describe a continuum of attainment from the past 100 years transition to potential for the next 100 years.

Mr Fisher than set out the key centennial initiatives, including a launch program, a speaker's series, workshops, campaign close, honorary degrees, and the Centennial close on the 28 May 2016 alumni weekend.

Senate was advised that the Centennial Initiatives Fund had been established as a seed fund to encourage campus participation, with a maximum of \$10 000 per project available. Mr Fisher noted that they had received over 300 proposals, 50% from faculty, 25% from students and 25% from administrative units, and were able to fund around 25% of proposals.

Senator Baimbridge asked about the Totem Pole planned

Mr Fisher replied that it was a welcome post, as a joint project with a variety of partners including the Musqueam people. Regretfully, it may not be ready for the opening of the Centennial but should be completed within the Centennial year.

Senator Singh asked how we would be celebrating our alumni links around the world.

Mr Fisher replied that we were looking at making the alumni weekend an international homecoming. Resources are limited so we are webcasting a lot, although not necessarily live.

Senator Singh asked how we were involving the Aboriginal community.

Mr Fisher replied that we've had a great response from UBC's Aboriginal community and the First Nations House of Learning, and were developing a variety of ideas with the Musqueam people.

Senator Sparks noted that he had visited China over the winter, and was very impressed by the alumni presence there. He asked if there were plans to involve them remotely.

Mr Fisher replied that we did have plans for around the world, including in China where UBC had large and loyal communities of alumni.

Budget Committee (Vancouver Sub-Committee of the Council of Senate's Budget Committee)

The Sub-Committee Chair, Dr William Dunford, presented his committee's annual report.

Dr Dunford noted that the Budget Committee itself did not substantively meet due to the "firewalling" between the two campus budgets, although they were considering revising that arrangement for meetings once the new Vice-President Finance has arrived.

The Committee Chair noted that the Committee's formal mandate to advise the President on the University budget, but that it now tended for focus on areas of particular interest to its members, such as the new Student Information System; he further noted that the Committee was open to reviewing other financial areas as may be requested by Senate.

Senator Sangha asked if the Budget Committee had considered the financial implications of summer use of campus.

Dr Dunford replied that the committee had not discussed this in depth but could do so.

Senator Abaki stated that although the Committee's website may not be receiving many comments was not a sign of lack of interest from the campus community in the budget; rather, a lack of knowledge of the existence and mandate of the Committee.

Mr Dunford replied that the Committee did have two student members, and they did identify topics in which they felt the Committee should take an interest.

Mr Dunford advised that the Committee fulfilled its advisory mandate generally through meeting with the Provost rather than with the President.

Senator Sparks advised that the Senate Academic Building Needs Committee (SABNC) had a strong interest in money available to maintain and renovate classrooms, but that this budget was not in their remit, and so SABNC worked with the Budget Committee to bring these issues forward.

Academic Building Needs Committee

The Committee Chair, Dr Robert Sparks, presented the annual report of the Senate Academic Building Needs Committee (SABNC). He noted that the committee started the year by devising a work plan for the year. The Committee also sits on the PPAC and Dr Sparks viewed this as how the Board and Senate upheld their responsibilities under the *University Act*. Dr Sparks further noted SABNC undertook work with other committees, including student mental health and the Budget Committee.

Senator Singh asked if SABNC gave input on green buildings and sustainability.

Senator Sparks replied that they looked at that last triennium when accessibility and sustainability were the committee's main areas of focus and the SABNC attempted to broadly hold UBC to account to ensure sustainability in our construction. Sustainability matters were built early into our consultative processes and were very much on SABNC's agenda.

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

PROFESSIONAL CONDUCT IN THE BACHELOR OF EDUCATION PROGRAM

Paul Harrison	}	<i>That the policy on the professional conduct of teacher candidates submitted by the Faculty of Education be approved.</i>
Gurvir Sangha		

Dr Harrison advised that professional faculties felt a particular role in providing professional guidance and review of conduct for students in their programs in addition to academic assessment.

Senator Dulay asked if we took the BC Teachers Federation code of conduct and Ministry of Education Teacher Regulation Branch's standards into consideration?

Dean Frank advised that yes, the Faculty of Education had done so and relevant policies had been considered and included where needed.

Approved

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented.

SUSPENSION OF ADMISSION TO BACHELOR OF APPLIED SCIENCE OPTIONS

Robert Sparks	}	<i>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.</i>
Richard Anstee		

Senator Sparks noted that in a recent accreditation review, accreditors noted that options had to be distinct, and that this would limit the accessibility of students to their component courses. The faculty felt that accessibility was more important than transcription the options. Suspending the options would also provide greater course availability. Students currently enrolled will be able to complete.

Senator Sangha expressed a concern on how this would be conveyed into incoming students who may be considering their options for programs.

Senator Jaeger advised that as soon as the departments proposed this they put a note of warning on their website. To date, only one potential student had asked.

Approved

PROCEDURES FOR APPEALS ON ADMISSION DECISIONS, APPEALS ON READMISSION DECISIONS, AND APPEALS ON REVOKED ADMISSION OFFERS

Robert Sparks	}	<i>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.</i>
Paul Harrison		

Senator Sparks noted that the Senate Admissions Committee was making this proposal to update its appeals processes to provide appellants with better guidance. The Committee wanted to deal with appeals on a more timely and transparent basis. A joint working group between the Vancouver Senate Admissions Committee and the Okanagan Senate Admission & Awards Committee had come together and came up with this proposal. Not yet available is a series of templates that are being prepared with student input.

Approved

ANNUAL REPORT

Senator Sparks advised that the Committee's written report covered those areas where the Senate Admissions Committee acted on delegated authority from Senate.

Grade Adjustments

The Committee chair noted that the Admissions Committee can and does adjust grades from various jurisdictions based on past performance from other students. Alberta grades in particular this year are being adjusted up by 4%.

Student Mobility Agreements

Dr Sparks noted that 11 student mobility agreements were approved over the past year 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)

Student Appeals

The Committee Chair noted that the number of admission appeals continued to climb. Of the 74 appeals heard by the Committee, 18 were allowed and 56 were dismissed. He advised that while the number of appeals lodged was increasing, the number allowed has remained relatively constant.

Graduate and Postdoctoral Studies Pilot on Electronic Admissions.

As an addendum to his written submission, Senator Sparks advised that on a pilot basis we were accepting scanned transcripts, but that if a student was admitted those had to be supported by an official transcript for verification purposes. .

Senator Simon asked what the purpose was for the 4% increase for Albertan secondary school graduates. .

Senator Anstee replied that the grading standards in Alberta were different than they were in BC; this is essentially a matter of grade translation. He further noted that UBC routinely had to do the same for students from non-Canadian education systems.

Senator Singh asked how frequently we reviewed the grade adjustments for students from other educational systems.

Senator Anstee replied that the Senate Admissions Committee reviewed grade adjustments every two years.

Appeals on Academic Standing Committee

The Committee Vice-Chair, Dr Dunford, presented on behalf of Dr Lance Rucker.

Dr Dunford advised that as noted in the Committee's written report, 10 appeals proceeded to Committee hearings (as compared with 10 in the prior reporting period), of which 2 were allowed and 8 were dismissed.

Awards Committee

See Appendix A: Awards Report

The Acting Committee Chair, Dr Lawrence Burr, presented.

Lawrence Burr	}	<i>That Senate accept the awards as listed and forward</i>
Marjan Hatai		<i>them to the Board of Governors for approval; and</i>
		<i>that letters of thanks be sent to the donors.</i>

By general consent, the "The Shooting Stars Foundation Bursary in HIV and AIDS Prevention and Care" award was amended to specify it was applicable to graduate or undergraduate students.

Approved as
amended

Curriculum Committee

The Committee Vice-Chair, Mrs Carol Jaeger, presented.

MAY CURRICULUM REPORT

See Appendix B: Curriculum Report

Carol Jaeger	}	<i>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.</i>
Ken Baimbridge		

Senator Maleki asked if undergraduate students could still access the 12 IHHS courses being moved to Social Work.

Senator Harrison advised that the pre-requisites and restrictions were not being changed.

Senator Zhao asked if the IHHS courses would stay in the Calendar for a few years.

Senator Jaeger replied that they would be removed, but that the corresponding new courses would note their origins.

Senator Melton expressed a concern with the program in Global Supply Change being presented to Senate for approval when students had already been admitted.

Senator Jaeger replied that that this was a new option for an existing program and not a new program.

With consent of Senate, Brian Bemmels, Associate Dean of the Faculty of Commerce and Business Administration clarified that there was an error on their website and the program was to commence in September 2016 rather than 2015.

Approved

Library Committee

The Committee Chair, Dr Lawrence Burr, presented. He noted that the Library external review happened last year, and very recently the library and provost reply were posted. He updated Senate on activities of the committee over the past year as set out in his written report.

Senator Ruitenberg asked what were the main challenges facing the Library at present.

Senator Burr noted that the drop in our buying power due to the exchange rate was a pressing concern. He advised that the library received a % inflationary increase to its budget each year, each year, but expenses go up by 5%.

Nominating Committee

The Committee Chair, Dr Richard Tees, presented.

Richard Tees
Philip Loewen

}

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 Omassi,

Kaitlyn Melton, Marjan Hatai

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

*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.*

Approved

Student Appeals on Academic Discipline Committee

The Committee Chair, Mr Tariq Ahmed, presented the written annual report of the Committee.

Teaching & Learning Committee

Mr Eric Zhao presented on behalf of the Committee.

CREDIT/D/FAIL REPORT

Senator Zhao outlined the committee's work over the past year as set out in his written report.

Senator Anstee asked why the D was of utility versus just Credit/Fail. He asked that for the next review of the policy to consider if the D has purpose.

Senator Zhao replied that it was a matter of quality concerns when the policy was approved, but they would note issue for the next opportunity to consider it.

Senator Bainbridge suggested that data on how many D's were assigned would be useful.

Tributes Committee

The Committee Chair, Dr Thorne, presented.

EMERITUS APPOINTMENTS

See Appendix C: Emeritus Appointments

Sally Thorne
Richard Tees

} *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.*

Senator Thorne noted that there were 47 names listed.

Approved

Ad Hoc Committee on Flexible Learning

Senator Munro presented an update on behalf of the Flexible Learning Committee.

He noted that the Ad Hoc Committee's priority for the year was the enhanced learning record project – the committee wanted to lay the groundwork for a holistic representation of learning evolving out of the notion of co-curricular records. Another area of interest was development of a Flexible Learning Framework in the vein of the Mental Health and Well-being Framework accepted by Senate earlier in the triennium. Through this document, the Ad Hoc Committee hoped to highlight policies and areas within the Senate where work can be done to better encourage the application of flexible learning methodologies.

Ad Hoc Committee on Student Mental Health and Wellbeing

With permission of Senate, the former Committee Chair, Ms Mona Maleki presented.

Mona outlined the work of the committee and its integration into the work of other groups at UBC. She drew particular reference to the "Green Folder" document of the Vice-President Student's office, designed to be an easy reference for dealing with students in distress.

Senator Thorne thanked Ms Maleki for her leadership on this initiative.

Report from the Faculty of Medicine

Associate Dean Equity

Paul Keown
Peter Choi

} *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, including 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.

Approved

Other Business

The President thanked the Secretariat for its work over the past year.

Adjournment

There being no further business, the meeting was adjourned at 8:06 pm.

Appendix A: Awards Report

New Awards:

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 graduate or undergraduate 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. 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 coop students was removed while new eligibility criteria were added.

#5380 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. 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. 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 - 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 - 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 -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 -

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 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 - 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.

Appendix B: Curriculum Report

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;
ASTU 611 (3) Co-operative Education Work Placement 2;
ASTU 612 (3) Co-operative Education Work Placement 3;
ASTU 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

Appendix C: Emeritus Appointments

Last Name	First Name	Emeritus Title
Arbel	Vita Daphne	Professor Emeritus of Classical, Near Eastern and Religious Studies
Bainbridge	Lesley	Associate Professor Emeritus of Physical Therapy
Bates	Gordon S	Associate Professor Emeritus of Chemistry
Baumgard	Godfrey	Clinical Professor Emeritus of Paediatrics
Bendickson	Dennis	Senior Instructor Emeritus of Forest Resources Management
Boyd	Susan	Professor Emeritus of Law
Brock	Linda Dale	Associate Professor Emeritus of Architecture and Landscape Architecture
Bryant	Kenneth E	Associate Professor Emeritus of Asian Studies
Buffam	Frank	Clinical Professor Emeritus of Ophthalmology
Chapman	Marilyn	Professor Emeritus of Language and Literacy Education
Cohodas	Marvin S	Professor Emeritus of Art History, Visual Art and Theory
Corral	Maria	Clinical Professor Emeritus of Psychiatry
Coulter	David	Associate Professor Emeritus of Educational Studies
Craig	Bonnie Jean	Professor Emeritus of Oral, Biological and Medical Sciences
Darling	Linda Farr	Associate Professor Emeritus of Curriculum and Pedagogy
Douglas	Robert M	Associate Professor Emeritus of Ophthalmology
Evans	Kenneth	Clinical Professor Emeritus of Surgery
Fenster	Howard	Clinical Professor Emeritus of Urologic Sciences
Fitzpatrick	Donald	Clinical Professor Emeritus of Surgery
George	M Anne	Associate Professor Emeritus of Paediatrics
Gorzalka	Boris	Professor Emeritus of Psychology
Hawkes	Michael W	Senior Instructor Emeritus of Botany
Kay	Robert J	Professor Emeritus of Medical Genetics
Levi	Maurice David	Professor Emeritus of Commerce and Business Administration
MacEntee	Michael I	Professor Emeritus of Oral Health Sciences
MacLeod	Stuart M	Professor Emeritus of Paediatrics
McGregor	Gregor	Clinical Professor Emeritus of Surgery
Miller	Lynn Delaine	Associate Professor Emeritus of Educational and Counselling Psychology and Special Education
Milsom	William K	Professor Emeritus of Zoology
Mitchell	Mary E	General Librarian Emeritus
Purves	Barbara A	Associate Professor Emeritus of Audiology and Speech Sciences
Read	Jesse	Professor Emeritus of Music
Redenbach	Darlene M	Senior Instructor Emeritus of Physical Therapy
Rojas	Alejandro	Associate Professor Emeritus of Applied Biology

Sack	Fred David	Professor Emeritus of Botany
Savitt	Steven F	Professor Emeritus of Philosophy
Scheifele	David W	Professor Emeritus of Paediatrics
Shapiro	Jon E	Professor Emeritus of Language and Literacy Education
Steyn	Douw Gerbrand	Professor Emeritus of Earth, Ocean and Atmospheric Sciences
Turkington	Robert A	Professor Emeritus of Botany
Walton	Joanne Noel	Professor Emeritus of Oral Health Sciences
Ward	Rabab	Professor Emeritus of Electrical and Computer Engineering
Westwood	Marvin J	Professor Emeritus of Educational and Counselling Psychology and Special Education
Williams	E Hector	Professor Emeritus of Classical, Near Eastern and Religious Studies
Windsor-Liscombe	Rhodri	Professor Emeritus of Art History, Visual Art and Theory



16 September 2015

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Master of Geomatics for Environmental Management (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Forestry) and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Master of Geomatics for Environmental Management (M.G.E.M.) degree program and its associated new course code (GEM) and new courses be approved.”*

Respectfully submitted,

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

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES*New program, course code, and courses***Forestry**

G+PS>Degree Programs>Forestry>Master of Geomatics for Environmental Management; GEM (Geomatics for Environmental Management) Course Code; GEM 500 (3) Landscape Ecology and Management; GEM 510 (3) Geographic Information Systems for Forestry and Conservation; GEM 511 (3) Advanced Geographic Information Systems for Environmental Management; GEM 520 (3) Remote Sensing for Ecosystem Management; GEM 521 (3) Advanced Earth Observation and Image Processing; GEM 530 (3) Geospatial Data Analysis; GEM 540 (3) Linear Regression Models and Introduction to Spatial Statistics; GEM 580 (3) Geoinformatics Seminar; GEM 599 (3) Project Proposal Development and Proof of Concept

Master of Geomatics for Environmental Management (MGEM)

Proposal

**Faculty of Forestry
University of British Columbia
Monday, July 27, 2015**

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1. Executive Summary

1.1 Overview

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

The UBC Faculty of Forestry is planning a new course-based Master's degree program – Master of Geomatics for Environmental Management (MGEM). This uniquely interdisciplinary program will focus on utilizing geo-spatial data tools, including remote sensing, geographic information systems (GIS) and spatial statistics, to model environmental and ecological data for landscape and ecosystem management. By educating students in the use and application of geospatial data to solve environmental issues, we will address the increasing demand for professionals in environmental, conservation and sustainability fields worldwide – all of which have an increasing reliance on geo-spatial technologies.

1.2 Credential

The proposed credential awarded will be the **Master of Geomatics for Environmental Management (MGEM)**.

1.3 Location

The Vancouver Campus at the University of British Columbia is the location for classroom education and administration.

1.4 Faculty Offering Program

The program will be administrated by the Faculty of Forestry, UBC.

1.5 Program Start Date

The program will be first offered in Summer Term 2 of the 2016 academic year (July 2016 intake).

1.6 Program Completion Time

Graduation requirements will be completed over a 9 month period (3 terms) from August through to the following April.

1.7 Objectives and Program Learning Outcomes

By the end of the program, students will be able to:

1. Integrate landscape ecology concepts with geomatics-focused tools for environmental management. Landscape ecology concepts include resilience, carbon and biomass, ecological goods and services, landscape pattern, heterogeneity and change and social-ecological perspectives.
2. Synthesize these concepts, and analyze geomatics data and approaches to develop solutions to environmental management issues.
3. Critique the underlying theory, development, and application of geospatial data and be able to compile, create, and integrate these types of data to provide solutions to environmental management challenges.
4. Analyze, compare and contrast methods and approaches of spatial data acquisition, processing and manipulation and be able to evaluate its correct and appropriate application.
5. Effectively analyze geo-spatial data and be able to evaluate and defend the use of geospatial methods to address ecological processes and questions.
6. Rigorously apply and test cutting edge geomatics tools and appropriate statistical approaches and concepts to address practical management challenges.
7. Collaborate and communicate with other researchers, educators, government scientists and communities applying and promoting the use of geospatial data to solve ecological questions.

1.8 Contribution to UBC's Mandate and Strategic Plan

Graduates from MGEM will be globally engaged citizens, aware of the significant pressures our environment is under and will be prepared with innovative theory, tools and applications to apply geomatics and environmental management approaches to better society. MGEM students will recognize UBC as a place of global learning and innovation and will enrich the scholarly life of the Faculty, both at the undergraduate and graduate level.

1.9 Delivery Methods

The program consists of coursework involving face-to-face lectures and laboratories.

1.10 Linking Learning Outcomes and Curriculum Design

Program components that will specifically address the learning outcomes described in section 1.7 are as follows:

- The intensive Landscape ecology course (GEM 500) in August will be introduce students to ecological modelling and the core themes upon which the MGEM program will focus.
- Courses in the Fall and Winter terms will continue to cover core themes while building quantitative skills in statistics, programming, GIS and remote sensing / image processing

in an environmental context. These courses will provide a mix of theory and hands-on practice to provide students with a well-rounded mix of working knowledge and skills.

- Students will be required to develop a project proposal to answer an ecological question using quantitative analysis and/or modelling. Each student will have the ability to tailor this project towards their own, or a future employer's interests, with the potential to implement their project post-graduation. Project proposal development will be carried out under the supervision of an assigned faculty member.
- A seminar series delivered throughout the Fall and Winter terms will provide students with a broader context of how various sectors use geomatics to solve diverse ecological problems. The seminar series will also expose students to networking opportunities with organizations in the private and public sectors.
- Workshops on project management principles will be held throughout the terms, providing students with professional skills to work with researchers, educators and industry professionals in the promotion of geospatial data to solve ecological questions.

1.11 Program Strengths

UBC Forestry is uniquely positioned to offer this degree. UBC, and the Faculty of Forestry in particular, have deep connections with China, India, and Africa meaning that students experiencing our curricula will benefit from a global perspective on geomatics training relevant to all corners of the globe. The MGEM program will build on our proven strengths in environmental and conservation management, remote sensing, landscape ecology and visualization and will take advantage of our programs in urban, community, and international conservation and forestry, as well as growth in our spatial statistics expertise.

1.12 Support and Recognition From Other Post-Secondary Institutions and Professional Organizations

The MGEM program is stand alone and not designed to explicitly build on any existing undergraduate program at UBC or elsewhere. Our partner universities in China (Renmin University, Nanjing Forestry University, Beijing Forestry University and Fujian Agriculture and Forestry University) have expressed strong support for the program and will be sending qualified applicants for the program. In terms of professional associations, we will work with the Urban Regional Information Systems Association (URISA), the Canadian Remote Sensing Society (CRSS) and other geomatics environmentally focused associations, to ensure students are exposed to associations working in this area. Professional accreditation of the relevant components of MGEM will be investigated as the program develops.

1.13 Related Programs at UBC and in British Columbia

No higher education institution in BC currently offers a course-based Master's program in geomatics with a focus on environmental management. At UBC, students can currently take

undergraduate or graduate level courses in topics of GIS and remote sensing through either the Faculty of Forestry or Department of Geography, or may pursue a research-based Master's degree in the same fields.

BCIT in Vancouver also offers a number of programs in GIS, including an Advanced Diploma program in Geographic Information Systems and a GIS Bachelor of Technology. Our proposed program will differ from these other programs in that it will:

- (i) focus on spatial data analysis using spatial statistics and a more analytical and quantitative focus on the material and
- (ii) emphasize landscape and ecosystem management, including a context and background in ecological and landscape modelling and application, environmental assessment and skills in the provision of geospatial information into planning and environmental assessments.

The MGEM team recognizes that Vancouver Island University has recently submitted a proposal for a Master of Geographic Information Systems Applications (MGISA) program to commence September 2015. The proposed UBC MGEM program differs from the MGISA program in three key ways that reduces any perceived or real duplication:

- (i) The MGEM focus on landscape and ecosystem management. The aim of the MGISA program is to provide a ladder to senior level GIS analyst positions, whereas the aim of the MGEM program is to provide professionals in other disciplines (i.e. foresters, ecologists, conservation managers, computer science and engineering professionals) with an improved understanding of geomatics theory and applications to integrate into and improve their respective careers.
- (ii) MGISA courses are mainly focused on GIS whereas MGEM has a greater focus on remote sensing and environmental management.
- (iii) The delivery and duration of the two programs also differs greatly. MGISA is designed to be completed in a minimum of two years with much of the course material offered online. Alternatively, MGEM is designed to be completed on-campus in 9 months.

We believe that these differences in the content, delivery and direction of the two programs will attract students from different candidate pools and will prevent the two programs from being in direct competition with each other.

1.14 Institutional Contact

Dr. Nicholas Coops
Professor, Department of Forest Resources Management
604-822-6452
Nicholas.coops@ubc.ca

2. Program Description and Specification

2.1 Need for the Program

Demand for professionals with careers focused on *the environment, conservation and sustainability (green-jobs)* continues to grow at ever increasing rates. In a recent 2012 survey of available positions within the green jobs sector, the proportion of positions were as follows: environmental protection (38%), resource conservation (21%), renewable/green energy (11%), green services (10%) and sustainability planning, design and urban design (8%) (EcoCanada, 2012). All of these career areas require a diversity of skills, but among the most important are skills focused on geomatics, mapping and statistical analysis. Designing networks to distribute renewable energy, creation of bike paths and urban greenspace corridors, making parks more accessible and locating re-greening sites for carbon mitigation all require geomatics skills incorporated into decision-making. In addition, the growth of citizen science initiatives involving on-line mapping (such as E-bird, Frog Watch, etc.) has also rapidly expanded and likely to grow as components of these environmental programs. All of these innovations rely on geotechnology, often with a web interface. The value of geospatial information services is estimated at \$150 – \$270 billion in annual global revenue (Oxera Consulting, 2013) and the job market for spatial scientists is expected to increase by 35% over the next decade, based on US statistics reported by Science Careers (Underwood, 2013). Today in the US, industry is already having difficulties filling positions requiring specific geospatial skills (US DOLTA, 2005, NatureJobs, 2013). When combined with environmental sciences, these geomatics tools becomes among the most employable disciplines, identified as one of the largest sectors of future economic growth.

The results of this increased demand for geomatics and environmental management skills are university graduates being increasingly expected to be able to handle large amounts of data, at increasingly fast rates, and seamlessly integrate spatial information in their daily work. Geospatial information such as forest inventories, satellite images, digital terrain models, plot-based field records, climate models, or road and stream networks are ubiquitous; yet specific skills to handle and process the information, and analytical approaches to translate these data into a relevant applications for policy, science, or operations are needed. GIS provide infrastructure, software and algorithms to analyze spatial location data quickly and efficiently. Remote sensing provides highly detailed 2 and 3D data on terrestrial, atmospheric and oceanic conditions. Geo-positioning technologies result in extremely accurate locational services. Advances in the miniaturization and capacity of hard and soft computing technologies provide storage and communication capacities. Linking all of these technologies in a way that solves pressing environmental challenges will be the keystone of the UBC MGEM initiative.

Unfortunately universities are behind in providing graduates who can meet these needs, and as a result, advancing spatial science and capitalizing on increased spatial data requires a novel approach to education and training. Multi-disciplinary education is required to create a new generation of spatial scientists that are better able to utilize and develop geographic technologies (Fazekas, 2005). The disciplines of ecology, forestry, statistics, natural resource management, geography and computer science each offer specialized skills for analysis of spatial data. For instance, typically, geographers are trained in GIS, remote sensing, and applications of spatial science; whereas statisticians are skilled in spatial statistics and dealing with data uncertainty; resource managers in biology and ecology, and computer scientists specialize in software development, methods implementation, and visualization. Current training models make it difficult to find students and employees with well-rounded expertise in these multiple disciplines.

No higher education institution in BC currently offers a course-based Master's program in geomatics with a focus on environmental management. At UBC, students can currently take undergraduate or graduate level courses in topics of GIS and remote sensing through either the Faculty of Forestry or Department of Geography, or may pursue a research-based Master's degree in the same fields. The University of Victoria, within the Geography Department, is growing its geomatics program and has become a center of excellence for ESRI Canada; however, they do not currently offer course-based Master's degrees.

BCIT in Vancouver also offers a number of programs in GIS, including an Advanced Diploma program in Geographic Information Systems, which is designed for university or college graduates with a background in a related discipline or technology. This can be taken 9 months full time, 2 years online or up to 5 years part-time. BCIT also offers a GIS Bachelor of Technology taking 2 years, with the first year as a full-time student at BCIT and the second year online, three years entirely online, or part time. Our proposed program will differ from these other programs in that it will:

- (i)** focus on spatial data analysis using spatial statistics and a more analytical and quantitative focus on the material and
- (ii)** emphasize landscape and ecosystem management, including a context and background in ecological and landscape modelling and application, environmental assessment and skills in the provision of geospatial information into planning and environmental assessments.

The MGEM team recognizes that Vancouver Island University has recently submitted a proposal for a Master of Geographic Information Systems Applications (MGISA) program to commence September 2015. The proposed UBC MGEM program differs from the MGISA program in three key ways that reduces any perceived or real duplication:

(i) The MGEM focus on landscape and ecosystem management distinguishes us not only from international programs but from the MGISA program as well. The aim of the MGISA program is to provide a ladder to senior level GIS analyst positions, whereas the aim of the MGEM program is to provide professionals in other disciplines (i.e. foresters, ecologists, conservation managers, computer science and engineering professionals) with an improved understanding of geomatics theory and applications to integrate into and improve their respective careers.

(ii) MGISA courses are mainly focused on GIS whereas MGEM has a greater focus on remote sensing and environmental management. Both programs contain a research proposal development course; however the MGISA course forms the basis from which students will complete an 18 credit thesis in the second year of the program whereas the MGEM proposal is a proof of concept for a project to be conducted outside of the MGEM program, either in further graduate work or for an employer.

(iii) The delivery and duration of the two programs also differs greatly. MGISA is designed to be completed in a minimum of two years with much of the course material (option of year 1 and all of year 2) being offered online for those who choose to complete it remotely. Alternatively, MGEM is designed to be completed in 9 months face-to-face at the UBC Vancouver campus.

We believe that these differences in the content, delivery and direction of the two programs will attract students from different candidate pools and will prevent the two programs from being in direct competition with each other.

2.2 Program Objectives and Themes

By the end of the program, students will be able to:

1. Integrate landscape ecology concepts with geomatics-focused tools for environmental management. Landscape ecology concepts include resilience, carbon and biomass, ecological goods and services, landscape pattern, heterogeneity and change and social-ecological perspectives.
2. Synthesize these concepts, and analyze geomatics data and approaches to develop solutions to environmental management issues.
3. Critique the underlying theory, development, and application of geospatial data and be able to compile, create, and integrate these types of data to provide solutions to environmental management challenges.
4. Analyze, compare and contrast methods and approaches of spatial data acquisition, processing and manipulation and be able to evaluate its correct and appropriate application.
5. Effectively analyze geo-spatial data and be able to evaluate and defend the use of geospatial methods to address ecological processes and questions.

6. Rigorously apply and test cutting edge geomatics tools and appropriate statistical approaches and concepts to address practical management challenges.
7. Collaborate and communicate with other researchers, educators, government scientists and communities applying and promoting the use of geospatial data to solve ecological questions.

This program will prepare graduating students for a range of careers in geomatics services, including consulting, engineering, and planning and development, in both private and public sectors, nationally and internationally.

The proposed program emphasizes the following distinctive learning objectives:

- (1) An understanding of the basis of ecological modelling, including concepts of resilience, carbon and biomass, ecological goods and services, landscape pattern, heterogeneity and change and social-ecological perspectives for environmental management
- (2) A detailed understanding of the underlying theory, development, and application of geospatial data and its application to environmental management frameworks
- (3) An in-depth understanding of spatial data acquisition, processing and manipulation and its correct and appropriate application
- (4) An understanding of how geospatial data can be applied to address ecological processes and questions
- (5) The skills to work with other researchers, educators, government scientists and communities applying and promoting the use of geospatial data to solve ecological questions

The analytical and quantitative focus on spatial statistics and spatial data analysis, as well as a focus on landscape and ecosystem modelling and management sets this program apart from similar programs internationally.

Graduates from MGEM will be globally engaged citizens, aware of the significant pressures our environment is under and will be prepared with innovative theory, tools and applications to apply geomatics and environmental management approaches to better society. Graduates will understand how geospatial technologies can be used effectively and appropriately and be able to collaborate with other researchers, managers and scholars in the use and application of these tools to environmental issues. MGEM students will recognize UBC as a place of global learning and innovation and will enrich the scholarly life of the Faculty, both at the undergraduate and graduate level.

2.3 Linking Learning Outcomes and Curriculum Design

The proposed curriculum will address the learning outcomes described above through existing, new and adapted courses with an emphasis on core themes and developing transferable skills. Program components that will specifically address the learning outcomes described in section 2.2 are as follows:

- The intensive Landscape ecology course (GEM 500) in August will be designed to introduce students to ecological modelling and the core themes upon which the MGEM program will focus. This course will prepare students with the context and skills to succeed in the following two terms of coursework.
- Courses in the Fall and Winter terms will continue to cover core themes while building quantitative skills in statistics, programming, GIS and remote sensing / image processing in an environmental context. These courses will provide a mix of theory and hands-on practice to provide students with a well-rounded mix of working knowledge and skills.
- Students will be required to develop a project proposal to answer an ecological question using quantitative analysis and/or modelling. Each student will have the ability to tailor this project towards their own, or a future employer's interests, with the potential to implement their project post-graduation. Project proposal development will be carried out under the supervision of an assigned faculty member.
- A seminar series delivered throughout the Fall and Winter terms will provide students with a broader context of how various sectors use geomatics to solve diverse ecological problems. The seminar series will also expose students to networking opportunities with organizations in the private and public sectors.
- Workshops on project management principles will be held throughout the terms, providing students with professional skills to work with researchers, educators and industry professionals in the promotion of geospatial data to solve ecological questions.

2.4 Program Strengths

UBC Forestry is uniquely positioned to offer this degree. We can provide state-of-the-art training by leaders in several diverse sub-disciplines of landscape analysis including: landscape ecology, remote sensing, GIS, visualization, resource management and quantitative geosciences. Our geographic location near many high-tech companies, satellite builders and software developers promotes synergies, linkages and collaborations, creating a timely and unique opportunity to impact environmental geomatics nationally and internationally. We are located near one of the world's top living laboratories for urban sustainability (the City of Vancouver), in a province with considerable topographic and biological diversity. UBC, and the Faculty of Forestry in particular, have deep connections with China, India, and Africa meaning that students experiencing our curricula will benefit from a global perspective on geomatics training relevant to all corners of the globe. The MGEM program will build on our proven strengths in environmental and conservation management, remote sensing, landscape ecology and visualization and will take advantage of our programs in urban, community, and

international conservation and forestry, as well as growth in our spatial statistics expertise. People interested in MGEM will choose UBC's program because it is the only program, we believe globally, that combines cutting edge environmental and ecological training with state of the art technical expertise. The UBC MGEM program will create the interdisciplinary atmosphere for geomatics education, producing graduates poised to transform our workforce by generating truly innovative and marketable solutions from using spatial technology.

2.5 Support and Recognition From Other Post-Secondary Institutions and Professional Organizations

The MGEM program is stand alone and not designed to explicitly build on any existing undergraduate program at UBC or elsewhere. Our partner universities in China (Renmin University, Nanjing Forestry University, Beijing Forestry University and Fujian Agriculture and Forestry University) have expressed strong support for the program and will be sending qualified applicants for the program. In terms of professional associations, we will work with the Urban Regional Information Systems Association (URISA), the Canadian Remote Sensing Society (CRSS) and other geomatics environmentally focused associations, to ensure students are exposed to associations working in this area. Professional accreditation of the relevant components of MGEM will be investigated as the program develops.

The field of geomatics is partly software driven, with Environmental Systems Research Institute (ESRI) and Interactive Data Language (IDL)/ENVironment for Visualizing Images (ENVI) being two of the biggest software providers. As part of the MGEM program UBC will request to become a ESRI Development Center (EDC) which is a special designation conferred upon a few leading universities that challenge students to design and develop custom geographic information system (GIS) applications built upon the ArcGIS platform. EDCs exemplify the leading edge in GIS education in which students engage with the entire ecosystem of ESRI technology, not just the out-of-the box functionality of standard desktop GIS. Benefits of UBC becoming an EDC include special access to ESRI software for students affiliated with EDC programs, global recognition of student work and achievements as well as special access to ESRI technical support. UBC will also explore becoming a Centre of excellence for the ENVI / IDL image processing software suite, with similar benefits to the EDC.

Despite the MGEM program aligning itself with key software providers, we also acknowledge that some of the students will come from disciplines and workplaces where purchasing of GIS software is not possible. To ensure the courses and lab remain relevant, we will also promote open source GIS and remote sensing (RS) software, provide lab examples in these formats and, in the advanced GIS and RS classes discuss and debate open source software and data.

2.6 Target Audience/Markets

People interested in MGEM will choose UBC's program because it is the only program, we believe globally, that combines cutting edge environmental and ecological training with state of the art technical expertise. This program will attract outstanding students, both domestic and international.

The MGEM program is expected to attract:

- Foresters, ecologists, conservation managers and other practitioners from BC, Canada and internationally seeking to improve their understanding in geospatial theory, methods, application and tools
- Undergraduates graduating from Faculty of Forestry or other related disciplines at UBC and internationally, seeking additional specialized qualifications in geomatics.
- Computer science and engineering professionals wishing to develop a more comprehensive background in the application of geospatial tools to ecology and forestry
- International students in developing countries requiring advanced skills in geomatics and environmental assessment

The Faculty expects to admit 30 students in year 1 of the program, building up to 35 in subsequent years. It is expected that about 50%-75% of students will be international, coming mainly from China (through our partner universities) and the United States. We will work to increase international enrolment from these and other countries.

The program will have a fee structure that enables full cost recovery over the short - medium term. Increasing enrollment will improve the cost efficiency of the Faculty of Forestry.

2.7 Program Requirements

The MGEM is a three-term, course-based degree program consisting of 30 credits: 27 required credits and 3 elective credits. The courses will be face-to-face lectures with required laboratories. The majority of the core courses will be offered within the Faculty, with outside options for focused electives to build upon core course themes or student interest.

Students will arrive on campus in August to complete GEM 500, an intensive, full-time, three week modular course designed to introduce students to ecological modelling, concepts and themes they will use throughout the MGEM program. This course will prepare students with the context and skills to succeed in the following two terms of coursework.

In addition, a series of non-credit Project Management Principals Workshops must also be completed. Students will also be required to participate in skills-based workshops on principals of project management throughout the program. They will also have a series of required

mentor meetings to discuss their progress through the program and the components of their final project proposal.

The 27 required credits must include the following courses, or alternates as approved by the Program Director:

- GEM 500 (3cr): Landscape Ecology and Management
- GEM 510 (3cr): Geographic Information Systems for Forestry and Conservation
- GEM 511 (3cr): Advanced Geographic Information Systems for Environmental Management
- GEM 520 (3cr): Remote Sensing for Ecosystem Management
- GEM 521 (3cr): Advanced Earth Observation and Image Processing
- GEM 530 (3cr): Geospatial Data Analysis
- GEM 540 (3cr): Linear Regression Models and Introduction to Spatial Statistics
- GEM 580 (3cr): Geoinformatics Seminar
- GEM 599 (3cr): Project Proposal Development and Proof of Concept

Electives

A selection of electives will be made available in the winter term to provide additional skills enabling depth to be developed within certain themes. We will provide a list of pre-approved electives from both Forestry and other faculties from which students may choose an elective. These will be pooled into “elective foci” groups to aid student selection.

2.8 Program Overview

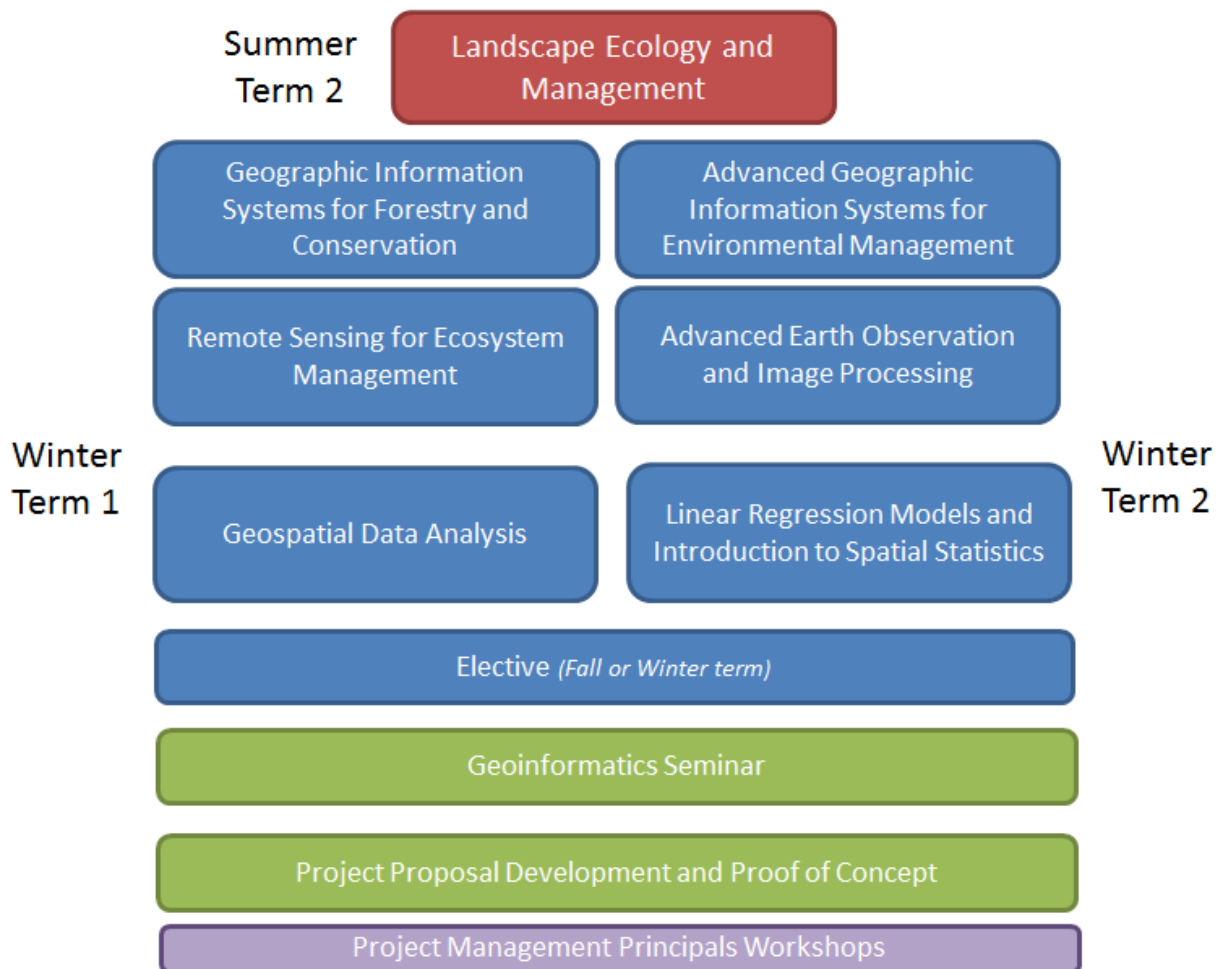


Figure 1. Master of Geomatics for Environmental Management general course schedule over 9 months.

2.9 Admission Requirements

- Students admitted to the MGEM Program must meet the Faculty of Graduate and Postdoctoral Studies master's degree admission requirements. In addition, applicants must have an academic background in a relevant field such as forestry, environmental science, computer science or geography.
- Proof of completion of a basic statistics course covering the following topics is also required:
 - basic statistical principles;

- graphic presentation;
 - descriptive measures of central tendency,
 - inferential statistics and hypothesis testing;
 - analysis and inference of linear correlation coefficient and slope of regression line.
3. Applicants must also show evidence of a working understanding of computer systems, such as understanding basic operating systems (Windows, MacOS), spreadsheets (Excel) and word processing. As part of the application package, applicants are required to submit a professional/educational dossier, statement of interest and questionnaire.

4. English Language Proficiency requirement:

This will be an intensive program with a great deal of reading, writing and oral communication. Good English language skills are essential. Applicants with university credentials from outside Canada in which English is not the primary language of instruction must provide results of an English language proficiency examination as part of their application. Tests must have been taken **within the last 24 months** at the time of submission of the application. The required TOEFL minimum for the MIF program is 100–ibt or equivalent (IELTS = 7.0 minimum overall score with sub-category minimum scores of 6.5). Refer to the UBC Grad Studies page for more information.

5. Highly desirable skills include:

- Technical writing skills
- Experience with computer coding or scripting

Meeting the minimum academic requirements does not guarantee admission to the MGEM program.

2.10 Resources

Budget and Tuition Fees: *Removed for purposes of Curriculum; may be requested.*

Human Resources

Five of the core courses will be taught by existing Faculty of Forestry faculty members (GEM 500, GEM 510, GEM 520, GEM 521, GEM 540). Three courses will be taught by a new MGEM lecturer (GEM 530, GEM 511, GEM 599). The MGEM lecturer will also be in charge of organizing the geoinformatics seminar series (GEM 580), with lectures done by guest lecturers in relevant fields. Existing Faculty of Forestry faculty members involved in the MGEM program will be assigned as mentors to a small group of students as they complete their project proposal. While the courses within MGEM are core, and therefore priority enrollment will be given to MGEM students, where

possible and practical MGEM courses will be open to other graduate students across UBC. This will be at the discretion of the program director and course instructor.

The Project Management Principles workshops will be led by outside individuals or Faculty members. When feasible, we plan to combine the three cohorts of course-based Masters students in Forestry (MGEM, Master of International Forestry and Master of Sustainable Forest Management) for workshops of overlapping interest. All three programs are keen to work around scheduling common times for these workshops to maximize the benefit from bringing in outside resources and to foster networks among the students.

This proposed program will require the following demands on human resources:

- **Program Lecturer**
 - New hire
 - This position will include administrative, coordinator and lecturer duties including teaching up to three courses.
 - The successful candidate would have expertise in GIS, remote sensing, programming and project management.
- **Faculty Program Director**
 - Existing faculty member with stipend
- **TA assignments** (6) for the following courses:
 - Landscape Ecology (1)
 - Introduction to GIS for Forestry and Conservation (1)
 - Advanced GIS (1)
 - Remote Sensing for Ecosystem Management (1)
 - Advanced Earth Observation and Image Processing (1)
 - Spatial Statistics (1)
- **IT support**
 - laptops, ENVI, ARC programs

Space

Lectures and tutorials will be held in existing classrooms and seminar rooms, scheduled through Classroom Services. Former lab space (FSC 2435) has been designated to the MGEM program as of February 2015 and will be renovated to accommodate work and storage space for all students.

Library

We have undertaken initial consultation with UBC Library services and provided the required and recommended books, journals and other literature for the program. We confirm that the Faculty of Forestry will purchase the required texts not held by the library. Texts will be made available in either hard copy or e-book.

An introduction to the library and web-based research will be held at the beginning of GEM 599: Project Proposal Development and Proof of Concept.

3. Consultation

Four consultation sessions were held within the Faculty of Forestry to obtain feedback from Faculty members, post-doctoral fellows, graduate and undergraduate students. A total of 42 people attended these sessions. We have discussed the program informally with a number of units at UBC who are in support of the program.

Consultation requests were also sent to the following organizations:

Organization	Contact
Forest Economics and Industry, FAO (Rome)	Eva Muller, Director
Forest Resources Development, FAO (Rome)	Tiina Vahanen, Deputy Director
International Center for Research in Agroforestry (Nairobi)	Ravi Prabhu, Deputy D-G for Research
UN-REDD+ (Geneva)	Mario Bocchoci, Director, UN-REDD+ Programme Secretariat
United Nations Environment Programme	Thais Narciso, Associate Programme Officer (Forests and Climate Change), Division of Environmental Policy Implementation
United Nations Development Programme (Geneva)	Tim Clairs, Principal Technical Adviser (REDD+)
International Tropical Timber Organization (ITTO)	Steven Johnson, Deputy Executive Director
Forests Program, World Resources Institute	Charles Barber, Director
World Wildlife Fund (WWF)	Selina Agbayani
Environment Canada	Kathleen Moore
Center for International Forestry Research (CIFOR)	Terry Sunderland
BC Ministry of Forests, Lands and Natural Resource Operations (MoFLNRO)	Xhao-Ping Yuan, Anne Morrison
ESRI	Myron Doherty, Keith MacLachlan
McDonald Dettweiler Associates	Warren Cartright
McElhanney Consulting	Azadeh Koohzare
BCIT	Karl Kliparchuk
Society of Conservation GIS	Karen Beardsley

Vancouver GIS Users Group
URISA BC

Doug Hrynyk
Kathleen Kewley



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016</p>	<p>Date: March 30, 2015 Contact Person: Dr. Nicholas Coops Phone: (604) 822-6452 Email: Nicholas.coops@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Forestry</p> <p>Degrees offered: Ph.D., M.Sc., M.A.Sc., M.F., M.G.E.M., M.I.F., M.S.F.M.</p> <p>Program Overview</p> <p>The graduate program in Forestry offers advanced study in natural and social science, management, and economic aspects of forestry and wood science, in an interdisciplinary setting. Detailed information about specific areas of research can be found on the Forestry website. In addition to its thesis-based programs, the graduate program in Forestry also offers three course-based degrees: the Master of International Forestry, the Master of Sustainable Forest Management and the Master of Geomatics for Environmental Management. The Faculty operates research forests at Vancouver and Williams Lake which support many research and education activities. The Faculty encourages international and First Nations students to be involved in our research.</p> <p>...</p> <p>Master of Sustainable Forest Management</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1164</p> <p>Present Calendar Entry:</p> <p>Forestry</p> <p>Degrees offered: Ph.D., M.Sc., M.A.Sc., M.F., M.I.F., M.S.F.M.</p> <p>Program Overview</p> <p>The graduate program in Forestry offers advanced study in natural and social science, management, and economic aspects of forestry and wood science, in an interdisciplinary setting. Detailed information about specific areas of research can be found on the Forestry website. In addition to its thesis-based programs, the graduate program in Forestry also offers two course-based degrees: the Master of International Forestry and the Master of Sustainable Forest Management. The Faculty operates research forests at Vancouver, Williams Lake, and Prince George (with UNBC), which support many research and education activities. The Faculty encourages international and First Nations students to be involved in our research.</p> <p>...</p> <p>Master of Sustainable Forest Management</p> <p>...</p>



- 12 elective credits, as approved by the program

Master of Geomatics for Environmental Management

Admission Requirements:

Students must meet the Faculty of Graduate and Postdoctoral Studies master's degree [admission requirements](#). Applicants must have an academic background in a relevant field (e.g. environmental science, computer science, geography). Please consult the [program website](#) for additional details regarding academic background requirements, and a list of required application documents.

Students must have a minimum TOEFL score of 100–ibt or equivalent (IELTS = 7.0 minimum overall score with sub-category minimum scores of 6.5).

Program Requirements:

The M.G.E.M is a one-year non-thesis degree program consisting of 30 credits: 27 required core course credits including:

- GEM 500
- GEM 510
- GEM 511
- GEM 520
- GEM 521
- GEM 530
- GEM 540
- GEM 580
- GEM 599

Students are also required to complete 3 elective credits. Alternate core credits may be allowed if approved by the Program Director.

Faculty: Forestry
Department: N/A

- 12 elective credits, as approved by the program

...

Type of Action: Create new graduate degree program.

Rationale for Proposed Change: Demand for professionals with combined geomatics and environmental management skills in conservation and sustainability oriented careers is growing at increasing rates, but universities are behind in providing graduates who can meet these needs. For graduates to be capable of applying spatial science technologies to modern environmental problems a novel, multi-disciplinary approach to geomatics education is required.

UBC is consistently ranked among the world's top 40 universities, with the Faculty of Forestry being a leader in natural resources education and research. The Faculty of Forestry has outstanding resources and capacity to offer a world-class professional graduate program focused on Geomatics for Environmental Management. Graduates from the MGEM program will be internationally engaged citizens, aware of the significant pressures on our global environment. They will be prepared with innovative theory, tools and applications to apply geomatics and environmental management approaches to better society. MGEM students will recognize UBC as a place of global learning and innovation, enriching scholarly life of the Faculty and entire UBC campus by attracting outstanding domestic and international students.

Date: 30th March 2015
Contact Person: Nicholas Coops



Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016	Phone: 604-822-6452 Email: Nicholas.coops@ubc.ca
Proposed Calendar Entry: GEM – Geomatics for Environmental Management	Present Calendar Entry: None Type of Action: Create new course code Rationale for Proposed Change: The Faculty of Forestry proposes a new course code to identify required courses within the Master of Geomatics for Environmental Management degree. A new code is needed to reflect the distinct course content of the MGEM program. In addition, as Forestry increases its 500-level course offerings, we are running out of numbering options within the existing FRST code.
Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016	Date: March 30, 2015 Contact Person: Nicholas Coops Phone: (604) 822-6452 Email: Nicholas.coops@ubc.ca
Proposed Calendar Entry: GEM 500 (3) Landscape Ecology and Management Current concepts and skills in ecological modelling and spatial analysis.	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course will provide students with an understanding of current concepts, methods and applications of landscape ecology as it applies to natural resource management and geospatial analysis. Students will be introduced to the core themes and software that they will use throughout the Master of Geomatics for Environmental Management (MGEM) program.
Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016	Date: 30th March 2015 Contact Person: Michael Meitner Phone: (604) 822-6452 Email: Mike.Meitner@ubc.ca
Proposed Calendar Entry:	Present Calendar Entry: N/A Type of Action: Create new course



<p>GEM 510 (3) Geographic Information Systems for Forestry and Conservation</p> <p>Principles and practices of Geographic Information Systems (GIS). [2-2-0]</p>	<p>Rationale for Proposed Change: This course will provide students with a fundamental understanding of the theory and application of Geographic Information Systems in environmental management. It will be the basis from which multiple Master of Geomatics for Environmental Management courses will build upon, and is an essential component for any student pursuing advanced studies in spatial science.</p>
<p>Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016</p>	<p>Date: March 30, 2015 Contact Person: Nicholas Coops Phone: (604) 822-6452 Email: Nicholas.coops@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GEM 511 (3) Advanced Geographic Information Systems for Environmental Management</p> <p>Advanced topics, techniques and functions in Geographic Information Systems. [2-2-0]</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Graduates of the Master of Geomatics for Environmental Management (MGEM) program will be leaders in solving environmental problems with innovative approaches to spatial analysis. This course will build upon skills and theory learned in introductory GIS courses and will provoke students to think deeply about the role of spatial analysis in environmental management and modelling. Advanced GIS skills are a key transferable skill of the MGEM program.</p>
<p>Proposed Calendar Entry:</p> <p>GEM 520 (3) Remote Sensing for Ecosystem Management</p> <p>Capturing spatial data and the use of remote sensing systems to map, monitor and better manage forest, vegetation and ecosystem resources. [2-2-0]</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will provide MGEM students with a fundamental understanding of remote sensing theory and applications in environmental management. It will be the basis from which multiple Master of Geomatics for Environmental Management core courses will build, and is an essential</p>



	requirement for any student pursuing advanced studies in spatial science.
Proposed Calendar Entry: GEM 521 (3) Advanced Earth Observation and Image Processing Advanced topics and techniques in remote sensing and image processing.[2-1-0]	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This course will build upon skills and theory learned in introductory remote sensing courses and will provoke students to think deeply about the role of remote imagery acquisition, manipulation and use in environmental management. Advanced remote sensing skills are a key transferable skill of the Master of Geomatics for Environmental Management program.
Proposed Calendar Entry: GEM 530 (3) Geospatial Data Analysis Understanding geo-spatial data structures, databases and developing, maintaining and utilizing geo-spatial data [2-2-0]	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This is an essential course to advancing geospatial analysis skills in the Master of Geomatics for Environmental Management program.
Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016	Date: 30 March 2015 Contact Person: Bianca Eskelson Phone: (604) 827-0629 Email: bianca.eskelson@ubc.ca
Proposed Calendar Entry: GEM 540 (3) Linear Regression Models and Introduction to Spatial Statistics [3-2-0]	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: Sound statistical skills are essential to analyzing environmental data. This course will combine a brief review of basic statistics with an in-depth focus on spatial statistics (such as autocorrelation, spatial interpolation and spatial regression models). There are currently no graduate-level statistics courses within the Faculty with an applied focus on geospatial data analysis, therefore this course is a necessary requirement for the Master of



	Geomatics for Environmental Management program.
Faculty: Forestry Department: Forestry Faculty Approval Date: March 26, 2015 Effective Session: S Effective Academic Year: 2016	Date: 30 th March 2015 Contact Person: Nicholas Coops Phone: (604) 822-6452 Email: Nicholas.coops@ubc.ca
Proposed Calendar Entry: GEM 580 (3) Geoinformatics Seminar Current events in geomatics applications in environmental management. [0-0-3]	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: The use of geomatics in environmental fields is constantly expanding and changing as technologies, ideas and problems change over time. Keeping up to date with current events in geomatics is essential to the innovation of new skills and approaches to solving problems. By drawing on expertise from outside users of geomatics in government, non-governmental organizations, private industry and commercial industry this novel seminar and tutorial style course will bridge classroom learning with real-world applications and give Master of Geomatics for Environmental Management students the opportunity to network with potential employers.
Proposed Calendar Entry: GEM 599 (3) Project Proposal Development and Proof of Concept Develop, write and present the components of an effective project proposal focused on exploring an environmental issue. [1-0-1]	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: Students in the Master of Geomatics for Environmental Management program will come with diverse experience in developing and implementing environmental projects. This course will provide in-depth experience preparing and delivering the steps of a project proposal including: literature review, hypothesis generation, data acquisition planning, developing a research approach, modelling and analysis and initial assessment of likely results and implications of the work.



Students will simultaneously be developing their professional writing skills and will ultimately create a high-quality project proposal that can be implemented post-graduation (i.e. in a PhD program or for an employer). It is hoped that many students will enter the program with a project of their own or their employer's interest, and that the proposal document will result in beneficial outcomes for environmental management or research. Skills learned in this course will be deeply transferable and prepare MGEM students to be leaders in environmental management projects in their careers.



16 September 2015

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Ed.D. in Reading Education (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Education) and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Doctor of Education (Ed.D.) in Reading Education degree program be approved.”*

Respectfully submitted,

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



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New program

Education

G+PS>Degree Programs>Reading Education>Doctor of Education

**EXECUTIVE SUMMARY
DOCTOR OF EDUCATION IN READING EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BRITISH COLUMBIA
JULY 9, 2015**

1. Overview

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

The Department of Language and Literacy Education (then named the Department of Language Education) was created in the mid-1980s by amalgamating a number of smaller units, including English Education, Modern Language Education, Reading Education and School Librarianship. It was renamed the Department of Language and Literacy Education in the late 1990s. Current graduate programs have two foci: Literacy Education and Applied Linguistic Studies in Education.

The Department of Language and Literacy Education is an exciting multidisciplinary unit with outstanding researchers and practitioners committed to excellence in scholarship, teaching, community engagement, and professional leadership. The Department vision is to ensure that our research, scholarship, service and teaching are responsive to Canada's multicultural, multilingual contexts and the changing global and transnational influences on languages, literacies and cultures. The 2014 External Review Team ranked the Department of Language and Literacy Education as the top department of its kind in Canada and it has a very strong international reputation.

2. Credential

The credential awarded will be the Ed. D. in Reading Education.

3. Location

The program will be located at the UBC Vancouver Campus.

4. Faculty offering the proposed new degree program

The program will be offered by the Faculty of Education, UBC Vancouver.

5. Anticipated program start date

July, 2016.

6. Program Completion Time

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

7. Description of Program

i. Aims, goals and/or objectives of the proposed program

The overarching goal of the program is to develop educational leaders who are knowledgeable of current research and scholarship in literacy education and the implications of this knowledge in an increasingly diverse, multi-cultural, multi-lingual and global society in which communication is increasingly mediated by technology. The program, designed for working professionals, will focus on research and scholarship in the teaching and learning of literacy, and implications for practice, policy and research.

ii. Anticipated contribution to the mandate and strategic plan of the institution

The program embodies the commitments in UBC's Place and Promise in several ways. In terms of research excellence, courses will be taught and the students will be supervised by tenure stream faculty members engaged in cutting edge research that is supported by competitive, external funding (e.g., SSHRC). It will embody principles of flexible learning as courses will be offered in a blended format of on-campus/on-line instruction. The program will increase the impact of UBC Research through increased capacity and effectiveness in knowledge generation and mobilization in communities, institutions and organizations. As well, students will be encouraged and guided toward answering questions and addressing issues that are important and relevant to them and their local contexts. The dissertation experience will enhance students' capacity in knowledge creation and inquiry, knowledge exchange and mobilization, and thus will positively impact communities and society in general. The program also reflects the Student Learning goals of Place and Promise that seek to improve career development and service provision for graduate students and to create a social and intellectual learning community. Finally, this program is consonant with UBC's Place and Promise commitment to provide a broad scope of continuing studies and professional programs to support students as life-long learners.

iii. Program learning outcomes

The learning outcomes include: 1) knowledge of current research and scholarship in literacy education; 2) knowledge of contemporary approaches to leadership and mentorship, especially as these pertain to literacy teaching and learning; 3) ability to synthesize a corpus or research in an area, and to discuss the implications for practice and policy; 4) knowledge of the affordances and limitations of technology in literacy learning and teaching; and 5) knowledge of working with children, families and communities from diverse social and cultural groups.

iv. Linkages between learning outcomes and curriculum design;

As noted, students will take a number of required courses that focus on contemporary issues in language and literacy education, digital communications and technology, leadership, and

research methods and analysis. They will also take elective courses, particular to their interests and the needs of the local community or context. Students will complete a dissertation on a topic that is of importance to them and significant to their community/workplace. Taken together, these experiences align with the overall goal of developing education leaders with current knowledge of language and literacy education in an increasingly diverse, globalized society.

v. Delivery methods

The program will be offered to a cohort of 12-15 students using a blended format of on-campus and on-line instruction. The courses would be drawn, as appropriate, from existing courses in the Department of Language and Literacy Education, the Faculty of Education, other units at UBC, or through the Western Deans Agreement. Courses will be offered on campus and through blended instruction utilizing existing technology.

vi. Program strengths

The strengths of the program include: instruction and supervision provided by tenure stream faculty committed to excellence in research, scholarship and teaching; access to cutting edge knowledge; flexible delivery to encourage and support working professionals and lifelong learning; focus on implications of research in local communities and contexts; and student identified research that has direct implications for local contexts in which they work.

vii. Support and recognition from other post-secondary institutions

The Ed.D. in Reading Education, which is being reactivated, has a rich history as a recognized degree by post-secondary institutions within British Columbia and beyond. Transfer of students from other institutions will be accommodated, guided by the policies of the Faculty of Graduate and Postdoctoral Studies at UBC.

viii. Related programs

There are no other doctoral programs in language and literacy education with a focus on professional practice in British Columbia or in Canada that we are aware of.

8. Contact Information

Dr. Jim Anderson

Professor, Language and Literacy Education

Email: jim.anderson@ubc.ca

Telephone: 604-822-6853

Reactivation of Ed.D. in Reading Education

Background

The Department of Language and Literacy Education was one of the first units in the Faculty of Education to develop a doctoral program, an Ed.D. in Reading Education. In the mid-1990s, the Department developed a Ph.D. program in Language and Literacy Education but retained the Ed.D. program until 2000, when it was deactivated because of inactivity. For over a decade, the emphasis in the Department has been on promoting the Ph.D. as a research-intensive doctoral degree designed to prepare scholars for academic research and teaching careers. This proposal to reactivate the Ed.D. is intended to meet current and emerging needs in literacy education. It has become apparent that although the Ph.D. program is excellent preparation for those aspiring to an academic career, it is not able to meet the contemporary needs of many professionals working in language and literacy education who want to pursue advanced studies with an emphasis on professional practice and leadership in language and literacy programming and policy in the field. The reactivated Ed.D. program, which would reflect current knowledge and practice, would address this need.

Rationale

Over the last decade or so, the need for an alternative to the research intensive Ph.D. program with its emphasis on preparing future academics has become increasingly apparent, especially in the field of education. For example, in the United States, the Carnegie Project on the Education Doctorate, a consortium of 50 universities, identified the need for a “degree for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation’s schools and colleges and the learning organizations that support them.” Indeed, there is a trend internationally toward establishing professional degrees that are complementary to, but different, from the Ph.D. degree.

Several factors account for the emergence (or in our case, re-emergence) of the doctorate in education. First, society is becoming culturally and linguistically more diverse and there is an increasing need for leaders and educators in schools, colleges, community organizations, and so forth with current knowledge to provide ongoing professional development to support language and literacy educators who work with culturally and linguistically diverse children, families, and communities. Second, the proliferation of digital technology is changing our conceptions and understandings of literacy learning and teaching and again, leadership is needed in supporting teachers and other educators in the area of digital literacy. Third, there is a significant, not-for-profit education and community-based sector that continues to expand locally and internationally, whose mandate goes beyond schooling. Many of these initiatives have a strong literacy focus and again, leaders and educators with current understandings of literacy teaching and learning are needed. Fourth, the well-established, and highly successful, Ed.D. in Educational Leadership and Policy that has been offered for some time by the Department of Educational Studies attests to the need for advanced degrees designed for working professionals that focus on the application of current theory and research to professional practice. The reactivated Ed.D. is intended to attract individuals interested in language and literacy in the following contexts: post secondary institutions, businesses and unions, Indigenous

Communities, the public sector (health and other government departments/ministries, the K-12 school systems; Non Government Agencies, consultancies (including entrepreneurs) and so forth.

Only a small subset of the students who would have done an Ed.D. have been accommodated by the Ph.D.; many others were not. Our Ph.D. is quite selective. The department typically admits 10-12 students each year, about half of whom are in Literacy Education. The PhD degree has become highly research intensive with the aim of mentoring scholars who will become academics with a focus on research and/or teaching at the tertiary level. Some also work in a research/scholarly capacity in other institutional and non-profit settings. The re-activated Ed.D., in contrast, will serve professionals who want to take up leadership positions in the area of Literacy Education but do not have the capacity to take on the PhD degree. These professionals are often employed full time and need a program that accommodates their schedules and their interests and allows them to focus on more grounded research projects that directly address pressing questions in their schools and communities related to literacy practices and policies. Students with both MA and M.Ed degrees would be eligible for the Ed.D. whereas we normally do not accept non-thesis M.Ed. degrees as a prerequisite to the PhD.

As noted elsewhere, many professional literacy educators have expressed interest in obtaining a UBC Ed.D. degree in Literacy and Leadership, so we would like to re-activate it. We are not calling it a “new program” because it is very similar to our earlier iteration in its purpose and who it will serve with the exception of the very few who now qualify for our PhD program. The courses are all focused on the same topics, though as in any field, those topics are expanded and updated and, like any ongoing program, often courses are re-named to reflect this updating. For instance, we commonly had courses such as “Reading” prior to 2000, but now we view all print-related learning processes as literacy processes. We also take a much more expansive cultural and linguistic view of literacy, thus the courses are updated to reflect these changes. However, in many ways, the field of knowledge remains consistently focused on how children, youth and adults in educational settings learn to use language and literacy to learn and to engage productively in and contribute to society.

Thus reactivated Doctorate in Reading Education (Ed.D.) is responding to the need to prepare literacy practitioners and professionals from related fields for leadership and mentorship roles in formal and informal settings, and to engage in literacy policy initiatives at local, provincial and national levels. It is also responding to a growing number of students who have completed a magistral degree and who have indicated that they want to continue with advanced studies but who do not want to pursue a Ph.D. program or for whom the Ph.D. program, with its focus on preparing researchers, is not a good match for their needs. Currently, there is no other Ed.D. program in Canada with a focus on or specialization in language and literacy education and, therefore, we would also address a gap nationally.

To begin to address these needs, a Doctorate in Education Working Group was formed in the Department of Language and Literacy Education in 2012-2013 with the aim of reactivating the Ed.D. in Reading Education. One of the principles that the group established was that the program would be designed to enable fully employed professionals to earn a doctorate in four years, while continuing to manage their careers. Furthermore, it would entail innovative

programming that focuses on doctoral research aimed at generating, developing and disseminating professional knowledge intended to have social, educational and practical impact. Finally, it would be a professional practice doctorate in line with recent calls to offer advanced degrees distinct from doctoral degrees in research.

The Department of Language and Literacy Education is an exciting multidisciplinary unit with outstanding researchers and practitioners committed to excellence in scholarship, teaching, community engagement, and professional leadership. Our research and teaching are responsive to Canada's multicultural, multilingual contexts and the changing global and transnational influences on languages, literacies and cultures. Department members engage in research, and collaborate with educational communities at the local, national, and international levels to advance theoretical understandings and practical knowledge, and the study of the teaching and learning of language, literacy, literature and culture in their broadest frames of reference. A major emphasis of the Department is on issues of equity and justice in a range of educational contexts and across a range of cultures. The reactivated Ed.D. would complement our programming at the undergraduate (B.Ed.) and graduate (M.Ed., M.A., and Ph.D.) levels in the Faculty of Education.

In collaboration with Dr. Mark Edwards and the Office of Professional Development and Community Engagement (PDCE), the working group held a series of five information sessions throughout the Lower Mainland in Spring, 2013. PDCE also conducted an online survey both to gauge interest in the proposed program and to begin to identify areas of focus. In addition, faculty members met with a number of individuals at their request to discuss the proposed program. The analysis of the feedback we received from the information sessions and the on-line survey by the Working Group and PDCE indicates that there is sufficient interest in the local area to proceed with re-activating the Ed.D. in Reading Education.

Ed.D. in Reading Education

The program would consist of 24 credits of required course work, a comprehensive examination, and a dissertation. The required courses would include:

LLED 601 (3): Doctoral Seminar in Language and Literacy Education I (Theories for Language and Literacy Research)

LLED 602 (3): Doctoral Seminar in Language and Literacy Research II (Critical Analysis of Issues and Methodology in Language and Literacy Education)

LLED 555 (3): Leadership in Literacy Education (in process of being changed from LLED 555: Supervision of Reading Programs)

LLED 565 (3): Language & Literacy Programming Across the Lifespan

LLED 565 (3): Data Analysis in Applied Research in Language and Literacy Educational Contexts

LLED 558 (3): Literacy and Multimodality

Students would advance to candidacy after completion of the required course work and successful completion of the comprehensive examination.

Program Strengths

The program will draw on the considerable academic, research and scholarly strengths of the well established, well regarded Department of Language and Literacy Education (LLED), and indirectly, on other academic units in the Faculty of Education and UBC. Faculty members represent a range of research, scholarly and teaching interests: including arts based research; family and community literacy practices; adolescent and children's literature; multi-literacies and multimodalities; early, digital literacy and technology; Indigenous languages and literacies; culture, languages and literacies; and adolescent, adult and adolescent literacies. Many faculty members in LLED are engaged in community based research and have strong working relationships with various organizations. LLED also has considerable experiences offering more professionally focused M.Ed. cohort programs collaboratively with school districts.

To support working professionals, students will be admitted into a cohort and courses will be offered in a blended on-campus/online format (e.g., introductory weekend of classes on campus at beginning of term; online learning/teaching; culminating weekend of classes on campus at the end of term).

Relations to Established Programs

The Department of Educational Studies offers an Ed.D. Program in Educational Leadership and Policy; however, it does not have the focus on language and literacy education. The proposed reactivated Ed.D. in Reading Education would better meet the goals and objectives of educators and other professionals whose work and particular interests are in that area.

Previous Program Requirements

In terms of requirements in the discontinued Ed.D, programs were designed for each individual student according to background and experiences, prior course work, and the proposed study, as is very similar to what happens in many Ph. D. programs. All students completed a doctoral seminar-there was only one at the time, the department developed a second one later-, and three comprehensive examinations (theory, research methodology, and related literature in the proposed area of study). Typically, students also completed additional course work in research methods, in reading education, and in cognate areas as appropriate.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: Language & Literacy Education Faculty Approval Date: May 6, 2014 Effective Session (W or S): S Effective Academic Year: 2015	Date: February 22, 2014 Contact Person: Jim Anderson Phone: 604-822-6853 Email: jim.anderson@ubc.ca
Proposed Calendar Entry: Reading Education Degree Offered: Ed.D. Members Professors J. Anderson G. Belliveau M. Bryson M. Chapman P. Duff L. Gunderson A. Henry M. Kendrick R. Kubota C. Leggo B. Norton A. Paré K. Reeder T. Rogers J. Shapiro L. Shi R. Tierney Associate Professors M. Asselin M. Bournot-Trites T. Dobson M. Early J. Hare S. Talmy Assistant Professors C. Galla S. Zappa-Hollman Professor of Teaching	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,0 Present Calendar Entry: N/A Type of Action: Reactivation of Ed.D. in Reading Education. Rationale for Proposed Change: The Ed. D. in Reading Education was one of the first doctoral programs developed in the Faculty of Education and it continued until 2000. It was discontinued because of the emphasis placed on the relatively new Ph. D. program that the department had introduced several years previously and the fact that students were opting to enroll in that program. However, over the last decade or so, the need for an alternative to the research intensive Ph.D. program with its emphasis on preparing future academics has become increasingly apparent, especially in the field of education. Indeed, there is a trend internationally toward establishing professional degrees that are complementary to, but different from, the Ph.D. degree. Several factors account for the emergence, (or in our case, the re-reactivation) of the doctorate in education. First, society is becoming culturally and linguistically more diverse and there is an increasing need for leaders and educators with current knowledge to provide leadership and ongoing professional development in schools, colleges, community organizations, government departments and ministries to support language and literacy educators who work with culturally, linguistically, and socially diverse children, families, and communities. Second, the proliferation of digital technology is changing our conceptions and understandings of literacy learning and teaching and, again, leadership is needed to support teachers and other educators in the area of digital literacy. Third, there is a significant, not-for profit education and community-based sector that continues to expand locally and internationally, whose mandate goes beyond schooling. Many of these initiatives



M. Filipenko

Senior Instructor

W. Carr

Instructors

K. James

M. McTavish

A. Van Enk

Program Overview

The Ed.D. in Reading Education is a program with a focus on professional practice in language and literacy education designed for working professionals offered in a cohort format and delivered in a blended manner. It will draw on the considerable academic, research and scholarly strengths of the well-established, well regarded Department of Language and Literacy Education (LLED), and indirectly, on other academic units in the Faculty of Education and UBC. Further, the Ed.D. is intended to meet current and emerging needs in literacy education and meet the contemporary needs of many professionals working in language and literacy education who wish to pursue advanced studies with an emphasis on professional practice and leadership in language and literacy programming and policy in the field.

Doctor of Education

To support working professionals, students will be admitted into the Ed.D., in cohorts of 10 to 15 and proceed through the program as a group. Courses for the cohorts will be offered in a blended on-campus/online format (e.g., introductory weekend of classes on campus at beginning of term; online learning/teaching; culminating weekend of classes on campus at the end of term).

Admission Requirements

[Approved by SAC 20150513; included for information only to the SCC, SR.]

Applicants must meet the Faculty of Graduate and Postdoctoral Studies [admission requirements](#) for the Doctor of Education (Ed.D.).

In addition, applications must normally have five years of relevant professional experience.

have a strong literacy focus and, again, leaders and educators with current understandings of literacy teaching and learning are needed. Fourth, the other well-established and highly successful Ed.D. in the Faculty attests to the need for advanced degrees designed for working professionals that focus on the application of current theory and research to professional practice. Fifth, a considerable number of M.Ed. and M.A. graduates from the Department of Language and Literacy Education and others from the field have expressed a strong interest in pursuing a terminal degree, but one that focuses on leadership and professional practice, and not on preparing researchers for the academy. Taken together, this confluence of factors indicates a pressing need for a terminal degree with a focus on professional practices in language and literacy education that the reactivated Ed.D. in Reading Education would address.

Thus, the reactivated Doctorate in Reading Education (Ed.D.) is intended to attract individuals interested in language and literacy in the following contexts: post-secondary institutions, businesses and unions, Indigenous communities, the public sector (health and other government departments/ministries, K-12 school systems; Non-Government Agencies, consultancies (including entrepreneurs).

The reactivated Ed.D. responds to the need to prepare literacy practitioners and professionals from related fields for leadership and mentorship roles in formal and informal settings, and to engage in literacy policy initiatives at local, provincial and national levels. It also responds to a growing number of students who have completed a magistral degree and who have indicated that they want to continue with advanced studies but who do not want to pursue a Ph.D. program, or for whom the Ph.D. program is not a good match for their needs. Currently, there is no other Ed.D. program in Canada with a focus on, or specialization in, language and literacy education and, therefore, we would also address a gap nationally.

To begin to address these needs, a Doctorate in Reading Education Working Group was formed in the Department of Language and Literacy Education in 2012-2013 with the aim of reactivating the Ed.D. in Reading Education. One of the principles that the group established was that the program would be designed to enable fully employed professionals to earn a doctorate in 4 years, while continuing to manage their careers. Furthermore, it would entail innovative programming that focuses on doctoral



Clear evidence of research ability must also be demonstrated.

For more information, see LLED Graduate Programs <hyperlink to program website>.

Program Requirements

The program will consist of 18 credits of required course work, and 6 credits of elective courses selected in consultation with the advisor, a comprehensive examination, and a dissertation that meets the Faculty of Graduate and Postdoctoral Studies requirements.

For detailed information on both admission and program requirements for the Ed.D. program, see LLED Graduate Programs (www.lled.ubc.ca/future/edd, this link is to be created).

Contact Information

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research aimed at generating, developing and disseminating professional knowledge intended to have social, educational and practical impact. Finally, it would be a professional practice doctorate in line with recent calls to offer advanced degrees distinct from doctoral degrees in research.

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In collaboration with Dr. Mark Edwards and the Office of Professional Development and Community Engagement (PDCE), the Working Group held a series of five information sessions throughout the Lower Mainland in Spring, 2013. PDCE also conducted an online survey both to gauge interest in the proposed program and to begin to identify areas of focus. In addition, faculty members met with a number of potential applicants at their request to discuss the proposed program. The analysis of the feedback we received from the information sessions and the on-line survey by the Working Group and PDCE indicates that there is sufficient interest in the local area to proceed with re-activating the Ed.D. in Reading Education.



4 September 2015

From: Senate Awards Committee

To: Senate

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

Draft Motion: The 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.”

1. New Awards for Review and Approval

ABORIGINAL Health Career Bursary (IMP) – One or more bursaries totalling \$1,000 are offered annually to students of Aboriginal heritage (First Nations, Métis, and Inuit) in the Island Medical Program. Applicants must be registered in full time studies. Initial consideration will be given to Aboriginal students from Vancouver Island. Second consideration will be given to Aboriginal students from within B.C. Third consideration will be given to Aboriginal students from within Canada. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Judy BROWN Memorial Prize in Canadian Literature – A \$1,000 prize has been made available through an endowment established by family, colleagues and friends in memory of Judy Brown. This prize will be offered to a Faculty of Arts undergraduate student completing third year for the best essay on Canadian literature submitted for a course in the Department of English. This award is given in honour of Judy’s passion for Canadian literature and her many contributions to UBC since 1978. Judy was a beloved teacher who supervised dozens of Honours and Master’s theses, an Associate Editor at *Canadian Literature*, a founding member of UBC's Master of Arts in Children's Literature, an instructor at UBC's Writing Centre and co-author of writing handbooks used throughout Canada. She was also the recipient of many awards, including the 3M National Teaching Fellowship, the UBC Killam Teaching Prize and the Margaret Fulton Award. The award is made on the recommendation of the Department of English. (First Award Available in the 2015/2016 Winter Session)

Dr. Donald M. BRUNETTE Award in Dentistry – A \$1,000 award is offered annually by the Faculty of Dentistry in honor of Dr. Donald M. Brunette whose extraordinary dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. The award is offered to a student in the M.Sc. or Ph.D. Craniofacial Science Program



who demonstrates academic excellence. The award is made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

CANADIAN Literature Student Award – An award of up to \$1,500 is offered annually to a UBC undergraduate Arts Co-op student completing a one year work term at *Canadian Literature* to acquire practical experience in publishing, research and writing. Founded in 1959, the publication includes a large selection of book reviews, original poetry, and peer-reviewed articles. It was one of the first academic journals in Canada to establish a website and is now widely available in electronic format. Many of its past editors are prominent scholars, including George Woodcock, William H. New, Eva-Marie Kröller, and Laurie Ricou. *Canadian Literature* is a primary and essential reference source for readers, scholars, and students of Canadian writing. This award is made on the recommendation of the Committee of Canadian Literature within the Faculty of Arts. (First Award Available in the 2015/2016 Winter Session)

Helen Elizabeth CAWSTON Bursary in Nursing – Bursaries totalling \$875 have been made available through an endowment established by the Estate of Margaret Catherine Cawston in memory of Ms. Cawston's sister, Helen Elizabeth Cawston. The bursaries are offered to students in the School of Nursing who demonstrate financial need. Preference is to be given to students specializing in maternal-child nursing. Helen Cawston graduated with a Bachelor of Science in Nursing from UBC in 1960. She passed away in 2003. Margaret Cawston passed away in 2009. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Necia ELVIN Memorial Prize for Schizophrenia Research – A \$1,000 prize has been made available through an endowment established by Dr. Memory Elvin-Lewis, family and friends in honor of her sister Necia Elvin. The prize recognizes a doctoral student or post-doctoral trainee in Psychiatry, Psychology or Neuroscience with the best paper on an aspect of schizophrenia research. The award is made on the recommendation of the Department of Psychiatry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

GRADUATING Class of Law 1965 Bursary – A \$575 bursary has been made available through an endowment established by the Graduating Class of Law 1965 to support a student enrolled in any year of study in the Peter A. Allard School of Law JD program who demonstrates financial need. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Braham G. GRIFFITH Memorial Graduate Scholarship in Forestry – Scholarships totalling \$3,325 have been made available through an endowment established by the Estate of Braham Griffith for graduate students in the Faculty of Forestry. Dr. Braham Griffith (1901-1998) taught



at the University of British Columbia for over three decades in the Faculty of Forestry, from 1936 to 1967. Dr. Griffith remained active in forestry-orientated organizations until the end of his life. The awards are made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

J. Kirstine GRIFFITH Memorial Graduate Scholarship in Nursing – Scholarships totalling \$3,325 have been made available through an endowment established by the Estate of Braham Griffith in memory of his wife, Jean Kirstine Griffith. The scholarships will be awarded to graduate students in the School of Nursing. Dr. Braham Griffith (1901-1998) taught at the University of British Columbia for over three decades in the Faculty of Forestry, from 1936 to 1967. Jean Kirstine Griffith (1922-2014) graduated from UBC in 1945 with her BASc in Nursing. She returned to UBC for her MA in Education in 1969. Mrs. Griffith was appointed a Senior Instructor at Vancouver General Hospital in 1969 and worked there for 26 years. She wrote a renowned resource book entitled “The Religious Aspects of Nursing Care”. The awards are made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Rick HANSEN Difference Maker Award in Women’s Volleyball – One or more awards, which range from a minimum value of \$500 to the maximum allowable under athletic association regulations, are offered annually to recruit and retain outstanding members of the Thunderbird Women’s Volleyball Team in any year of study. The award was created by a leadership gift from the Rick Hansen Leadership Group and receives ongoing funding from alumni and friends of the Thunderbird Women’s Volleyball. The award recognizes individuals as leaders within their sport, contributions to the team and as contributing members of the UBC community. The awards are awarded on the recommendation of the Department of Athletics and Recreation. (First Award Available in the 2015/2016 Winter Session)

Rudolph and Eleanor KASER Memorial Education Bursary – Bursaries totalling \$1,000 have been provided by the Estate of Eleanor Kaser. Rudy and Eleanor Kaser were both very much involved in the field of education in British Columbia. Eleanor was a Faculty Associate at UBC and SFU while Rudy was a high school teacher and a past President of the British Columbia Teachers’ Federation. The bursaries are to be awarded to graduate students enrolled in the Faculty of Education. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

LAW Foundation of British Columbia Public Interest Award – Eight awards of \$5,000 each are offered annually by the Law Foundation of British Columbia for students entering second or third year of the JD program who have demonstrated through volunteer or paid work, outstanding commitment to working in the broader public interest sector, particularly in the fields of legal aid, legal education and law reform. Preference will be given to students with good



academic achievement who have traditionally been underrepresented in the legal profession and/or have worked in the broader public interest in rural areas of the province of British Columbia. Students must apply for this award. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Anna Ruth LEITH Memorial Scholarship in Science and Health Information – A \$1,000 scholarship is offered annually to a SLAIS student who has shown exceptional promise in the areas of Science and Health Information. The award has been made available by the Estate of Anna Ruth Leith. Anna Ruth Leith had a long and successful career at UBC. She graduated from UBC with a BA in 1945. In 1959 she joined the UBC Library Science Division and became head of the Division in 1961. She was appointed Head of the UBC Woodward Biomedical Library in 1967 and retired from that position in 1988. The award is made on the recommendation of the School of Library, Archival and Information Systems in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Helmut and Donna MEISL Scholarship in Medicine – A \$1,500 scholarship has been made available through an endowment established by Dr. Helmut (BSc 1970, MD 1976) and Mrs. Donna Meisl. The scholarship is for MD students enrolled in the Faculty of Medicine. The award recognizes academic excellence and is made on the recommendation of the Faculty of Medicine. (First Award Available 2015/2016 Winter Session)

Murray and Kathy NEWMAN Bursary in Science – A \$7,000 bursary is offered annually by Murray (PhD 1960) and Kathy Newman to provide financial assistance to an undergraduate or graduate student who is a single mother and is studying in the Faculty of Science. Preference is given to those studying biological sciences. Adjudication is made by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

Peter RENNIE Memorial Award – Awards totalling \$10,500 have been made available through an endowment established by the Estate of Aileen Sheilagh Rennie in memory of her late husband, Dr. Peter John Rennie. Dr. Rennie was a graduate of Oxford University and became one of the Canadian Forestry Service's foremost experts on the effects of acid rain on forest soil and vegetation. The awards are for graduate students involved in researching the environmental aspects of forest soils and trees. The awards are made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Wayne RIGGS Interdisciplinary Doctoral Scholarship in Pharmaceutical Sciences – A scholarship of \$35,000 per year is offered annually by the Faculty of Pharmaceutical Sciences to honour the retirement of Dr. Wayne Riggs after more than 26 years of service as a researcher, teacher and respected leader in the Faculty. The award will be used to recruit an outstanding PhD student and provide support to that student for up to five years, or until the student completes



their PhD program, whichever comes first. Should the recipient be awarded external scholarship funding, the value of this award may be reduced accordingly. The award may be held by only one student at a time. The award is intended to develop interdisciplinary research through collaboration with researchers in other faculties in the University; therefore, the recipient must have two supervisors: one from Pharmaceutical Sciences and a co-supervisor from another Faculty. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

STRENGTHENING Mothers through Perinatal Research Award – A \$1,500 award has been made available through an endowment established by Beverley O'Brien for graduate students pursuing research into woman-centered, holistic and physiologic maternity care. Preference will be given to midwives and nurses. Beverley O'Brien is a UBC Nursing alumna, Professor Emerita in the University of Alberta's Faculty of Nursing, and a Registered Midwife. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies, in consultation with the Division of Midwifery. (First Award Available in the 2015/2016 Winter Session)

SUTTON MacGregor Doctoral Student Research Award in Political Science – Two or more awards totaling \$2,500 are offered annually to students in the doctoral program in the Department of Political Science. The awards will cover travel expenses directly related to the dissertation research and/or data collection cost. Students must provide a rationale for their application and a budget demonstrating a clear link between the need for the award and furtherance of their dissertation research. The awards are made on the recommendation of the Department of Political Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

THOMPSON Okanagan Dental Society Scholarship – A \$5,000 scholarship is offered annually by the Thompson Okanagan Dental Society to a DMD student from the Thompson Okanagan region who demonstrates leadership and who best represents Dentistry. To be considered, the candidate must be from the Thompson Okanagan region and ideally in the second year of the DMD program. If there are no eligible candidates in that year then first, third and fourth year candidates will be considered in that order. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2015/2016 Winter Session)

Paul and Helen TRUSSELL Scholarship in Engineering – A \$2,750 scholarship is offered annually from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the Vancouver Foundation, to a promising graduate student from the Kootenay-Boundary region in the Faculty of Applied Science, with preference that the candidate be focused on industrial research. The primary selection criteria will be academic achievement, complemented



by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that this scholarship will help the student to develop the skills to meet the challenges of a growing knowledge-based economy in BC and the whole of Canada. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Paul and Helen TRUSSELL Scholarship in Science – A \$2,750 scholarship is offered annually from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the Vancouver Foundation to a promising student from the Kootenay-Boundary region pursuing studies in Earth, Ocean or Atmospheric sciences, with preference that the candidate be focused on career in industrial research. The primary selection criteria will be academic achievement, complemented by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that this scholarship will help the student to develop the skills to meet the challenges of a growing knowledge-based economy in BC and the whole of Canada. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences 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)

Margaret WYLIE Memorial Scholarship in Statistics – A \$1,000 entrance scholarship is offered annually by friends and family of Margaret Wylie for a woman who demonstrates excellence in the study of statistics and is beginning the PhD program in Statistics. The scholarship is to celebrate the life of Margaret Wylie, who had a lifelong passion for elegant prose and challenging puzzles, both of which were nurtured by her time at UBC. She graduated with a B.A. in Mathematics at UBC in 1945, and went on to do graduate work in Statistics at Columbia University in New York. She completed a Master's degree at Columbia in 1946 and subsequently worked for the Canadian Bureau of Statistics. This memorial scholarship is intended to encourage and support women students in statistics: may they flourish in their chosen fields as Margaret did in Applied Mathematics. The award is made on the recommendation of the Department of Statistics in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

2. Awards Submitted by the Faculty of Graduate and Postdoctoral Studies

CIHR Canada Graduate Scholarships - Michael Smith Foreign Study Supplement Award – The Canadian Institutes of Health Research (CIHR) offers awards of up to \$6,000 to Canadian citizens or permanent residents who are recipients of Master's-level or doctoral-level CIHR Canada Graduate Scholarships (including Vanier Scholarships) and who undertake research studies at an eligible university or research institution outside Canada for a minimum of three months. Recipients are selected by the funding agency. (First Award Available in the 2015/2016 Winter Session)



NSERC Canada Graduate Scholarships – Michael Smith Foreign Study Supplement

Award – The Natural Sciences and Engineering Research Council (NSERC) offers awards of up to \$6,000 to Canadian citizens or permanent residents who are recipients of Master's-level or doctoral-level NSERC Canada Graduate Scholarships (including Vanier Scholarships) and who undertake research studies at an eligible university or research institution outside Canada for a minimum of three months. Recipients are selected by the funding agency. (First Award Available in the 2015/2016 Winter Session)

SSHRC Canada Graduate Scholarships – Michael Smith Foreign Study Supplement

Award – The Social Sciences and Humanities Research Council (SSHRC) offers awards of up to \$6,000 to Canadian citizens or permanent residents who are recipients of Master's-level or doctoral-level SSHRC Canada Graduate Scholarships (including Vanier Scholarships) and who undertake research studies at an eligible university or research institution outside Canada for a minimum of three months. Recipients are selected by the funding agency. (First Award Available in the 2015/2016 Winter Session)

UBC Public Scholar Initiative Award – Awards of up to \$10,000 per student are provided by UBC to support innovative dissertation scholarship undertaken by PhD students in any discipline that links the student's doctoral work to an arena of public benefit and that integrates broader and more career-relevant forms of scholarship into their doctoral education process. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Winter Session)

Graduate Student Travel Award – Awards of up to \$500 per student are provided by UBC to support graduate students who present a paper or poster at an official conference, participate in a music competition, or perform by invitation at a music professional conference. To be eligible for the award, the conference or competition must take place while the student is enrolled full-time in a graduate degree program administered by the Faculty of Graduate and Postdoctoral Studies. Students are eligible for a maximum of \$500 per degree program. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2015/2016 Spring Session)

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

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Present Award Title and Description: Spitz Entrance Award for Aboriginal Women – A \$10,000 award is offered annually by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in



good academic standing. The award is made on the recommendation of the Sauder School of Business.

Proposed Award Title and Description: Spitz Family Entrance Award for Aboriginal Women – A \$10,000 award is offered annually by the Spitz Family to a female Aboriginal student entering the Bachelor of Commerce program, with preference given to candidates coming from remote communities in BC. Community involvement and financial need will be considered. The award may be renewed until graduation from the B.Com. program, provided the recipient remains in good academic standing. The award is made on the recommendation of the Sauder School of Business.

Rationale for Proposed Changes – Type of Action: upon donor's request, changed award title to add "Family"

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

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

Rationale for Proposed Changes – Type of Action: upon donor's request, changed award title to add "Family"

#470

Present Award Title and Description: S. H. Zbarsky Scholarship - A \$2,050 scholarship is awarded to an ~~outstanding~~ Ph.D. student in the Department of Biochemistry. The scholarship has been ~~endowed~~ by the friends and colleagues of Dr. S. H. Zbarsky in recognition of his outstanding contributions to Biochemistry and UBC. Dr. Zbarsky was one of the original two members of the UBC Department of Biochemistry when it was established in 1950. The award is



made on the recommendation of the Department of Biochemistry for outstanding achievements in course work, research, and in the student seminar series.

Proposed Award Title and Description: S. H. Zbarsky Scholarship – A \$2,050 scholarship has been **made available through an endowment established** by the friends and colleagues of Dr. S. H. Zbarsky in recognition of his outstanding contributions to Biochemistry and UBC. The scholarship is awarded to a Ph.D. student in the Department of Biochemistry **and Molecular Biology** for outstanding achievements in course work, research, and in the student seminar series. Dr. Zbarsky was one of the original two members of the UBC Department of Biochemistry when it was established in 1950. The award is made on the recommendation of the Department of Biochemistry **and Molecular Biology**.

Rationale for Proposed Changes – Type of Action: the Development Office in the Faculty has requested a change of the award description to reflect the name change in the relevant department.

#952

Present Award Title and Description: ~~Hughes Condon Marler: Architects~~ Scholarship - A \$1,250 scholarship has been ~~endowed by Hughes Condon Marler: Architects~~ for a student in the Master of Architecture Program with preference for a student entering their final year who has demonstrated a strong understanding of architecture as it relates to its regional context at an urban design level. The award is made on the recommendation of the School of Architecture and Landscape Architecture ~~and in case of a graduate student~~, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: HCMA Architecture + Design Scholarship - A \$1,250 scholarship has been **made available through an endowment established by HCMA Architecture + Design** for a student in the Master of Architecture Program with preference for a student entering their final year who has demonstrated a strong understanding of architecture as it relates to its regional context at an urban design level. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: the donor has requested a change of award title and calendar description to reflect the change of the donor's legal name.

#955

Present Award Title and Description: ~~Hotson Bakker Boniface Haden~~ Scholarship in Urban Design - A \$700 scholarship ~~is offered by Hotson Bakker Boniface Haden~~ for a student in the Architecture Program, with preference for a student entering third year who has



demonstrated excellence in urban design. The award is made on the recommendation of the School of Architecture and Landscape Architecture.

Proposed Award Title and Description: **DIALOG** Scholarship in Urban Design - A \$700 scholarship **has been made available through an endowment established by DIALOG, previously known as Hotson Bakker Boniface Haden**, for a student in the Architecture Program, with preference for a student entering third year who has demonstrated excellence in urban design. The award is made on the recommendation of the School of Architecture and Landscape Architecture **in consultation with the Faculty of Graduate and Postdoctoral Studies**.

Rationale for Proposed Changes – Type of Action: the donor has requested a change of award title and calendar description to reflect the change of the donor's legal name; we added reference to the involvement of the Faculty of Graduate and Postdoctoral Studies in the recommendation process.

#1205

Present Award Title and Description: Frank de Bruyn Memorial Essay Prize - ~~Four~~ prizes of ~~\$60~~ each ~~are awarded~~ for the best first-year essay in each of the following courses: English 110, 111, 112 ~~and 120/121. The prizes were established as a memorial to their son~~, Frank de Bruyn, by his parents and members of the English Department. The awards are made on the recommendation of the Department of English.

Proposed Award Title and Description: Frank **and Betty** de Bruyn Memorial Essay Prize - **Three** prizes of **\$110** each **have been made available through an endowment originally established in memory of** Frank de Bruyn by his parents and members of the English Department. **Frank was a young man of 16 when he was tragically killed in a climbing accident in the Coastal Range in the Whistler area. With the passing of his mother, Betty, in 2015, the endowment has been enhanced to increase the prize values in honor of both Frank and his mother Betty.** The awards are given for the best first-year essay in each of the following courses: English 110, 111, 112. The awards are made on the recommendation of the Department of English.

Rationale for Proposed Changes – Type of Action: the donor has requested to change the award name and description to honor his wife Betty, deceased at the beginning of 2015; reduced number of prizes available since ENGL 120/121 is no longer taught.

#2861

Present Award Title and Description: Louis F. Lindholm, QC Prize ~~in Maritime Law~~ - A \$1,100 prize is awarded to a student who achieves high academic achievement in the course of ~~Maritime Law 332~~. The prize has been ~~endowed~~ by the estate of Louis F. Lindholm, QC, a



graduate of the Faculty of Law at UBC. The award is made on the recommendation of the Faculty of Law.

Proposed Award Title and Description: Louis F. Lindholm, QC Prize – A \$1,100 prize has been **made available through an endowment established** by the estate of Louis F. Lindholm, QC, a graduate of the Faculty of Law at UBC. The prize is awarded to a student who achieves high academic achievement in coursework in marine resources, environmental or natural resources law. The award is made on the recommendation of the Peter A. Allard School of Law.

Rationale for Proposed Changes – Type of Action: the Maritime Law class is offered very infrequently or intermittently, making impossible to disburse the award on a regular basis. In collaboration with the donor's wife, we have changed the award title and description by not specifying a particular course but expanding the eligible students to include Marine Resources, Environmental or Natural Resource law – all of which have a water-related component to the curriculum.

#3204

Present Award Title and Description: Jack Fouks Memorial Prize – A prize of \$100 has been **endowed** by Mrs. J. Fouks, in memory of her husband. The award is made to a student in the final year of the Faculty of Medicine, with the most outstanding record in cardiology. The award is made on the recommendation of the Faculty.

Proposed Award Title and Description: Jack Fouks Memorial Prize - A \$100 prize has been **made available through an endowment established** by Mrs. J. Fouks, in memory of her husband, **and is supported by their daughter Toby**. The award is made to a student in the final year of the **MD program** in the Faculty of Medicine, with the most outstanding record in cardiology. The award is made on the recommendation of the Faculty **of Medicine**.

Rationale for Proposed Changes – Type of Action: upon the request of the donor's daughter, we have changed the award description to highlight her support to the endowment.

#3774

Present Award Title and Description: Byron O'MALLEY Memorial Award in Pharmaceutical Sciences – A \$1,075 award has been **endowed** in memory of Byron O'Malley for a student in the **Bachelor of Science in Pharmacy Program**. Recipients are chosen for the qualities exemplified by Byron: academic excellence, sense of humour, leadership, and participation in student activities. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

Proposed Award Title and Description: Byron O'MALLEY Memorial Award in Pharmaceutical Sciences – A \$1,075 award has been **made available through an endowment**



established in memory of Byron O'Malley for a student in the **undergraduate program in Pharmaceutical Sciences**. Recipients are chosen for the qualities exemplified by Byron: academic excellence, sense of humour, leadership, and participation in student activities. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

Rationale for Proposed Changes – Type of Action: the Development Office in the Faculty has requested that we change the degree reference so as to accommodate both BSc Pharm and Entry-to-Practice Doctor of Pharmacy (E2P PharmD) students, as the program goes through some changes.

#3789

Present Title and Award Description: Andreas Baur Shoppers Drug Mart Outreach

Award – A \$1,200 award has been **endowed** by the Shoppers Drug Mart Life Foundation and by friends, family and colleagues in memory of Andreas Josef Baur (B.Sc.P. 2008) for students in the ~~Bachelor of Pharmaceutical Sciences Program~~ who have demonstrated an interest in and commitment to working in communities which are underserved by health care professions, including those in developing countries, northern and rural Canada, and inner city neighbourhoods. The youngest of four children, Andreas Baur grew up in a rural farming community in Quesnel, B.C. Throughout Andreas' years he gave himself selflessly and made a commitment to making a difference in the world. He will always be remembered as a caring, humorous, well-grounded young man willing to do his share in making the world a better place. Andreas spent his summers throughout school volunteering in Africa and it was a life-changing experience for him. It gave him a new sense of self, purpose and a new understanding of the human experience. To be eligible for the award, candidates must have undertaken their international travel or volunteer activity within the year prior to the award being given out and have demonstrated their volunteer outcomes as required by the Faculty of Pharmaceutical Sciences. The award is made on the recommendation of the Faculty.

Proposed Award Title and Description: Andreas Baur Shoppers Drug Mart Outreach

Award – A \$1,200 award has been **made available through an endowment established** by the Shoppers Drug Mart Life Foundation and by friends, family and colleagues in memory of Andreas Josef Baur (B.Sc.P. 2008) for students in the **undergraduate program in Pharmaceutical Sciences** who have demonstrated an interest in and commitment to working in communities which are underserved by health care professions, including those in developing countries, northern and rural Canada, and inner city neighbourhoods. The youngest of four children, Andreas Baur grew up in a rural farming community in Quesnel, B.C. Throughout Andreas' years he gave himself selflessly and made a commitment to making a difference in the world. He will always be remembered as a caring, humorous, well-grounded young man willing to do his share in making the world a better place. Andreas spent his summers throughout school volunteering in Africa and it was a life-changing experience for him. It gave him a new sense of self, purpose and a new understanding of the human experience. To be eligible for the award,



candidates must have undertaken their international travel or volunteer activity within the year prior to the award being given out and have demonstrated their volunteer outcomes as required by the Faculty of Pharmaceutical Sciences. The award is made on the recommendation of the Faculty **of Pharmaceutical Sciences**.

Rationale for Proposed Changes – Type of Action: the Development Office in the Faculty has requested that we change the degree reference so as to accommodate both BSc Pharm and E2P PharmD students, as the program goes through some changes.

#3794

Present Award Title and Description: Pharmaceutical Sciences Rural Communities

Placement Award – ~~An award of~~ \$1,450 has been ~~endowed~~ by generous supporters of the Faculty of Pharmaceutical Sciences to benefit a ~~Fourth-Year~~ Entry-to-Practice student in their Experiential Education rotation in ~~rural~~ BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The award will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

Proposed Award Title and Description: Pharmaceutical Sciences Rural Communities

Placement Award – A \$1,450 award has been **made available through an endowment established** by generous supporters of the Faculty of Pharmaceutical Sciences to benefit an Entry-to-Practice student **pharmacist** in their Experiential Education rotation in BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The award will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

Rationale for Proposed Changes – Type of Action: due to the new Entry-to-Practice PharmD (E2P PharmD) program starting in September 2015, the Development Office in the Faculty has requested that we change the award description to open up the award criteria to students in all years.

#4442

Present Award Title and Description: James A. MOORE Major Entrance Scholarship –

A \$10,000 Major Entrance Scholarship is offered annually by The James A. and Donna-Mae Moore Foundation to a student entering the Faculty of Science with outstanding academic achievement, preferably in Mathematics. Students who have expressed an interest in pursuing a career in teaching will be given preference. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the B.C. Community College System, he dedicated his career to helping students realize their academic potential. ~~The award can be renewed for an additional three years or until the first undergraduate degree is obtained, whichever is the shorter period. If the recipient chooses to pursue a Combined Honours Degree in Mathematics and either~~



~~Chemistry, Physics, or Biology, he or she would then be a candidate for the higher-valued James A. Moore Memorial Scholarship beginning in the third year.~~ The successful candidate will be selected by the Major Entrance Scholarship Selection Committee.

Proposed Award Title and Description: James A. MOORE Major Entrance Scholarship – A \$10,000 Major Entrance Scholarship is offered by The James A. and Donna-Mae Moore Foundation to a student entering the Faculty of Science with outstanding academic achievement, preferably in Mathematics. Students who have expressed an interest in pursuing a career in teaching will be given preference. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the BC Community College System, he dedicated his career to helping students realize their academic potential. The successful candidate will be selected by the Major Entrance Scholarship Selection Committee.

Rationale for Proposed Changes – Type of Action: the donor has requested that we remove the renewable language from the award description.

#4443

Present Award Title and Description: James A. MOORE Memorial Scholarship - A \$15,000 Scholarship is offered by The James A. and Donna-Mae Moore Foundation to a Canadian student entering third year pursuing a Combined Honours Degree in Mathematics and either Physics, Chemistry or Biology. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the B.C. Community College System, he dedicated his career to helping students realize their academic potential. ~~The award may be renewed for an additional year or until the first undergraduate degree is obtained, whichever is the shorter period. The award may then also be renewed for an additional year if the recipient enrolls in the Faculty of Education to specialize in Mathematics and Science education after receiving a Combined Honours Degree from the Faculty of Science.~~ The recipient cannot receive the James A. Moore Memorial Scholarship and the James A. Moore Major Entrance Scholarship concurrently. The award will be made on the recommendation of the Faculty of Science.

Proposed Award Title and Description: James A. MOORE Memorial Scholarship – A \$15,000 Scholarship is offered **annually** by The James A. and Donna-Mae Moore Foundation to the Canadian student **with the highest GPA** entering third year pursuing a Combined Honours Degree in Mathematics and either Physics, Chemistry or Biology. Mr. Moore was an alumnus of UBC, Double Honours Baccalaureate Degree in Mathematics and Chemistry 1932, Master of Arts, 1939. An enthusiastic teacher and pioneer of the BC Community College System, he dedicated his career to helping students realize their academic potential. The recipient cannot receive the James A. Moore Memorial Scholarship and the James A. Moore Major Entrance Scholarship concurrently. The award is made on the recommendation of the Faculty of Science.



Rationale for Proposed Changes – Type of Action: the donor looked at the renewable component as “auto-renew” and wanted to ensure that the top student would receive the award annually. In order to do so, the donor has requested that we remove the renewable language from the award description and that we add reference to GPA score.

#4794

Present Award Title and Description: Margaret McDavid Fordyce Clark Memorial

Scholarship – A \$2,200 scholarship, ~~given~~ in memory of his sister by Charles A. Fordyce Clark, Arts '22, is awarded to the woman student who, being eligible to compete for Government of B.C. scholarships, obtains the highest standing among women students in the province in ~~the~~ Grade 12 ~~examinations conducted in January or June by the Ministry of Education, B.C.~~, and who is proceeding to a full ~~program of studies~~ at the University of British Columbia.

Proposed Award Title and Description: Margaret McDavid Fordyce Clark Memorial

Scholarship – A \$2,200 scholarship, **made available through an endowment established** in memory of his sister by Charles A. Fordyce Clark, Arts '22, is awarded to the woman student who, being eligible to compete for Government of B.C. scholarships, obtains the highest standing among women students in the province in Grade 12, and who is proceeding to a full **course load** at the University of British Columbia. **The award is adjudicated by Enrolment Services.**

Rationale for Proposed Changes – Type of Action: since Provincial exams are not used for admissions averages any more, Enrolment Services has requested that we change the description accordingly.

#5396

Present Award Title and Description: Engineering Scholarship for Innovation – ~~A \$5,000~~

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

Proposed Award Description: Engineering Scholarship for Innovation – **One or more scholarships valued at \$5,000 each are** offered by the Faculty of Applied Science to



exceptional students entering directly from secondary school into the first year of Applied Science and pursuing the engineering program, awarded at the discretion of the Dean of the Faculty. The scholarship is based on high academic achievement and outstanding promise in engineering demonstrated through success at national and/or international science and engineering competitions. Subject to continued scholarship standing, the scholarship will be renewed for a further three years of study or until the first undergraduate degree is obtained, whichever is shorter. The Faculty of Applied Science reserves the right to withhold awarding the scholarship in any given year if there is no successful **candidate. The award is made on the recommendation of the Faculty of Applied Science.**

Rationale for Proposed Changes – Type of Action: Since the scholarship is at the discretion of the Dean, the Dean has requested to be able to fund for how many awards are deemed appropriate each year.

#5645

Present Award Title and Description: Eric L Smith MD Memorial Prize in Ophthalmology – Prize(s) totalling \$2,000 have been ~~endowed~~ by family, friends and colleagues in memory of Dr. Eric Lawrence Smith (B.A.Sc.1942, B.A. 1945, M.D. McGill 1949) for third ~~or fourth~~ year M.D. student(s) who have demonstrated an interest in and an aptitude for a career in ophthalmology. Eric specialized in ophthalmology and practiced in Vancouver for over forty years as a surgeon at VGH, clinical professor at UBC, and in private practice. A pioneer in the use of the operating microscope in B.C. in corneal transplant and general eye surgery, he enjoyed passing on his knowledge to students. The award is made on the recommendation of the Department of Ophthalmology in the Faculty of Medicine.

Proposed Award Title and Description: Eric L Smith MD Memorial Prize in Ophthalmology – Prize(s) totalling \$2,000 have been **made available through an endowment established** by family, friends and colleagues in memory of Dr. Eric Lawrence Smith (B.A.Sc.1942, B.A. 1945, M.D. McGill 1949) for third year M.D. student(s) who have demonstrated an interest in and an aptitude for a career in ophthalmology. Eric specialized in ophthalmology and practiced in Vancouver for over forty years as a surgeon at VGH, clinical professor at UBC, and in private practice. A pioneer in the use of the operating microscope in B.C. in corneal transplant and general eye surgery, he enjoyed passing on his knowledge to students. The award is made on the recommendation of the Department of Ophthalmology in the Faculty of Medicine.

Rationale for Proposed Changes – Type of Action: the department has requested to change the award description since the award is adjudicated to third year students only.

#5672



Present Award Title and Description: Nis Schmidt History of Surgery Prize - ~~Two~~ prizes totalling \$1,500 have been ~~endowed~~ by Dr. Nis Schmidt to stimulate interest and documentation in the history of surgery. Prizes will be awarded to students with a publishable grade paper on a topic of historical surgical interest based on a recommendation from the Department of Surgery. Papers will be prepared for oral presentation at the annual Dr. Nis Schmidt Surgical update in December or at the Surgical History Club. The paper can address a topic of local, national or international interest in any field of surgery - biographical, developmental, clinical, technical, educational and ethical and is open to undergraduate medical students and residents in any surgical discipline. Recommendation is made by the Department of Surgery.

Proposed Award Title and Description: Nis Schmidt History of Surgery Prize – Prize(s) totalling \$1,500 have been **made available through an endowment established** by Dr. Nis Schmidt to stimulate interest and documentation in the history of surgery. Prizes will be awarded to students with a publishable grade paper on a topic of historical surgical interest based on a recommendation from the Department of Surgery. Papers will be prepared for oral presentation at the annual Dr. Nis Schmidt Surgical update in December or at the Surgical History Club. The paper can address a topic of local, national or international interest in any field of surgery - biographical, developmental, clinical, technical, educational and ethical and is open to undergraduate medical students and residents in any surgical discipline. Recommendation is made by the Department of Surgery.

Rationale for Proposed Changes – Type of Action: Per donor's request, we have changed the award description so that depending on the competition the prize can be awarded to only one student.

#5884

Present Award Title and Description: Hon Justice Grant Burnyeat Award in Law – An award in the amount of at least ~~\$11,234~~, the gift of Hon Justice Grant Burnyeat, is ~~available to provide~~ the yearly tuition fee of a student enrolled in any year of the J.D. program who has demonstrated academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Faculty of Law.

Proposed Award Title and Description: Hon Justice Grant Burnyeat Award in Law – An award in an amount **equal to the amount of domestic tuition**, the gift of Hon Justice Grant Burnyeat, Law Class of 1973 is **offered annually to assist with** the yearly tuition fee of **a domestic or international** student enrolled in any year of the J.D. program who has demonstrated academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Faculty of Law.



Rationale for the Proposed Changes – Type of Action: in collaboration with the donor, the Faculty has requested to revise the award description to clarify that the award value will be at the level of domestic tuition, but that the award may be administered to either a domestic or an international student.

#6523

Present Award Description: Janusz Korczak Association of Canada Graduate Scholarship in Children's Rights and Canadian Indigenous Education – A scholarship of \$1,000 is offered to an outstanding graduate student in the Faculty of Education whose research is focused on children's rights and/or Canadian Indigenous education in the field of Early Childhood Education. This award is to honour the legacy of Janusz Korczak's life and work. A Polish-Jewish pioneer of child advocacy, Korczak was one of the great humanitarians of the 20th century who devoted his life to establishing and defining the rights of the child. Korczak's ideas were adopted by the United Nations in the Convention on the Rights of the Child in 1959. This award is made upon the recommendation of the Faculty of Education in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description: Janusz Korczak Association of Canada Graduate Scholarship in Children's Rights and Canadian Indigenous Education – A \$1,000 scholarship is offered **annually** to an outstanding graduate student in the Faculty of Education whose research is focused on children's rights and/or Canadian Indigenous education in the field of Early Childhood Education. This award is to honour the legacy of Janusz Korczak's life and work. A Polish-Jewish pioneer of child advocacy, Korczak was one of the great humanitarians of the 20th century who devoted his life to establishing and defining the rights of the child. Korczak's ideas were adopted by the United Nations in the Convention on the Rights of the Child in 1959. **Preference for the scholarship will be given to an Aboriginal Canadian student.** The award is made on the recommendation of the Faculty of Education in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: upon donor's request, we have included preference language.

#7317

Present Award Title and Description: Walter Gage Memorial Bursary in Engineering - Bursaries totalling \$4,150 have been **endowed** by Richard Ott, P.Eng. (B.A.Sc.1957) in memory of Walter Gage. Professor Gage served UBC for more than fifty years, including as Dean of Administrative and Inter-Faculty Affairs, Dean of Inter-Faculty and Student Affairs, acting President, and President (1969-1975). Mr. Ott greatly appreciated the mentorship and support provided to him by Dean Gage when Mr. Ott was an engineering student. To be considered, candidates may be in any year of the engineering program, and must be Canadian Citizens who



graduated from a BC high school. Recommendations are made by ~~the Office of Student Financial Assistance and Awards~~.

Proposed Award Title and Description: Walter Gage Memorial Bursary in Engineering – Bursaries totalling \$4,150 have been **made available through an endowment established** by Richard Ott, P.Eng. (B.A.Sc.1957) in memory of Walter Gage. Professor Gage served UBC for more than fifty years, including as Dean of Administrative and Inter-Faculty Affairs, Dean of Inter-Faculty and Student Affairs, acting President, and President (1969-1975). Mr. Ott greatly appreciated the mentorship and support provided to him by Dean Gage when Mr. Ott was an engineering student. To be considered, candidates may be in any year of the engineering program, and must be Canadian Citizens who graduated from **an Alberta or** BC high school. Recommendations are made by **Enrolment Services**.

Rationale for Proposed Changes – Type of Action: the bequest from the donor who established this bursary stipulates that the bursary can go to students from BC or Alberta high schools, therefore we updated the description accordingly.

#8497

Present Award Title and Description: Dr. Murray A. Flock Memorial Bursary in Medicine – A \$1,000 bursary ~~is offered~~ to an undergraduate student enrolled in the Faculty of Medicine Southern Medical Program at the University of British Columbia in memory of the late Murray Alexander Flock MD and his 55 years of service as a family physician. ~~The bursary is made on the recommendation of the Office of Student Financial Assistance and Awards~~ for a student who demonstrates financial need.

Proposed Award Title and Description: Dr. Murray A. Flock Memorial Bursary in Medicine – A \$1,000 bursary **has been made available through an endowment established by L. Yvonne Flock** to an undergraduate student enrolled in the Faculty of Medicine Southern Medical Program at the University of British Columbia in memory of the late Murray Alexander Flock MD and his 55 years of service as a family physician. **The award is adjudicated by Enrolment Services to a student who demonstrates financial need.**

Rationale for Proposed Changes – Type of Action: the donor has requested that we change the award from annually funded to endowed.

#8581

Present Award Title and Description: Maja Paderewska Memorial Bursary – A \$1,000 bursary ~~is offered by friends and family of~~ Maja Paderewska to a student in any ~~discipline~~, faculty or year of study, who ~~graduated~~ from high school in North Surrey, with preference to ~~graduates~~ of North Surrey Secondary School. Maja Paderewska was originally from Szczecin, Poland, and came to Canada with her family at the age of 16. An alumna of UBC and SFU, she



was a business and economics teacher at North Surrey Secondary School. Maja was passionate about motivating and inspiring her students. Known for being a friend to those she taught, she was always willing to go the extra mile and make learning fun while pushing her students to reach their potential. Her life ended suddenly at the age of 33. Caring, encouraging, kind and genuine, Maja will be deeply missed by all who knew her. Adjudication is made by Enrolment Services.

Proposed Award Title and Description: Maja Paderewska Memorial Bursary – A \$1,000 bursary **has been made available through an endowment established by Aleksander Paderewski, Jolanta Paderewska and friends to honour the memory of Maja Paderewska, a UBC alumna (BA 2003, Diploma in Accounting 2005) to assist** a student in any faculty or year of study, who graduated from a North Surrey high school, with preference to **students who graduated** from North Surrey Secondary School. Maja Paderewska was originally from Szczecin, Poland, and came to Canada with her family at the age of 16. An alumna of UBC and SFU, she was a business and economics teacher at North Surrey Secondary School. Maja was passionate about motivating and inspiring her students. Known for being a friend to those she taught, she was always willing to go the extra mile and make learning fun while pushing her students to reach their potential. Her life ended suddenly at the age of 33. Caring, encouraging, kind and genuine, Maja will be deeply missed by all who knew her. Adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: the donors have requested that we change the award from annually funded to endowed.

#8583

Present Award Title and Description: ~~Rita Dorit~~ **Winkler Bursary in Forestry** - Bursaries totalling \$1,400 have been made available through a generous endowment established by the Estate of Siegfried Winkler ~~in honour of his daughter, Rita Dorit Winkler~~. The bursaries are available to deserving students enrolled in the Faculty of Forestry. Adjudication is made by Enrolment Services.

Proposed Award Title and Description: **R D Winkler Bursary in Forestry** - Bursaries totalling \$1,400 have been made available through a generous endowment established by the Estate of Siegfried Winkler. The bursaries are available to deserving students enrolled in the Faculty of Forestry. Adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: upon the donor's daughter's request, we have changed the award title and description to meet Dr. Winkler's privacy concerns.

4. New/Revised Awards added after pre-view



Lauren Wilmot Memorial Award – A \$1,750 award has been made available through an endowment established by the Wilmot family, friends and colleagues, in memory of Lauren Wilmot and in honour of her enormous courage in the face of adversity and strength of character. The award is offered to an outstanding student enrolled in the Sauder School of Business Undergraduate Program. Preference will be given to a student who is experiencing significant adversity while continuing to show exemplary commitment to their studies. Recipients should be active in university life, and embody Lauren's compassionate nature and inner strength. Lauren was an extraordinary young woman with a remarkable capacity for kindness and empathy, in spite of her own challenges. Those fortunate enough to have known Lauren, remember her as a generous friend and skilled listener, with a quick wit and a dry sense of humor. Her competitive spirit allowed her to flourish in a variety of sports, as well as in her coursework. For Lauren, there was no challenge she would not meet head on and yet no person unworthy of her love and support while facing while facing their own. Her strength of spirit will live on in those fortunate enough to have known her. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2015/2016 Winter Session)

#1410

Present Award Title and Description: Alan KRAUS Scholarship – Scholarships totalling \$1,800 have been ~~endowed~~ by colleagues, students and friends of Dr. Alan Kraus in honour of his ~~retirement from UBC. A dedicated teacher who was particularly supportive of Ph.D. students, Professor Kraus'~~ intellectual curiosity and thoroughness ~~have been~~ a cornerstone of the research environment in the Sauder School of Business and an inspiration for his colleagues. The awards are made on the recommendation of the Sauder School of Business ~~to doctoral students in finance.~~

Proposed Award Title and Description: Alan Kraus Scholarship – Scholarships totalling \$1,800 have been **made available through an endowment established by** colleagues, students and friends of Dr. Alan Kraus in honour of his **lifetime achievements both at UBC and beyond.** **The scholarships are awarded to doctoral students in Finance in the Sauder School of Business. Dr. Kraus was Professor Emeritus of Finance at UBC, and was an internationally renowned scholar. He received a BA and PhD from Cornell, an MBA from Stanford, and was also a Fulbright Scholar at the University of Oslo. Alan taught the Theory of Finance, the foundational course for Finance Ph.D. students at UBC for virtually his entire time at the university. His impact on the Doctoral program at UBC Finance was perhaps his greatest teaching legacy. Alan won several teaching awards, but his impact on doctoral students and the doctoral program at UBC has been much beyond the formal recognition. Alan's** intellectual curiosity and thoroughness **were** a cornerstone of the research environment in the Sauder School of Business and **remain** an inspiration for his colleagues. The awards are made on the recommendation of the Sauder School of Business **in consultation with the Faculty of Graduate and Postdoctoral Studies.**



Rationale for Proposed Changes – Type of Action: as a request of the family of Alan Kraus, changed award description and added biographical information to honour Dr. Kraus' lifetime of contributions and achievements.

#6521

Present Award Title and Description: Robert and Averil KENNEDY Forestry Graduate Scholarship – A \$5,500 scholarship ~~has been established~~ by Dr. Robert and Averil Kennedy ~~to increase awareness of forestry, and the forest industry, in the Canadian context. The scholarship is awarded to a student who holds an undergraduate degree from the State University of New York College of Environmental Sciences and Forestry (SUNY-ESF), and is~~ enrolled in a thesis-based Master's program in the Faculty of Forestry. The scholarship may be given to the same recipient for a maximum of two years. The scholarship is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: Robert and Averil Kennedy Wood Science Graduate Scholarship – A \$6,000 scholarship **is offered annually** by Dr. Robert (Bob) and Averil Kennedy. The scholarship is awarded to a **graduate** student enrolled in a thesis based Master's program in the Faculty of Forestry **and whose area of study is wood science**. The scholarship may be given to the same recipient for a maximum of two years. **Dr. Kennedy received his undergraduate degree from the State University of New York, a Master's degree from UBC and his PhD from Yale University. He dedicated his career to the advancement of wood behaviour through wood science research and teaching. Dr. Kennedy was Dean of the Faculty of Forestry from 1983 until his retirement in 1991 when he became Emeritus Professor.** The award is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: the donors have requested to change area of study and to add some biographical information; we have changed award title and calendar description accordingly.



16 September 2015

To: Vancouver Senate

From: Admissions Committee

Re: **a) Change to admission requirements for the Doctor of Medicine Program**
b) UBC-Langara Aboriginal Transfer Partnership Agreement

a) Change to admission requirements for the MD Undergraduate Program

The Committee has reviewed and recommends to Senate for approval the proposed changes to the admission requirements for the Doctor of Medicine Program. In order to make the study of medicine more open, to enhance diversity within the program and remove barriers to the study of medicine, the science pre-requisites have been removed and will instead be strongly recommended. Removal of the science pre-requisites will allow applicants from a non-traditional background the opportunity to study Medicine. These students tend to choose primary care, including family care, which is currently underserved in the community. The only strict requirement will be 6 credits of English.

Motion: *That Senate approve the changes to the admission requirements for the Doctor of Medicine Program, effective for the 2016 Winter Session and thereafter.*

b) UBC-Langara Aboriginal Transfer Partnership Agreement

The Committee has reviewed and recommends to Senate for approval the UBC-Langara Aboriginal Transfer Partnership Agreement. The partnership will provide support for eligible students by providing dedicated academic advising, clear admission requirements and eligibility for specific awards. This partnership is an important component of the Aboriginal student recruitment strategy as it provides a pathway to UBC Vancouver for Aboriginal students who may wish to begin their studies at a smaller institution or who do not have the required courses for direct entry.

Proposals for affiliation agreements are routinely considered by the Council of Senates under Policy C-2: *Affiliations with Other Institutions of Learning* (http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/co_policies_affiliations_other_institutions.pdf). This proposal requires Senate approval prior to Council consideration.



The proposal includes a new Calendar Entry on the 'UBC-Langara Aboriginal Transfer Partnership'. Once the agreement is approved by Senate, it will be forwarded for approval by the *Council of Senates* and the Board of Governors.

Motion: *That Senate approve the UBC-Langara Aboriginal Transfer Partnership Agreement, effective for the 2016 Winter Session and thereafter.*

UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

Faculty: Medicine Department: MD Undergraduate Faculty Approval Date: Effective Session: 2016W Year for Change: 2016	Date: June 30, 2015 Contact Person: Seanna Martin Phone: 604-875-4111 ext 68923 Email: seanna.martin@ubc.ca?
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340 Proposed Calendar Entry: Selection of a Program of Pre-Medical Studies <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform to the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds is considered desirable.</p> <p>Students who have completed programs and who then enroll in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisite Requirement</p> <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits with grades). These, along with the required university-level prerequisite coursework (or their equivalents) must be completed by April 30 of the year for which admission is</p>	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340 Present Calendar Entry: Selection of a Program of Pre-Medical Studies <p>Students planning to apply for admission to the Doctor of Medicine program should select courses that conform to the requirements of a bachelor's degree of their choice. No particular degree program is considered ideal as preparation for the study and practice of medicine. A variety of pre-medical academic backgrounds is considered desirable.</p> <p>Students who have completed programs that include all the prerequisites and who then enroll in unclassified non-degree programs for the sole purpose of improving their academic qualifications for admission are advised that only a small proportion of such candidates ultimately gain admission.</p> <p>Prerequisites</p> <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year for which admission is sought.</p>



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sought.

A full year of English (minimum of 6 credits) is the only prerequisite coursework required for entry into the Doctor of Medicine program. However, courses in biology, general/inorganic chemistry, organic chemistry and biochemistry are strongly recommended. Further information can be found at [M.D. Undergraduate Admissions](#).

Courses in behavioural sciences, biometrics and statistics, and physics are **also** recommended, but not required.

...

Required Academic Standards

Applications for admission will be considered from candidates who will have completed all prerequisite courses prior to April 30 of the year for which admission is sought, have achieved the minimum required MCAT scores, and who have attained a minimum overall academic average of 70% based on all university-level courses attempted.

There is an overall threshold below which **a** full file review will not be performed.

All supporting documentation (including transcripts, AP/IB transcripts, foreign transcripts, exchange program or study abroad transcripts, etc.) that arrive in the Admissions Office after the posted application deadline will not be accepted and will result in the application being rendered ineligible.

Persons who have been required to withdraw from another medical school for

~~The following prerequisite courses are required for entry into the Doctor of Medicine program: a full year (minimum of 6 credits) in English, biology, general/inorganic chemistry, organic chemistry and biochemistry. Specific course requirements are listed at [M.D. Undergraduate Admissions](#).~~

~~Students completing Science One at UBC meet the first-year Biology and Chemistry requirements.~~ Courses in behavioural sciences, biometrics and statistics, and physics are recommended, but not required.

...

Required Academic Standards

Applications for admission will be considered from candidates who will have completed all prerequisite courses prior to April 30 of the year for which admission is sought, have achieved the minimum required MCAT scores, and who have attained a minimum overall academic average of 70% based on all university-level courses attempted.

There is an overall threshold academic average below which full file review will not be performed.

All supporting documentation (including transcripts, ~~citizenship documentation,~~ AP/IB transcripts, ~~high school transcripts,~~ foreign transcripts, exchange program or study abroad transcripts, etc.) that arrive in the Admissions Office after the posted application deadline will not be accepted and will result in the application being rendered ineligible.

Persons who have been required to withdraw from another medical school for

academic reasons are **not** eligible to apply.

Selection Process

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

- **An academic evaluation is calculated as follows:**

Overall academic average, based on all university-level courses **with grades** attempted (including summer courses **taken prior to the year of application** and graduate courses with grades). The academic year (September - August) with the lowest academic average will be dropped (if applicable). At most, 30 credits can be dropped. If more than 30 credits are presented in one academic year, the 30 credits with the lowest grades will be removed. In order to have the academic year with the lowest academic average dropped, applicants must have 90 credits with grades remaining by the application deadline.

- MCAT scores.
- The evaluation of non-academic criteria based on the following:

academic reasons are **not** eligible to apply.

Selection Process

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

- ~~Two academic evaluations are calculated:~~

1. Overall academic average, based on all university-level courses attempted (including summer courses and graduate courses with grades). The academic year (September - August) with the lowest academic average will be dropped (if applicable). At most, 30 credits can be dropped. If more than 30 credits are presented in one academic year, the 30 credits with the lowest grades will be removed. In order to have the academic year with the lowest academic average dropped, applicants must have 90 credits with grades remaining by the application deadline.

2. ~~Prerequisite courses average.~~

- MCAT scores.
- The evaluation of non-academic criteria based on the following:



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<ol style="list-style-type: none"> 1. A list of extracurricular activities prepared by the applicant. 2. A report of non-academic experiences and a rural interest statement. 3. Interview, if granted. 4. Three references, when requested. 5. Rural/remote suitability (if applicable). 6. Essay by Aboriginal (First Nations, Métis, or Inuit) candidates who are applying to the Aboriginal Stream. <p>...</p>	<ol style="list-style-type: none"> 1. A list of extracurricular activities prepared by the applicant. 2. A report of non-academic experiences and a rural interest statement. 3. Interview, if granted. 4. Three references, when requested. 5. Rural/remote suitability (if applicable). 6. Essay by Aboriginal (First Nations, Métis, or Inuit) candidates who are applying to the Aboriginal Stream. <p>...</p> <p>Type of Action: Deleted and amended wording re: prerequisite courses.</p> <p>Rationale: As of the 2016-17 application cycle, the current science prerequisite courses will no longer be mandatory, but instead will be “strongly recommended.” A full year of English will continue to be required.</p>
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MD UG Admissions Prerequisites



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Admission to the MD Undergraduate Program at UBC

FMEC 2011: Recommendation II "Enhance Admissions Processes"

"In order to achieve the desired diversity in our physician workforce, Faculties of Medicine must recruit, select and support a representative mix of medical students"



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Prerequisites: UBC MDUP 2015

- 6 credits Biology
- 6 credits Organic Chemistry
- 6 credits Biochemistry
- 6 credits General Chemistry
- 6 credits English



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Prerequisites MDUP 2015

“Pro” modification of current requirements;

- We are committed to *enhancing diversity and access* to the MD program
- We favor the removal of barriers
- We recognize that a number of courses are heavily subscribed by students who’s only interest in the course material is that it is a FOM pre-requisite.
- There is *no* evidence to show that having pre-requisites makes for a stronger “class” or “better” medical student”



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Prerequisites

“Pro” modification;

- Consistent with the trend across Canada
- Positive perception by potential applicants
- Pre-reqs average has the lowest correlation with success in year 1 when compared to OGPA and MCAT
- Increased accessibility for students from smaller institutions (e.g. Quest University)



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Prerequisites

“Pro” modification;

- Evidence shows that students with “non-science” backgrounds adapt quickly.
- There is a steep learning curve.
- By the end of year one, students with “non-science” backgrounds are indistinguishable from students with science backgrounds.



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Modification of Prerequisites: “Cons”

- The impact of removing basic science prerequisites is difficult to predict at a time of curricular renewal.
- Current prerequisites play a balancing role alongside the MCAT during the discussions that take place at the Final Selection Committee meeting.



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“Cons” cont.

- May be seen negatively by applicants and faculty who believe that the MCAT is now weighted too heavily.
- May be seen negatively by applicants who have recently completed current prerequisites with significant cost/time expenditure.



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“Cons” cont.

- The foundation of medicine is based in science. Some faculty believe that modifying our prerequisites will weaken that foundation.
- Will modifying our prerequisites weaken UBC’s proud tradition as one of the top medical schools in Canada and North America?



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Canadian Medical Schools Prerequisites Not Required

16 September 2015

Vancouver Senate

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Post-Secondary Institution	Prerequisites Required	Notes	MCAT	
Alberta	No	<i>As of 2015-2016</i>	Yes	
Calgary	No	<i>Strongly Recommended</i>	Yes	<i>VR Only</i>
Saskatchewan	No	<i>As of 2015-2016 but strongly recommended</i>	Yes	
Dalhousie	No		Yes	
McMaster	No		Yes	<i>VR Only</i>
NOSM	No		No	
Queen's	No		Yes	
Western	No		Yes	
Memorial	No (just English)		Yes	



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Canadian Medical Schools with Prerequisite Requirements

16 September 2015

Vancouver Senate

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Post-Secondary Institution	Prerequisites Required	Courses		MCAT	
Manitoba	Yes	Biochemistry (6) Humanities/Social Sciences (18)		Yes	
McGill	Yes	General Chemistry(6) Biology (6) Organic Chemistry (3) Physics (6)	<i>Biochemistry, Cell/Molecular Biology and Statistics Recommended</i>	Yes*	*If degree was taken outside of Canada
Ottawa	Yes	General Chemistry(6) Humanities (6) Biology (3) General/Organic Chemistry/ Biochemistry (12)		No	
Toronto	Yes	Life Science (12) Humanities/Social Sciences/Second Language (6)		Yes	



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THE UNIVERSITY OF BRITISH COLUMBIA

In Conclusion;

*The time has come at UBC....
Approval has been reached at:*

- *Admissions Policy Committee*
- *MDUPC*
- *Curriculum Committee*
- *Faculty Executive*
- *UBC Senate Admissions*

*English as the only remaining
prerequisite***

*****Chemistry, Biochem, Biology and Organic Chemistry:
continue to be "strongly recommended"***



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Proposed Timeline for removal of Science Prerequisites: Biology, General/Organic Chemistry and Biochemistry



Given the many applicants for whom English is a second language and that there is no longer a Writing Sample component to the MCAT, we recommend that the English prerequisite requirement be retained.



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THE UNIVERSITY OF BRITISH COLUMBIA

Proposed Motion

The Faculty of Medicine proposes that we remove the current strict science prerequisites from the application process for the MD Undergraduate Program, while retaining the current requirement for English. In addition we will ensure that we have resources in place to mitigate any academic challenges that occur as a consequence of broadening our applicant pool in this manner.



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THE UNIVERSITY OF BRITISH COLUMBIA

Collaboration Agreement between The University of British Columbia and Langara College

This Agreement is made effective as of the ____ day of ____, 2015 (the “Effective Date”).

Between:

The University of British Columbia, a corporation continued under the *University Act* of British Columbia.

(hereinafter referred to as “UBC”)

And:

Langara College

(hereinafter referred to as “Langara”)

UBC and Langara are referred to in the Agreement individually as a “Party” and collectively as the “Parties”.

Whereas:

Aboriginal students should have the opportunity to fulfil their educational potential;

The Parties recognize that Aboriginal students may choose different pathways to degrees, and may transition from colleges to universities;

The Parties piloted the UBC-Langara Aboriginal Transfer Partnership in 2012 signaling the Parties would work together to improve student transitions between Langara and UBC for Aboriginal learners.

The Parties are committed to continuing the working relationship, based on a shared commitment to support Aboriginal student success in education.

The Parties agree to continue to work together to support Aboriginal students who choose to transfer from Langara to UBC.

Therefore, the Parties agree as follows:

1.0 Purpose

1.1 The purpose of this Agreement is to identify the roles, responsibilities, and commitments of the Parties relating to the UBC-Langara Aboriginal Transfer Partnership.

2.0 Definitions

2.1 For the purpose of this Agreement:

- (a) “Aboriginal” refers to Aboriginal people of Canada as outlined in Section 35 of the Constitution Act, 1982.
- (b) “ATP” refers to the UBC-Langara Aboriginal Transfer Partnership, an initiative to support the transfer of students from Langara to UBC through specified admission requirements, scholarships and awards, and the Transition Plan.
- (c) “ATP Transition Plan Registration Form” is the form attached hereto as Schedule “A”.
- (d) The “Transition Plan” refers to non-credit activities designed to support students in their studies and transitions to UBC.
- (e) “Personal Information” means:
- Langara Student Identification Number;
 - Provincial Education Number;
 - Name;
 - Date of Birth;
 - Address;
 - Telephone Number;
 - Email Address;
 - Information contained in the UBC-Langara ATP Registration Form
- Of students registered in the Transition Plan.
- (f) The “Steering Committee” refers to the collaborative body that supports the success of the Aboriginal Transfer Partnership through policy development, strategy development, and evaluation.

3.0 Commitments

- 3.1 Langara agrees to advise Aboriginal students enrolled at Langara to determine if and how to apply to the ATP.
- 3.2 Langara agrees to provide services to Aboriginal students registered in the Transition Plan to facilitate a smooth transition to UBC, including but not limited to the following:
- (a) administering the Transition Plan with learning objectives mutually-agreed by the Parties.
 - (b) providing scholarships and awards to eligible Langara students.
 - (c) sharing Personal Information with UBC in connection with the administration of the ATP.
 - (d) participating in the policy, strategy, and evaluation work of the Steering Committee.
- 3.3 UBC agrees to provide services to Aboriginal students who choose to transition to UBC from Langara through the ATP, including but not limited to the following:

(a) maintaining accurate public information about the ATP via the website transfer.aboriginal.ubc.ca.

(b) assisting with the administration of the Transition Plan outlined in 3.2 (a).

(c) providing scholarships and awards to eligible UBC students.

(d) sharing aggregate student promotion and graduation information with Langara in order to support the success of the ATP, provided that no individual identifying information will be shared; and

(e) participating in the policy, strategy, and evaluation work of the Steering Committee.

3.4 UBC further agrees:

(a) to establish, and from time to time revise, specific admission averages and other academic requirements, including course pre-requisites, for each undergraduate program where— in the opinion of UBC after consultation with Langara -UBC is willing and able to admit students who have completed the requirements of the Transition Plan;

(b) to communicate those averages and requirements to Langara, and to allow Langara to communicate the same to students and applicants;

(d) to provide Langara with at least six (6) months' notice of the establishment or revision of any requirements set out in Section 3.4 (a);

(d) while this Agreement is in force, to admit students to UBC who meet the requirements set out in Section 3.4 (a) as in force at the time of their first registration in the Transition Plan or as later revised by UBC, with the understanding that unless a student takes - in the opinion of UBC - an inordinate number of years as a full or a part-time student to complete the Transition Plan, the student shall be given the option of meeting requirements in effect when first registered or of meeting revised requirements; and

(e) For a period of at least two (2) years following the expiration or termination of this Agreement, continue to admit students under section 3.4 (d) who completed the Transition Plan or who were registered in the Transition Plan at the time of the termination or expiration.

3.5 UBC and Langara agree to develop a student recruitment and communication plan for the ATP.

4.0 Review

4.1 The Steering Committee will review the purpose and commitments of the Agreement on an annual basis as mutually determined by the Parties.

4.2 Langara agrees it will not modify the ATP Transition Plan Registration Form without the prior written consent of UBC to all changes.

- 4.3 Langara agrees that this Agreement only applies to those programs and those faculties of UBC as determined by UBC.

5.0 Dispute Resolution

- 5.1 In the event of a dispute between the Parties arising out of this Agreement, the Parties agree to designate a representative to meet, negotiate in good faith, and attempt to resolve the dispute amicably.

6.0 Personal Information

- 6.1 UBC and Langara agree that all Personal Information provided by a Party to the other Party under the Agreement is subject to the *Freedom of information and Protection of Privacy Act* (“**FIPPA**”). Each party warrants that the Party and its employees and designee(s) will adhere to and comply with all applicable laws and regulations regarding the collection, use, disclosure and protection of the Personal Information, including but not limited to FIPPA, the *University Act* of British Columbia and the *College and Institute Act* of British Columbia.
- 6.2 Each party is responsible to obtain the consents necessary to carry out its obligation pursuant to this Agreement.

7.0 Term

- 7.1 The term of this Agreement commences on the Effective Date and expires 5 years thereafter unless terminated earlier by one party giving the other party at least 30 calendar days written notice.
- 7.2 All terms in this Agreement which require performance by the Parties after the termination or expiration of this Agreement, will remain in force despite this Agreement’s termination or expiration.

8.0 Amendment

- 8.1 This Agreement may only be amended by the authorized signatories of each Party.

9.0 General

- 9.1 Nothing contained in this Agreement will be construed or deemed to authorize one party to act as agent for the other, and neither party will contract, agree or make any commitment, representation or warranty which binds the other party, or otherwise do any act in the name of, or purport to act on behalf of, the other party.
- 9.2 Nothing in this Agreement shall be deemed in any way or for any purpose to constitute the parties hereto partners in the conduct of any business.
- 9.3 The name, crests and logos of each Institution (the “Marks”) are the intellectual property of that Institution, and may not be used without that Institution’s express written permission for each

specific usage. Each party will obtain the other party's consent prior to using the other party's Marks in any advertising or public relations materials.

- 9.4 Each party to this Agreement remains solely responsible for its rules governing academic procedures and for its academic standards and nothing in this Agreement precludes either party from changing such rules or standards.

SIGNED BY THE PARTIES AS AN AGREEMENT and effective as of the Effective Date.

SIGNED FOR AND ON BEHALF OF
THE UNIVERSITY OF BRITISH COLUMBIA
by its duly authorized Officer:

SIGNED FOR AND ON BEHALF OF
LANGARA COLLEGE
by its duly authorized Officer:

Name:
Title:

Name:
Title:

SCHEDULE "A"

UBC-Langara Aboriginal Transfer Partnership (ATP) Transition Plan Registration Form

DRAFT



The UBC – Langara Aboriginal Transfer Partnership (ATP) is an initiative that supports the transfer of First Nations, Métis, and Inuit students from Langara to UBC for certain degree programs at the Vancouver campus of UBC. For more details: transfer.aboriginal.ubc.ca

STUDENT INFORMATION:

LEGAL SURNAME/FAMILY NAME:

LEGAL FIRST NAME:

LEGAL MIDDLE NAME:

LANGARA ID:

GENDER: M / F

DATE OF BIRTH:

ADDRESS:

CITY:

PROVINCE:

POSTAL CODE:

EMAIL:

PHONE NO.:

PROGRAM:

UBC FACULTY/PROGRAM YOU ARE INTERESTED IN:

For the purposes of this application and admission to UBC/Langara, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), being Schedule B to the Canada Act 1982 (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Métis person of Canada.

DO YOU IDENTIFY YOURSELF AS AN ABORIGINAL PERSON IN CANADA: Y / N

Affiliation: METIS

INUIT

FIRST NATIONS

PROCEDURES:

1. Submit this form to Registrar and Enrolment Services of Langara College.
2. Connect with the Manager of Aboriginal Services to begin the Transition Plan.
3. When the Transition Plan courses are complete, request the completion letter from the Manager of Aboriginal Services to be submitted as part of your application to UBC.

TRANSFER REQUIREMENTS:

- Successfully complete the Transition Plan.
- Successfully complete the applicable UBC Post-Secondary Transfer eligibility requirements for an eligible program of study. For details: transfer.aboriginal.ubc.ca

BENEFITS OF THE UBC - LANGARA ATP

- Dedicated scholarships from Langara to Aboriginal students who meet basic criteria, and who have registered in, and are actively completing the Transition Plan.
- Entrance scholarships and awards from UBC to Aboriginal students who meet set criteria, including the completion of the Transition Plan at Langara.

I consent to Langara College sharing my personal information, including course information and Aboriginal Transfer Partnership-related activity, with the University of British Columbia (UBC) to identify me as a participant in the Transition Plan with the Aboriginal Transfer Partnership.

Langara College collects your personal information under the authority of the College and Institute Act [RSBC 1996, Chapter 52, Section 41.1] and shares it with UBC in compliance with the provisions of the Freedom of Information and Protection of Privacy Act [RSBC 1996, Chapter 165, Section 33.1]. For questions about the collection, use and disclosure of your personal information, contact the Registrar of Enrolment Services at 604-323-5225.

STUDENT'S SIGNATURE

DATE:

Transition Plan

Aboriginal Transfer Partnership (ATP)

Registrar & Enrolment Services

CURRENT TRANSITION PLAN REQUIREMENTS:

The UBC-Langara ATP includes guaranteed admissions for students who meet the eligibility requirements for eligible programs and who successfully complete their Transition Plan. Students may also be eligible for scholarships and awards. Students must complete Transition Plan requirements listed below, to be considered for admission to the University of British Columbia through the UBC-Langara ATP. Students who complete the Transition Plan will receive a letter of completion from the Manager of Aboriginal Services at Langara College.

For assistance scheduling your events and activities, contact Langara's Manager of Aboriginal Services.

ADVISING	Points Assigned:	Points Earned:	Certified Complete:	Date Complete:
Student must complete all activities				
UBC Academic Advising	5			
Financial Advising	5			
Career Advising	5			
Total Points Needed:	15			

STUDY SKILLS WORKSHOP	Points Assigned:	Points Earned:	Certified Complete:	Date Complete:
Student must complete all activities				
Langara Writing Centre*	5			
Langara Library Orientation	5			
UBC Library Orientation	5			
Time Management Workshop	5			
Effective Note-Taking Workshop	5			
Final Exam and Test Taking Workshop	5			
Total Points Needed:	30			

*Take your first term paper to the Writing Centre

SOCIAL EVENTS	Points Assigned:	Points Earned:	Certified Complete:	Date Complete:
Select one of the following:				
Aboriginal Transfer Program	5			
Langara Aboriginal Guest Speaker Series	5			
Student luncheon at UBC	5			
UBC Longhouse Event	5			
Total Points Needed:	5			

RECREATIONAL ACTIVITIES	Points Assigned:	Points Earned:	Certified Complete:	Date Complete:
Select one of the following:				
Special Recreational/cultural event	5			
Introduction to Fitness Workshop	5			
Drop-in Sports	5			
Langara Falcon Game	5			
UBC Thunderbird Game	5			
Total Points Needed:	5			

LIFESTYLE WORKSHOPS	Points Assigned:	Points Earned:	Certified Complete:	Date Complete:
Select one of the following:				
Drum Making Workshop	5			
Finding Housing In Vancouver	5			
Finding Volunteer Opportunities	5			
Job Search	5			
Total Points Needed:	5			

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Department: Enrolment Services Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: 3 September 2015 Contact Person: Kristen Harvey, Associate Director, Strategic Aboriginal Enrolment Initiatives Phone: 604-827-2109 Email: kristen.harvey@ubc.ca</p>
<p>Homepage→Admissions→ Applicants from a Post-Secondary Institution → UBC-Langara Aboriginal Transfer Partnership</p> <p>Proposed Calendar Entry:</p> <p>UBC-Langara Aboriginal Transfer Partnership</p> <p>Overview: The UBC-Langara Aboriginal Transfer Partnership (ATP) is a program designed to provide Aboriginal students the opportunity to develop the academic preparation necessary for admission to UBC. Advisors from UBC and Langara strive to provide each student with personalized support and advising services. Dedicated scholarships and awards are available for eligible students registered in the ATP at both Langara and UBC.</p> <p>Eligibility Requirements: Applicants must have registered for the ATP at Langara College, and successfully completed the ATP Transition Plan to be eligible to transfer to certain programs within the Faculty of Applied Science, Faculty of Arts, Faculty of Commerce and Business Administration, Faculty of Forestry, Faculty of Land and Food Systems and Faculty of Science at UBC Vancouver.</p>	<p>URL: none</p> <p>Type of Action:</p> <p>New affiliation agreement.</p> <p>Create new heading “UBC-Langara Aboriginal Transfer Partnership” at http://www.calendar.ubc.ca/vancouver/i ndex.cfm?tree=2,25,0,0, under ‘Applicants from a College or University’</p> <p>Create new calendar entry.</p> <p>Rationale for Proposed Change:</p> <p>This partnership is an important component of the Aboriginal student recruitment strategy as it provides a pathway to UBC Vancouver for Aboriginal students who may wish to begin their studies at a smaller institution, or who do not have all the required courses for direct entry to UBC.</p> <p>Additionally, the Aboriginal Strategic Plan outlines recruitment goals: “Partnerships with other post-secondary educational institutions should be developed to ensure that Aboriginal students have access to information on the most meaningful choices among institutions. Transfer relationships for students moving between partner institutions should be well articulated. This recruitment strategy should draw on the strengths of available programs and</p>

<p>Admission Requirements: Applicants must meet the university's general requirements for admission as a transfer student as well as any program-specific ATP requirements.</p> <p>Please visit the appropriate Faculty page for program-specific ATP admissions criteria.</p> <p>Faculty: Applied Science Program: Bachelor of Applied Science</p> <p>Faculty: Arts Program: Bachelor of Arts</p> <p>Faculty: Commerce and Business Administration Program: Bachelor of Commerce</p> <p>Faculty: Forestry Program: Bachelor of Science in Forest Science, Bachelor of Science in Natural Resource Conservation, Bachelor of Science in Wood Products Processing, Bachelor of Science in Forestry, and Bachelor of Urban Forestry.</p> <p>Faculty: Land and Food Systems Program: Bachelor of Science in Applied Biology, Bachelor of Science in Food, Nutrition and Health, Bachelor of Science in Global Resource Systems</p> <p>Faculty: Science Program: Bachelor of Science</p>	<p>accurately represent them.”</p>
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16 September 2015

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Summer Curriculum Proposals (approval)

In accordance with rule 28 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 20 July 2015, the Senate Curriculum Committee approved the attached proposals from the faculties of Applied Science, Graduate and Postdoctoral Studies (Applied Science, Arts, Commerce and Business Administration, Medicine), Medicine, and Pharmaceutical Sciences.

The following is recommended to Senate:

Motion: *“That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair

Senate Curriculum Committee

**FACULTY OF APPLIED SCIENCE***New course*

IGEN 453 (3) Pipelines, Society and the Environment

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES*New courses***Applied Science**

MINE 505 (3) Advanced Topics in Rock Engineering; MINE 507 (3) Block Caving Systems; MINE 515 (3) Mining in the Future

Arts

FIST 510 (3) Advanced Film Theory; FIST 520 (3) Advanced Film Criticism

Commerce and Business Administration

BAAC 505 (2.3) Fundamentals of Accounting

Medicine

SPHA 533 (1.5) Health Care Priority Setting

FACULTY OF MEDICINE*New course*

SPPH 481 (1-6)d Special Topics in Population and Public Health

FACULTY OF PHARMACEUTICAL SCIENCES*Revised program*

PHAR>BScPharm>Academic Regulations>Disruption of Studies



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Integrated Engineering Program Faculty Approval Date: March 5, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: January 14, 2015 Contact Person: Daan Maijer Phone: 2-6013 Email: daan.maijer@ubc.ca
Proposed Calendar Entry: IGEN 453 (3) Pipelines, Society and the Environment Pipeline and pipeline system design reflecting environmental, community, social, professional, economic and business considerations; public awareness and communications; stakeholder interactions; decision making; design project. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-2] <i>Prerequisite:</i> Third year standing in any B.A.Sc. program.	Present Calendar Entry: n/a Type of Action: Create new course 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. <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">x</div> <div> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Undergraduate courses in Engineering are currently not offered for Cr/D/F. </div> </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Mining Engineering Faculty Approval Date: January 15, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: January 22, 2015 Contact Person: Davide Elmo Phone: 2-9304 Email: delmo@mining.ubc.ca
Proposed Calendar Entry: MINE 505 (3) Advanced Topics in Rock Engineering Rock mass properties and numerical modelling applied to rock engineering design with particular emphasis on applications in rock slopes and tunneling.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This is a collection of topics that were in other courses or in directed studies courses. Part of a general “housekeeping” of graduate courses in Mining Engineering
Proposed Calendar Entry: MINE 507 (3) Block Caving Systems Mass mining (caving) methods, their design and operation, the value proposition and the key value drivers.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: This course replaces the current MINE590K course (Mining System). Part of a general “housekeeping” of graduate courses in Mining Engineering
Faculty: Applied Science Department: Mining Engineering Faculty Approval Date: January 15, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: January 22, 2015 Contact Person: Marcello Veiga Phone: 2-4332 Email: veiga@mining.ubc.ca
Proposed Calendar Entry: MINE 515 (3) Mining in the Future Sustainability of mining and the future of the industry. Mineral resources and consumption. Possible future sources such as recycling, municipal or mine waste, or small, low grade, deep, ocean floor ore deposits, and asteroids.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: Mineral reserves are not increasing sufficiently to match the expected demand of future generations. Mining companies are extracting minerals at mines located in isolated parts of the planet, or from large deposits having lower grades, as well as from greater depths. There are a number of sources of minerals and metals such as small ore deposits, garbage, sewage and recycled material which could be “mined.” However, all of the above sources pose significant challenges to governments and mining companies. This course is about the possible responses to these challenges using combinations of technology, education or policy changes.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Arts Department: Theatre and Film Faculty Approval Date: May 25, 2015 Effective Session (W or S): Winter Effective Academic Year: 2015	Date: April 29, 2015 Developed by: Ernest Mathijs Contact Person: Lisa Coulthard Phone: 2-2799 Email: lisa.coulthard@ubc.ca
Proposed Calendar Entry: <div style="background-color: yellow; padding: 2px;">FIST 510 (3) Advanced Film Theory</div> <p>Current trends and topics in scholarship, based on an intensive look at a few key theorists and theories.</p>	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: This is a new course designed to introduce students to the most significant and influential theories and theorists for contemporary film studies. This course focuses on a select few theories so as to engage with the material in an intensive fashion: it is not an introduction to theory but an in-depth analysis of a few key thinkers and concepts. <p>Designed to enrich methodological and theoretical frameworks for scholarly research in the field, this course focuses on theories of particular relevance for graduate students in film studies. With a variety of exercises and evaluative measures (oral presentations, reports, research essay), this course additionally instructs students in theoretical thinking and writing.</p> <p>The course falls within the research-specialty and pedagogical expertise of Senior Faculty of the Film Studies program</p> <p>The audience for the course will be, in order of importance: (1) Graduate MA students in the MA in Film Studies program at UBC, (2) Graduate MA and PhD students from cognate disciplines (English, Philosophy, Theatre Studies, etc.), (3) Graduate MA and PhD students from UBC and other Vancouver universities.</p> <p>Enrolment will be based on the successful completion of prerequisites in the Film Studies subject area: (1) proficiency in higher-level film studies, as evidenced by transcripts, (2) proficiency in academic writing on the subject, as evidenced by writing sample. Decisions on applications for enrolling in the course will be by the Film Studies Graduate Committee.</p> <p>The proposed course will combine academic and skills-based approaches in an effort to educate students in the most influential and pertinent theories and theorists relevant to the study of film.</p>


Proposed Calendar Entry:
FIST 520 (3) Advanced Film Criticism

Film criticism, with detailed interrogation of conceptual foundations and contemporary case-studies.

Present Calendar Entry: N/A

Type of Action: Create New Course

Rationale for Proposed Change:

For decades, the 'death' of film criticism has been predicted. Yet despite numerous challenges, the critical evaluation and interpretation of films is more alive than ever. It remains a much-desired professional outcome for film studies graduates.

This new course meets the demands from the scholarly and professional field of film studies for advanced education in one of the discipline's most hotly contested areas of practice.

The model course outline attached to this proposal contains a bibliography indicative of the high degree of sustained scholarly activity in this subject area.

The course falls within the research-specialty and pedagogical expertise of Senior Faculty of the Film Studies program

The audience for the course will be, in order of importance: (1) Graduate MA students in the MA in Film Studies program at UBC, (2) Graduate MA and PhD students from cognizant disciplines (English, Journalism, Theatre Studies, etc.), (3) Graduate MA and PhD students from UBC and other Vancouver universities.

Enrolment will be based on the successful completion of prerequisites in the Film Studies subject area: (1) proficiency in higher-level film studies, as evidenced by transcripts, (2) proficiency in academic writing on the subject, as evidenced by writing sample. Decisions on applications for enrolling in the course will be by the Film Studies Graduate Committee.

The proposed course will combine academic and skills-based approaches in an effort to educate students in the theories, practices, and routines of film criticism (including reviewing and blogging).



UBC Curriculum Proposal Form Change to Course or Program

Category 1

Faculty: Commerce & Business Administration Department: Finance Faculty Approval Date: March 10, 2015 Effective Session: Winter Effective Academic Year: 2015	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
Proposed Calendar Entry: BAAC 505 (2.3) Fundamentals of Accounting <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 new course merges Accounting pedagogical content from two independent courses, an optional non-credit accounting “prep” course offered prior to the start of the MBA program, and BAAC 550 (1.5) in the MBA program. The accounting prep course is being discontinued and the prep content is being merged with BAAC 550 content into a new 2.3 credit course. The new course will be more effective as a delivery mechanism for students. All of this accounting content should be included in a required accounting course in the program, rather than some of it covered in an optional, non-credit prep course. This will ensure that all students have coverage of all of the required accounting content. Accounting is core business content, not preparation content and it should be included in credit courses that are required in the program. BAAC 505 will replace BAAC 550 in the MBA program. The accounting prep course used the same textbook and covered several of the chapters. These will now all be covered in the new required course BAAC 505. <i>Note on credit value:</i> The Faculty has some MBA courses with .75 credit value. However, the SISC system cannot handle more than 1 decimal place. To accommodate this, we pair .75 credit value courses with one set at .7 credits in the system and the other set as .8 credits to equal our usual 1.5 credit MBA courses. In this case we are proposing to merge an existing 1.5 credit course with an additional .75 credits of content, creating a 2.25 credit course. In the system, this will be proposed as 2.3 credits and will be paired with another required course of .7 credits to total the equivalent of a 3.0 credit course.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: School of Population & Public Health Faculty Approval Date: March 16, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: March 1, 2015 Contact Person: Craig Mitton Phone: 604.822.4757 Email: craig.mitton@ubc.ca
Proposed Calendar Entry: SPHA 533 (1.5) Health Care Priority Setting Application of priority setting and resource allocation methods to improve health from the perspective of the policy maker, health professional, and patient.	Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: Curriculum refinement for suitability specific to health care administrators and desired learning outcomes. This course will be added to the current MHA offering to maintain the overall credit hours required for the MHA degree (noting simultaneous deletion of SPHA 530). This course has been taught previously in the eMBA (Health) program (eMBA 598) and received excellent student reviews and feedback. As such the course is already geared towards executive style education. The basic material taught in the proposed course overlaps with SPPH 547 which is not available to MHA students. Offering this course as an MHA course will provide significant added value to the program offering as a whole and will provide UBC's MHA with a competitive advantage over the other five MHA programs in Canada.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: June 25, 2015 Effective Session: Winter Effective Academic Year: 2015	Date: June 19, 2015 Contact Person: Carrie Hunter Phone: 604 827 2709 Email: carrie.hunter@ubc.ca
Proposed Calendar Entry: SPPH 481 (1-6)d Special Topics in Population and Public Health Selected topics will vary. Multiple versions may be taken. This course takes an interprofessional approach and population/public health perspective in addressing current issues in healthcare and health-related fields.	Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: The School of Population and Public Health currently does not have an undergraduate special topics course. This course will serve as a frame for expanding and piloting our curriculum. Versions of this course will provide undergraduate students currently in, entering or interested in health related fields opportunities to explore current issues in population and public health through an inter-disciplinary approach. This will enhance students' ability to understand their current field and its approach to current issues in terms of population and public health, and the perspectives of other related disciplines/professions. <i>Examples of version titles:</i> -Introduction to Population and Public Health -Introduction to Occupational and Environmental Health -Prison Health -Distributed Health Research Methods -Mental Health and Addictions -Child Health and Development

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Faculty Approval Date: Mar. 26, 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: Feb. 26, 2015 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@mail.ubc.ca
Proposed Calendar Entry: Academic Regulations ... Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.	URL: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,213,397,392 Present Calendar Entry: Academic Regulations ... Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for promotion or graduation. The Faculty reserves the right to require a student to withdraw from the Faculty if that student is considered to be unsuited to proceed with the study or practice of pharmacy.
Disruption of Studies Beginning in September 2015, the Bachelor of Science in Pharmacy (B.Sc.(Pharm.)) will be phased out year by year as the new Entry-to-Practice Doctor of Pharmacy (Pharm.D.) program is phased in. Students must meet the degree requirements for the program they entered. Students in the B.Sc.(Pharm.) program who experience a disruption in their studies (e.g. due to extended absence, medical leave, withdrawal, or failure) may not be able to complete the degree requirements as described in the Academic Calendar for the year they were admitted to the program as some courses will no longer be offered. Each student's circumstance will be different and will be reviewed on	

<p>a case-by-case basis with the Associate Dean, Academic. A combination of completed B.Sc.(Pharm.) and available Pharm.D. course offerings will be used to satisfy the degree requirements set out in this Academic Calendar in the Bachelor of Science in Pharmacy degree program requirements section. Every reasonable effort will be made to accommodate the student's completion of the degree requirements within a reasonable duration of study.</p> <p>Dean's Honour List</p> <p>Graduating students and students promoted ...</p>	<p>Dean's Honour List</p> <p>Graduating students and students promoted ...</p> <p>Type of Action: Update to Bachelor of Science in Pharmacy Academic Regulations section.</p> <p>Rationale for Proposed Change: Required B.Sc.(Pharm.) courses may not be available to students who experience a disruption in their studies, depending on what year they are in and the duration of their absence. Students will be required to take the closest equivalent coursework in the Entry-to-Practice Pharm.D. program to complete their B.Sc.(Pharm.) degree.</p>
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16 September 2015

To: Vancouver Senate

From: Senate Curriculum Committee

Re: September 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 revised program and parchment, and new program concentration and courses brought forward by the faculties of Commerce and Business Administration and Graduate and Postdoctoral Studies (Applied Science) be approved.”*

Respectfully submitted,

Mrs. Carol Jaeger, Vice-Chair

Senate Curriculum Committee

**a place of mind****THE UNIVERSITY OF BRITISH COLUMBIA****FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION***Revised program and parchment*

COMM>Professional Master's Degrees>Master of Management>Operations Research Specialization;
Parchment: Master of Management Operations Research;

**FACULTIES OF COMMERCE AND BUSINESS ADMINISTRATION AND
GRADUATE AND POSTDOCTORAL STUDIES (APPLIED SCIENCE)***New program concentration and courses*

COMM>Professional Master's Degrees>Executive Master of Business
Administration>Concentration>Strategic Mine Management; MINE 574 (1.5) Mine Exploration,
Development and Operation; MINE 575 (1.5) Mineral Processing and Mine Waste Management; MINE
576 (1.5) Models of Mine Operations



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce & Business Administration 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:</p> <p>Master of Management</p> <p>The Master of Management (M.M.) provides a professional course of study designed to prepare graduates with applied knowledge focused in business. The program includes a minimum of 30 credits of coursework that may include an applied project. The course work consists of at least 24 credits at the 500-level or above, and no more than 6 credits at the 300- or 400-levels.</p> <p>The program will generally be completed within 12-16 months of full-time study. Admission requirements include all the minimum admission requirements for the Faculty of Graduate and Postdoctoral Studies, plus GMAT or GRE is generally required, and a minimum of TOEFL score of 600 (or equivalent) for international students. More specific, higher admissions requirements may be established for some areas of specialization in the M.M. program. Upon accepting an offer of admission to the M.M. program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1269</p> <p>Present Calendar Entry:</p> <p>Master of Management</p> <p>The Master of Management (M.M.) provides a professional course of study designed to prepare graduates with applied knowledge focused in business. The program includes a minimum of 30 credits of coursework that may include an applied project but lacks the Integrated Core provided in the M.B.A. program. The course work consists of at least 24 credits at the 500-level or above, and no more than 6 credits at the 300- or 400-levels.</p> <p>The program is available for either full-time or part-time study. The program will generally be completed within 16 months of full-time study, or approximately 24 months of part-time study. Admission requirements include all the minimum admission requirements for the Faculty of Graduate Studies, plus GMAT or GRE is generally required, and a minimum of TOEFL score of 600 (or equivalent) for international students. More specific, higher admissions requirements may be established for some areas of specialization in the M.M. program. Upon accepting an offer of admission to the M.M. program, students will be required to pay a non-</p>



The Master of Management is offered as 1) a general management program with no specialization, and 2) with a specialization in Operations Research.

General Management

The Master of Management general management (with no specialization) is offered as:

1. A full time program requiring a bachelors degree in an area other than business.

a. International Business Stream

The International Business Stream is available to any student in the full time Master of Management – **general management** program.

Students are required to take part in an international study experience, either an exchange program or a study tour, and pass two 1.5 credit international business modules. Details of International Business streams are available from the **Faculty's Robert H. Lee Graduate School**.

2. An Undergraduate Program-Master of Management Dual Degree Option. See the UG-MM Dual Degree Option entry for details.

Operations Research Specialization

The Master of Management Operations Research (MMOR) requires specialized

refundable deposit, which is applied to the first instalment of tuition fees.

International Business Stream

The International Business Stream is available to any student in the Master of Management - ~~Early Career Masters (ECM)~~ Program. Students are required to take part in an international study experience, either an exchange program or a study tour, and pass two 1.5 credit international business modules.

Details of International Business streams are available from the ~~Graduate Programs~~ Office.



coursework in business models, statistics and decisions, optimization, stochastic systems and consulting practices, as well as electives. Students are generally required to complete an industry project.

Visit the [Faculty](#) for more information.

Visit the [Faculty](#) for more information ~~on admissions requirements, areas of specialization, and full and part time programs.~~

Type of Action: Add the Operations Research specialization to the Master of Management Calendar entry.

Rationale for Proposed Change: The Master of Management (MM) program was approved in 2003 as a new degree. The original proposal included 4 specializations within the MM degree title, but these were not listed in the Calendar entry. They were only included on the students' transcripts. Two of the 4 specializations have never been offered. A third was offered for 2 years and discontinued. The only specialization that has been offered each year since 2003 is "Operations Research". The specialization is not included in the Calendar entry. It is included on the student's transcripts, but it is not included on the degree parchment. We also offer a general management MM program with no specialization. In order to distinguish the MM-OR from the general program, we propose to add the Operations Research specialization to the Calendar entry and also include this as a second line on the degree parchment for the MM-OR graduates.

The proposed revised calendar entry also includes updates to note the UG-MM Dual Degree Option, delete "part time" as it has not been offered as a part time program, and some other minor editing.

**Proposed Calendar Entry: N/A**

Revise the parchment for graduates of the Master of Management degree program with specialization in Operations Research to read as follows:

Line 1: Master of Management
Line 2: **Operations Research**

URL: N/A**Present Calendar Entry: N/A**

Type of Action: Add second line to Degree parchment.

Rationale for Proposed Change: The Master of Management program currently includes two distinct programs of study. One is general management and the second is more specialized in operations research. In order to better distinguish the two, we propose to add a second line to the degree parchment for the operations research students.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Commerce & Business Administration Department: Executive MBA Faculty Approval Date: Oct., 28, 2014 Effective Session: Winter Year: 2015</p>	<p>Date: May 20, 2015 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Executive Master of Business Administration</p> <p>The Executive Master of Business Administration (E.M.B.A.) is intended for mature students with prior management work experience.</p> <p>Summary of program details:</p> <ul style="list-style-type: none"> • The program includes a minimum of 30 credits. • The curriculum includes courses that cover the fundamental areas of business, more advanced courses, and may include applied projects. • Applicants must have successfully completed an undergraduate degree or equivalent, and must have a minimum of eight years of full-time work experience, including three years of management work experience. • Applicants must be interviewed prior to acceptance. • International applicants must have a minimum TOEFL of 550 (paper) or 213 (computer) or equivalent. • GMAT test scores are not required for admission; however, applicants 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1336</p> <p>Present Calendar Entry:</p> <p>Executive Master of Business Administration</p> <p>The Executive Master of Business Administration (E.M.B.A.) is intended for mature students with prior management work experience.</p> <p>Summary of program details:</p> <ul style="list-style-type: none"> • The program includes a minimum of 30 credits. • The curriculum includes courses that cover the fundamental areas of business, more advanced courses, and may include applied projects. • Applicants must have successfully completed an undergraduate degree or equivalent, and must have a minimum of eight years of full-time work experience, including three years of management work experience. • Applicants must be interviewed prior to acceptance. • International applicants must have a minimum TOEFL of 550 (paper) or 213 (computer) or equivalent. • GMAT test scores are not required for admission; however, applicants

<p>may submit GMAT test scores to support their application.</p> <ul style="list-style-type: none"> • Students may apply for prior learning assessment and recognition to obtain up to 6 credits toward the degree. <p>Concentration</p> <p>The E.M.B.A. is offered with a concentration in Strategic Mine Management, intended for working professionals in the global mining industry. The S.M.M. concentration is delivered in blended format including online coursework and face-to-face residential sessions.</p> <p>Visit the Faculty for more information.</p>	<p>may submit GMAT test scores to support their application.</p> <ul style="list-style-type: none"> • Students may apply for prior learning assessment and recognition to obtain up to 6 credits toward the degree. <p>Visit the Faculty for more information.</p> <p>Type of Action: Add new concentration in Strategic Mine Management to the Executive MBA program.</p> <p>Rationale for Proposed Change: The Faculty of Commerce and Business Administration (Sauder School of Business) in partnership with the Faculty of Applied Science (Norman B. Keevil Institute of Mine Engineering) propose to offer the Executive MBA (EMBA) program to working professionals in the mining industry. The program will include primarily existing EMBA and MBA course but will also include some new MINE courses offered by Keevil. The program will be delivered in a blended format, approximately 65% online and 35% face to face.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Mining Engineering Faculty Approval Date: Jan 2015 Effective Session (W or S): W Effective Academic Year: 2015	Date: January 15, 2015 Contact Person: W Scott Dunbar Phone: 2-4725 Email: wsd@mining.ubc.ca
Proposed Calendar Entry: MINE 574 (1.5) Mine Exploration, Development and Operation Basic geological concepts, where ore deposits are found, exploration methods and strategies. Reporting standards and regulatory regimes. Mining operations. This course is restricted to students in the Executive MBA degree.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: The Faculty of Commerce and Business Administration (Sauder School of Business) and the Faculty of Applied Science (NBK Institute of Mining Engineering) are delivering an Executive MBA degree for professionals in the mining industry. The target audience is engineers or finance/accounting professionals who work in the industry, but may not have a background in how mines are found, developed and operated. This course is one of three courses designed to provide this background. Case studies in the degree program will draw upon the content of this course.
Proposed Calendar Entry: MINE 575 (1.5) Mineral Processing and Mine Waste Management Methods of mineral and metal processing. Operations and material flows. Mine waste production and management to closure. This course is restricted to students in the Executive MBA degree.	Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: The Faculty of Commerce and Business Administration (Sauder School of Business) and the Faculty of Applied Science (NBK Institute of Mining Engineering) are delivering an Executive MBA degree for professionals in the mining industry. The target audience is engineers or finance/accounting professionals who work in the industry, but may not have a background in how mines are found, developed and operated. This course is one of three courses designed to provide this background. Case studies in



	the degree program will draw upon the content of this course.
<p>Proposed Calendar Entry:</p> <p>MINE 576 (1.5) Models of Mine Operations</p> <p>Modeling and simulation techniques used to design or improve mining and mineral processing operations. Applications are illustrated by examples and cases. This course is restricted to students in the Executive MBA degree.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Faculty of Commerce and Business Administration (Sauder School of Business) and the Faculty of Applied Science (NBK Institute of Mining Engineering) are delivering an Executive MBA degree for professionals in the mining industry. The target audience is engineers or finance/accounting professionals who work in the industry, but may not have a background in how mines are found, developed and operated. This course is one of three courses designed to provide this background. Case studies in the degree program will draw upon the content of this course.</p>



2 September 2015

To: Senate
From: Nominating Committee
Re: Change to Membership of Senate

As senators will be aware, last year we resolved to disestablish the College for Health Disciplines and to transfer its academic responsibilities to the faculties. As a result of that decision, the position of Principal of the College no longer exists. The Committee therefore recommends:

That, pursuant to Section 35.1 (2) (k) of the University Act, the membership of Senate be amended to strike "Principal, College of Health Disciplines" effective 1 October 2015.

The Nominating Committee would further offer its thanks to former principals John H.V. Gilbert and Louise L. Nasmith for their service to University and Senate.



2 September 2015

To: Senate
From: Nominating Committee
Re: Change to Memberships of Committees of Senate and the Council of Senates

The Nominating Committee would recommend:

That the following adjustments be made to the membership of committees of Senate and the Council of Senates:

Senate Agenda Committee: Catherine Dauvergne to replace Mary Anne Bobinski, and Richard Tees to replace Louise Nasmith

Senate Academic Policy Committee: John Gilbert to replace Mary Anne Bobinski

Council Elections Committee: Catherine Dauvergne to replace Mary Anne Bobinski

Senate Tributes Committee: Dermot Kelleher to replace Mary Anne Bobinski

Senate Curriculum Committee: Kevin Madill to replace Carol Jaeger (NB: Senator Jaeger remains on the Committee as Chair of the Faculty of Applied Science Curriculum Committee), and William McKee to replace Katja Thieme

Senate Teaching & Learning Committee: William McKee to replace Katja Thieme

Council Budget Committee: Richard Tees to replace William Dunford; and

That the composition of the Ad Hoc Committee on Flexible Learning be reduced by two (2) senators, and that Paul Harrison and Richard Tees cease to be members of the Committee.



3 September 2015

To: Senate
From: Okanagan and Vancouver Nominating Committees
Re: Presidential Search Committee

The two senate nominating committees and the Executive Committee of the Board of Governors have jointly agreed to the attached proposal for the terms of reference and composition of a Presidential Search Committee.

The proposal for this year is largely an amalgam of the previous two presidential search committees, with updates to reflect operational changes in the Board of Governors. Most notably:

- All references to the Management Resources & Composition Committee (MRCC) of the Board have been amended to refer to the Executive Committee of the Board, as the former has been disestablished.
- References to the Chair of the Board of Governors have been removed. Former responsibilities of the Chair have been fully assumed by the Chancellor as Chair of the Presidential Search Committee.
- The Search Committee itself will now have the ability to select its own professional search consultant rather than have one selected by the MRCC.
- Balance has been restored to Board and Senate representation with 3 from the Board, and 3 from the Senates (2 from Vancouver and 1 from the Okanagan).
- Faculty Member representation is still reserved for those faculty members “in the bargaining unit” – essentially, this prohibits deans, associate deans, and other senior academic administrators from serving on the Committee as elected faculty members.

The Committees note that there has been - and is expected to be again - some dissatisfaction by groups not granted explicit representation in this process. In the past, concerns have been raised by the vice-presidents and associate vice-presidents, service unit directors, other excluded staff, professional librarians and archivists, sessional and clinical instructors, emeritus faculty members, and residents on campus. While sympathetic to these concerns given the growth of the committee in recent decades and the inclusion of other interest groups, the nominating committees would note that UBC has had – and will continue to have under this proposal – one of the largest presidential search committees in Canada. To this point, the nominating committees expect that the Presidential Search Committee will work to include the viewpoints of all of the campus



community into its deliberations, representation on the search committee notwithstanding.

The senates should be aware that the nominating committees grow increasingly dissatisfied with the “ad hoc” way UBC has established its presidential search committees in recent decades, with a new set of procedures needing to be considered and approved for each search. The nominating committees believe that this does not give UBC time to properly consider the procedures to be used, as invariably there is substantial pressure to have quick agreement so that a search can be commenced. Further to this, in a review of the policies and procedures in use at other institutions, the nominating committees have noted shortcomings apparent in our traditional search process compared to those of our peers.

Given more time, the nominating committees believe that a document more in line with other leading institution could be produced; however, we are acutely aware of the time pressure facing the University to find a successor, and thus are proposing the attached document instead of attempting to make significant changes at this time. The committees would further request that the Senates not amend the document unless truly necessary as any amendments would need to be approved by all three bodies and this could substantially delay the start of the presidential search. To resolve this policy concern, the nominating committees have resolved – as soon as is practicable – to work with the Board Executive Committee on a complete review and updating of UBC’s procedures for recommending and selecting a president, with the aim of re-establishing an ongoing policy rather than having a new procedure needing to be approved for each search.

We therefore would request that Senate resolve as follows:

That, pursuant to Section 27 (2) (f) of the University Act, Senate approve the procedures for the recommendation and selection of candidates for the President of the University as set out in the attached document.

**THE UNIVERSITY OF BRITISH COLUMBIA
PRESIDENTIAL SEARCH COMMITTEE**

Terms of Reference

Terms of Reference of the Presidential Search Committee (the “Search Committee”) will guide the search for UBC’s 15th President and Vice-Chancellor:

- a. To set up its own procedures on the understanding that the search and the Search Committee’s deliberations will be strictly confidential.
- b. To develop, following consultation with the University community, the criteria to be used by the Search Committee to evaluate candidates, and to recommend a candidate to the UBC Board of Governors (the “Board”) for approval. Only if the Board does not accept such recommendation shall the Search Committee submit a second or further recommendation as may be required.
- c. To coordinate the recruitment and evaluation of candidates, to receive nominations, to analyze the suitability of candidates, and to interview candidates.
- d. To report, in general terms, at each meeting of the Board held during the search process on the progress of the Search Committee’s work.
- e. To submit its recommendation to the Board in a timely fashion.

THE UNIVERSITY OF BRITISH COLUMBIA PRESIDENTIAL SEARCH COMMITTEE

Committee Composition¹

The Search Committee shall be chaired by the Chancellor of the University, and shall be composed of 21 members, including the Chair, as follows:

- a. Three (3) external members of the Board, selected by the Executive Committee of the UBC Board of Governors (the “Executive Committee”) after consultation with the Board;
- b. Two (2) members elected by the Vancouver Senate, and one (1) member elected by the Okanagan Senate;
- c. Two (2) faculty members elected by and from faculty members in the bargaining unit having their primary appointments at the Vancouver campus, and one (1) faculty member elected by and from faculty members in the bargaining unit having their primary appointments at the Okanagan campus (with the Vancouver Division and the Okanagan Division of the Faculty of Applied Science being treated as a Vancouver Faculty and an Okanagan Faculty respectively);
- d. Two (2) Deans selected by and from the Vancouver Committee of Deans and one (1) Dean selected by and from the Okanagan Deans’ Council (with the Dean of the Faculty of Applied Science being treated as a Dean from the Vancouver Committee of Deans rather than a Dean from the Okanagan Dean’s Council);
- e. Three (3) students: one (1) chosen by the UBC Vancouver Alma Mater Society Student Council, one (1) student chosen by the Graduate Student Society, and one (1) chosen by the UBC Students’ Union Okanagan;
- f. Two (2) members appointed by the Board of Directors, *alumni UBC*;
- g. One (1) member elected by and from UBC’s management and professional staff;
- h. One (1) member elected by and from Vancouver unionized staff; and,
- i. One (1) member elected by and from Okanagan unionized staff.

The Secretary to the Board of Governors shall function as the Secretary to the Search Committee but will not be a member of the Search Committee.

Confidentiality of Proceedings

It is a condition of membership of the Search Committee that its deliberations and all matters pertaining to its proceedings will be strictly confidential. Acceptance of membership constitutes an undertaking to adhere strictly to this condition.

¹If a member of the Search Committee ceases to be a member of the constituency from which he or she was appointed, the Executive Committee shall determine whether he or she should continue on the Committee. If there is a vacancy on the Search Committee, it shall be filled by the Executive Committee from the constituency from which the vacancy arises.

Orientation

All members of the Search Committee will be provided with an orientation session to establish expectations and responsibilities of the individuals on the Search Committee and of the Search Committee as a whole.

Quorum

Search Committee meeting quorum shall be 60% of the members of the Search Committee attending in person or by telephone. Members of the Search Committee are expected to make best effort to attend all meetings to ensure that the committee's deliberations have full engagement and thorough continuity..

Candidate Profile/Criteria

The Search Committee shall establish the criteria to be used in evaluating candidates and will recommend its selected candidate to the Board for consideration and approval.

Search Timeline

The Search Committee shall engage in a comprehensive consultative process that engages students, faculty, staff and alumni in the search for the President and Vice-Chancellor. However, the Search Committee will endeavor to make its recommendation to the Board in a timely manner that will ensure the continuity of leadership to succeed the Interim President and Vice-Chancellor term whose will be expiring June, 2016.

Search Scope

The search will be international in scope. The Search Committee will have overall responsibility for the recruitment and evaluation of candidates.

Search Consultant

A professional search consultant will be employed by the University to assist the Search Committee with recruitment of candidates. The Executive Committee will review proposals received, interview potential search firms, and recommend a consultant for consideration and approval by the Search Committee.

Procedures

The Search Committee shall develop its own procedures on the understanding that all proceedings and transactions shall be conducted in strict confidence.

The Search Committee may establish subcommittees for any purposes it thinks appropriate.

It will be important for the Board to be regularly informed on the progress that the Search Committee is making; therefore, the Chair of the Search Committee shall provide a report at each Board meeting, on the understanding that such reports will be made in general terms only, given the sensitivity and confidentiality of the Search Committee's work.

Recommendation

The Search Committee shall identify, after its deliberations, a candidate whom it recommends via the Executive Committee to the Board for appointment as President and Vice-Chancellor of the University. Only if the Board does not approve the Search Committee's recommendation shall the Search Committee recommend a second or further candidate as may be necessary.

Terms of the Appointment

In consultation with the professional executive search consultant, the Executive Committee shall establish contract parameters and compensation for the successful candidate. The Search Committee shall not have the responsibility of discussing contract provisions with candidates, excepting only that the Chair of the Search Committee shall review these parameters with all individuals on the short list prior to interviews.

The final terms for a contract will be approved by the Executive Committee, reporting fully to the Board.



Memorandum

Date	4 September 2015
To	Vancouver Senate
From	Angela Redish, Provost & Vice President Academic, <i>Pro Tem</i> .
Subject	Change of name of the David R. Cheriton Chair in Computer Science

With the support of the Faculty of Science and Department of Computer Science, I recommend the following:

Motion:

That Senate approve the change in name of the previously approved "David R. Cheriton Chair in Computer Science" to the "Cheriton Family Chair in Computer Science."

Details regarding this proposal can be found in the attached memorandum.

Respectfully submitted,

Dr. Angela Redish
Provost & Vice-President Academic, *Pro Tem*.



Faculty of Science
Office of the Dean
Earth Sciences Building
2178 – 2207 Main Mall
Vancouver BC V6T 1Z4

Phone 604 822 3336
Fax 604 822 5558
www.science.ubc.ca

Memorandum

Date	17 July 2015
To	Angela Redish, Provost and Vice-President Academic pro tem
cc	Anne Condon, Head, Computer Science Elizabeth Moxham, University Counsel Allan Berezny, Assistant Dean Development, Faculty of Science Barbara Miles, Vice President Development & Alumni Engagement Tara MacKenzie, Executive Director, Development Hillary Gosselin, Executive Director, Campus Based Fundraising Terry Kellam, Director, Development Stephanie Oldford, Academic Governance Officer
From	Simon Peacock, Dean, Faculty of Science
Subject	Name change - Cheriton Family Chair in Computer Science

For your review and consideration, we request a proposal be made to the Vancouver Senate, to rename the previously approved *David R. Cheriton Chair in Computer Science*, to the ***Cheriton Family Chair in Computer Science***, per the donor's request to include his family in the chair's name. The proposed name change has the full support of the Faculty of Science and the Department of Computer Science.

Background and Rationale:

In 2014 David Cheriton committed \$7 million to fund a new endowed chair in computer science, and to facilitate the recruitment and hiring of a senior academic by the Department of Computer Science. Senate approved the establishment of the chair in March 2015. The Endowment Terms of Reference will be signed by the donor and the university this Fall, prior to the first pledge payment in December 2015.

The recruitment for this Chair will be broadly in the field of computer systems, encompassing a variety of fields within the computer science domain. The successful candidate will ideally transform computer science research, providing a substantial boost to the department at a time of rapidly growing enrollment and disciplinary change. It is expected that he or she will significantly enhance the department's ability to train the best students and foster a thriving ecosystem for computing research and innovation in British Columbia, and build strong national and international collaborative networks. He or she will also enhance the vital research of current department members, already leaders in their field.

This chair represents the Department of Computer Science's strongly held belief that

computer systems is a field which requires greater research, and is consistent with departmental goals and well-suited to its current needs.

Background on Dr. David R. Cheriton:

Dr. Cheriton is a UBC alumnus and graduated with a BSc in 1973 (later receiving a MSc and PhD from University of Waterloo). A member of the *start an evolution* Campaign Cabinet, he has previously supported UBC with a donation of CAD \$2 million to support the Carl Wieman Science Education Initiative (2010). In addition to this support for an endowed chair, Dr. Cheriton has contributed an additional CAD \$535,000 to establish a first-year course in computational thinking.

He has been a professor of computer science at Stanford University since 1983, and has been involved in several startup companies, most notably being one of the first investors to support Larry Page and Sergey Brin with an investment of \$100,000 to fund the startup of Google.

Prior to his appointment at Stanford, Dr. Cheriton was an assistant professor at UBC, from 1979 to 1982.



UBC Exam Prep Database Update

Presentation to Senate, September 2015

Exam Prep Database

History:

- Student-led Topic of Broad Academic Interest in March 2011, referred to T&L Committee
- March 2013: Senate endorses creation of opt-in database; encourages broad participation, recognizing several benefits:
 - Providing Equal Access
 - Supporting Student Wellbeing
 - Supporting Student Learning and Cultivating Active Life Long Learners

Exam Prep Database

History:

- Advised by Steering Committee: AMS, CTLT, VP Students Office, Registrar, Library
- TLEF Funded
- Wide-scale consultation with faculty members on database features, especially:
 - Materials beyond just past exams
 - Faculty members control level of access



Exam Prep Database

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Course Information

Campus *	Subject *	Code *	Cross-listed as (subject code)
<input type="text" value="- Choose campus -"/>	<input type="text" value="- Choose campus first -"/>	<input type="text" value="e.g. 281"/>	<input type="text" value="e.g. ASTU 202"/>
Faculty *	Department *	Year *	Term *
<input type="text"/>	<input type="text"/>	<input type="text" value="2015"/>	<input type="text" value="- Choose term -"/>

Assessment Material Information

What is being uploaded *	Who may access the material *	Notes about the material	Content legally owned by *
<input type="text" value="- Choose type of material -"/>	<input type="text" value="- Choose access level -"/>	<input type="text"/>	<input type="text"/>

Legal Terms & Upload

Scroll in the box to read full legal terms

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License For Works

WHEREAS:

A. You have created the work (the "Work") described in the Schedule to this License;
and

Date of consent (today) *

03/13/2015

File uploaded by *

Daniel Munro

Consent *

☐ I agree to this License

File to upload *

No file chosen

<http://exams.elearning.ubc.ca>

Find Material by Course

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Type a course code to see matching courses

CHEM 205

Search

6 found for CHEM 205

Term	File	Type ⓘ	Instructor	Notes
2013 W2	 Download	Past Exam	Yan Alexander Wang	2013 Final Exam
2014 W2	 Download	Past Exam	Yan Alexander Wang	2014 Final Exam
2013 W2	 Download	Past Exam	Yan Alexander Wang	2013 Midterm Exam
2014 W2	 Download	Past Exam	Yan Alexander Wang	2014 Midterm Exam
2012 W2	 Download	Past Exam	Yan Alexander Wang	2012 Midterm Exam
2012 W2	 Download	Past Exam	Yan Alexander Wang	2012 Final Exam

Never assume that past or sample exams will be similar to exams used in a current section of a course—unless your instructor has explicitly indicated this. Note especially when material was uploaded either by a different instructor than the instructor teaching the current course or for a course that took place more than one or two years ago.

Study resources for exams in this department

You may also be interested in visiting the ChemHelp tutoring wiki at <http://wiki.ubc.ca/ChemHelp>. This page contains links to chemistry resources at UBC as well as detailed explanations for a range of challenging chemistry topics.

Additional resources for exam preparation



Exam Prep
Toolkit



Critical Thinking
Toolkit



Learning &
Memory Tips



Overcoming Exam
Anxiety (PDF)



Exam Preparation
& Writing (PDF)



Handling Exam
Schedule Conflicts

<http://exams.elearning.ubc.ca>

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Frequently Asked Questions

Jump to a section:

1. [What is the purpose of this database?](#)
2. [Why do the amount and types of materials vary between courses?](#)
3. [Why are there no materials associated with some courses?](#)
4. [How can I use past or sample exams to help study for a course?](#)

1. What is the purpose of this database?

This database was created to **ensure that students at UBC feel well supported in preparing for exams**. The site gives instructors a place to upload course-specific exam material and provides links to more general study and learning resources.

The site also:

- helps you **understand how to use past exams and other learning resources positively and effectively** and
- ensures that all students have equal access to exams and other learning resources that have been shared in the past.

2. Why do the amount and types of materials vary between courses?

Individual **instructors choose what they want to upload**, including past exams, sample exams, or other course-specific exam study materials.

There are various reasons why instructors may choose to upload certain materials and not others. For example, there may be constraints on uploading past exams from courses where instructors have a limited pool of questions to pull from. Instructors' teaching styles also vary and may not be conducive to sharing certain types of resources.

3. Why are there no materials associated with some courses?

Materials for the database are provided voluntarily, and **some instructors choose not to contribute**. You are encouraged to ask instructors about sharing material for their courses. Instructors can easily upload files on this site after logging in with their CWL.

Even if you can't find a course, you can still use the general study links and tips provided here to prepare for exams.

4. How can I use past or sample exams to help study for a course?

Keep in mind that, while past and sample exams can be used as one guiding tool to support self-directed study, you should not rely too heavily on them. Above all:

Never assume that past or sample exams will be similar to exams used in a current section of a course—unless your instructor has explicitly indicated this.

You should note *especially* when material was uploaded either:

- by a different instructor than the instructor teaching the current course or
- for a course that took place more than one or two years ago.

These materials in particular may differ greatly from the current exams in use.

Past or sample exams can be a very effective study tool, if used properly. The following list, adapted from the [Simon Fraser University Student Learning Commons](#), contains some helpful tips for using past and sample exams.

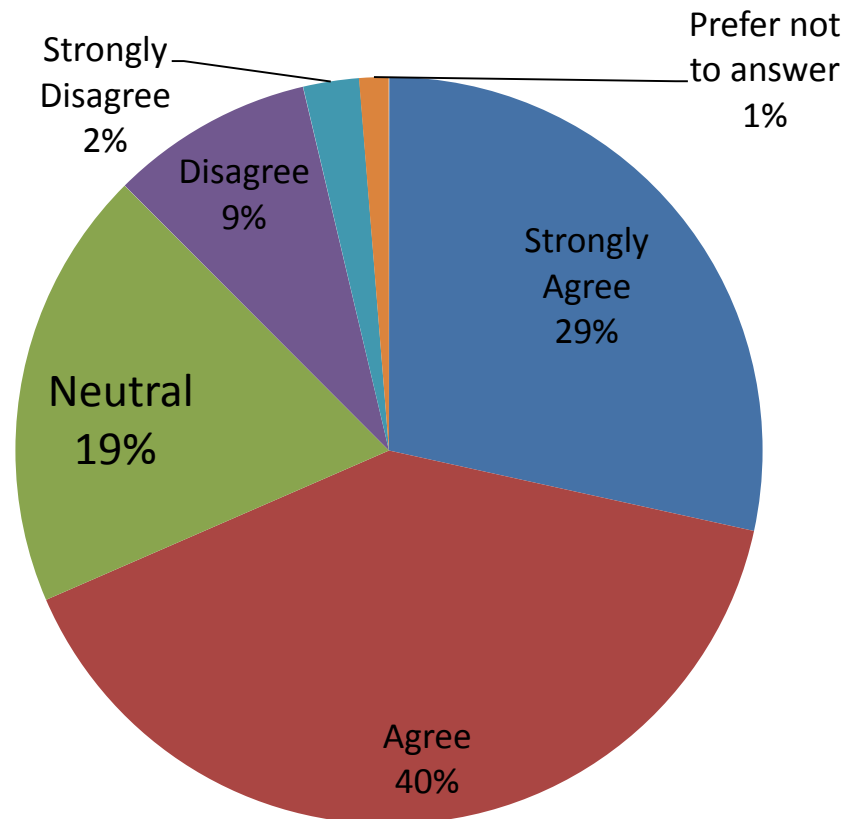
<http://exams.elearning.ubc.ca>

Exam Prep Database

The Exam Prep Database is one example of an opportunity for consideration of assessment practices

Exam Prep Database

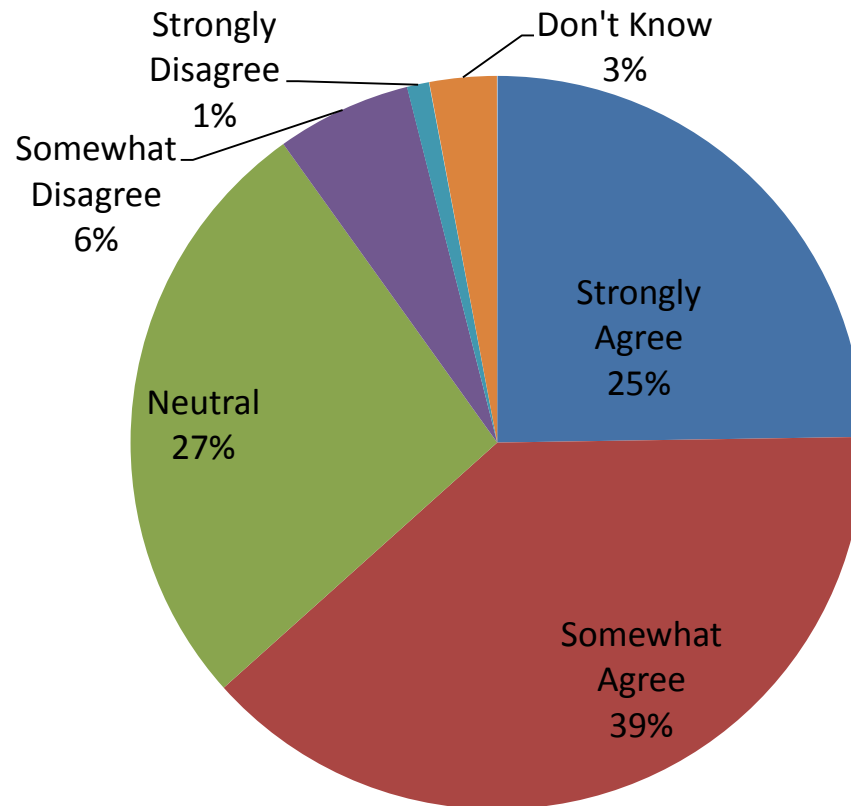
“Assessment Expectations cause me stress or anxiety on a regular basis”



2014 AMS Academic Experience Survey

Exam Prep Database

“I would prefer if courses gave me more flexibility in terms of assessment”



2015 AMS Academic Experience Survey

Exam Prep Database

“What is tested in a course dominates what students think is important and what they do.”

“Effective feedback is the most powerful single element for achieving learning.”

Carl Wieman Science Education Initiative, “Assessments that Support Student Learning,”
http://cwsei.ubc.ca/resources/files/Assessment_That_Support_Learning.pdf

Exam Prep Database

Moving Forward:

- AMS engaging departments and faculty members to collect content
- Hope to launch to students during 2015/2016