

Vancouver Senate

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

WEDNESDAY, 20 APRIL 2016

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross

New and Re-elected Members:

- Dr Alan Richardson, Representative of the Joint Faculties, to replace Dr Peter Choi (resigned)
- Ms Lina Castro, Representative of the Students At-Large
- Mr Nick Dawson, Representative of the Students At-Large
- Mr Daniel Lam, Representative of the Students At-Large
- Ms Samantha So, Representative of the Students At-Large
- Ms Kaidie Williams, Representative of the Students At-Large
- Mr Mark Bancroft, Student Representative for the Faculty of Applied Science
- Mr Ian Sapollnik, Student Representative for the Faculty for Arts
- Ms Daphne Tse, Student Representative for the Faculty of Commerce & Business Administration
- TBA, Student Representative for the Faculty of Dentistry
- TBA, Student Representative for the Faculty of Forestry
- Ms Miranda Huron, Student Representative for the Faculty of Graduate and Postdoctoral Studies
- Mr Jason Speidel, Student Representative for Representative of the Faculty of Graduate and Postdoctoral Studies
- Ms Ava Maleki, Student Representative for the Faculty of Land and Food Systems
- Mr Ben Fischer, Student Representative for the Faculty of Law
- Ms Taneille Johnson, Student Representative of the Faculty of Medicine
- TBA, Representative of the Faculty of Pharmaceutical Sciences
- Ms Ho Yi Kwan, Student Representative for the Faculty of Science

NB: The Education Student Senator Position transitions in October of each year, and the Registrar has yet to be informed by the Dentistry, Forestry, and Pharmaceutical Sciences undergraduate societies of their election results.

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2. **Minutes of the Meeting of 16 March 2016 – Dr Martha Piper** (approval) (docket pages 4-17)
 3. **Business Arising from the Minutes – Dr Martha Piper**
 4. **Remarks from the Chair and Related Questions – Dr Martha Piper** (information)
 5. **Discussion Item: Use of Animals in Research at UBC** (information)
 - a. The Animal Defence and Anti-Vivisection Society of BC
 - b. Associate Vice-President Research and the University Veterinarian
 - c. Discussion
 6. **Academic Policy Committee – Dr Paul Harrison**
 - a. Bachelor of Applied Science Academic Regulations (approval) (docket pages 18-23)
 - b. Master of Data Science Academic Regulations (approval) (docket pages 24-25)
 - c. Faculty of Law/Peter A. Allard School of Law Degree Parchments (approval) (docket pages 26-27)
 7. **Admissions Committee – Mrs Carol Jaeger**
 - a. Bachelor of Fine Arts – Changes to Admission Requirements (approval) (docket pages 28, 30-38)
 - b. Doctor of Pharmacy (Graduate Program) – Suspension of Admissions (approval) (docket pages 28, 39-40)
 - c. UBC-Langara Aboriginal Transfer Partnership; Bachelor of Applied Science Enabling Regulations (approval) (docket pages 28-29, 41)
 8. **Awards Committee – Dr Lawrence Burr**
 - a. International Varsity Awards (approval) (docket pages 42-44)
 - b. New and Revised Awards (approval) (docket pages 45-51)
 9. **Curriculum Committee – Dr Peter Marshall**

Curriculum proposals from the Faculties of Arts, Education Graduate and Postdoctoral Studies (Land and Food Systems), Land and Food Systems, and Science (approval) (docket pages 52-96)

10. Joint Report of the Academic Policy, Admission, and Curriculum Committees – Drs Peter Marshall and Paul Harrison

Affiliation with Yale University for the M.B.A/M.A.M Dual Degrees Program Option (approval) (docket pages 97-108)

11. Joint Report of the Admission and Curriculum Committees – Peter Marshall

- a. Revisions to the Master of Management Dual Degree Program Options (approval)(docket pages 109-113)
- b. Revisions of the Master of Arts and Master of Science in Planning (approval) (docket pages 109, 114-122)

12. Ad Hoc Committee on Flexible Learning –Mr Aaron Bailey, & Dr Kate Ross

Topic of Broad Academic Interest – An Enhanced Learning Profile (discussion) (docket pages 123-133)

13. Report from the Provost – Dr Angela Redish

2016-2017 University Budget (information)

14. Other Business

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

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

VANCOUVER SENATE

MINUTES OF 16 MARCH 2016

DRAFT

Attendance

Present: Dr M. Piper (Chair), Dr K. Ross (Secretary), Mr J. Abaki, Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Mr A. Bailey, Dr K. Baimbridge, Dr L. Burr, Mr N. Dawson, Mr K. D'Souza, Dr Wm. Dunford, Dr S. Forwell, Dr D. Gillen, Chancellor L. Gordon, Dr F. Granot, Mr S. Haffey, Dr P. Harrison, Ms M. Hatai, Dean J. Innes, Mrs C. Jaeger, Dr P. Keown, Dr B. Lalli, Dr P. Loewen, Ms J. Loveday, Dr D. MacDonald, Mr K. Madill, Dr C. Marshall, Dr P. Marshall, Dr Wm. McKee, Mr Wm. McNulty, Ms K. Milton, Dr C. Naus, Ms J. Omassi, Dr I. Parent, Dean S. Peacock, Ms N. Perry, Dr G. Peterson, Dr A. Redish, Dr L. Rucker, Dr C. Ruitenber, Mr G. Sangha, Dr B. Sawatzky, Dr S. Singh, Ms S. Sterling, Dr R. Tees, Dr S. Thorne, Dean R. Yada,

Regrets: Dean G. Averill, Dr S. Avramidis, Ms E. Biddlecombe, Dr A. Collier, Dean M. Coughtrie, Dean C. Dauvergne, Mr N. Dawson, Dr A. Dulay, Dean B. Frank, Dr J. Gilbert, Dr C. Godwin, Prof. B. Goold, Mr S. Haffey, Dean R. Helsley, Dr A. Ivanov, Dean D. Kelleher, Dr S. Knight, Mr H. Leong, Prof. B. MacDougall, Ms A. Maleki, Dr P. Meehan, Mr D. Munro, Dr C. Nislow, Dean M. Parlange, Dr J. Plessis, Dean S. Porter, Mr A. Rezaeuan-Asel, Dr A. Riseman, Dr T. Schneider, Dean S. Shuler, Ms S. Simon, Dr R. Sparks, Mr T. Tanaka, Mr J. Tang, Dr R. Topping, Ms S. Vohra, Dr L. Walker, Mr E. Zhao.

Recording Secretary: Mr C. Eaton.

Call to Order

The Chair of Senate, Dr Martha Piper, called the seventh regular meeting of the Vancouver Senate for the 2015/2016 academic year to order at 6:0X pm.

Minutes of the Previous Meeting

Richard Tees	}	<i>That the Minutes of the Meeting of 17 February 2016 be adopted presented.</i>
Susan Forwell		

Approved

Remarks from the Chair

The President advised that UBC recently made a delegation to Ottawa with 25 people: Deans, students and faculty members. She described the event as effective, and thanked Government Relations for organizing it. Dr Piper noted that we spoke of UBC and its advantages, and specifically the need for further unfettered funding for the federal research granting councils. Dr Piper reminder Senate that in 2006 Canada was spending 2% of its GDP on research and development expenditures with a target of 3%; Canada was presently spending 1.6% while other

countries were advancing. The President noted a change in diction – what previous was referred to as indirect costs of research was now being viewed as research support. In terms of research support, she noted that Canadian funding provided 17 cents for every \$1 in direct funding; in the US, this averages around 60 cents. Collectively, Canada's universities have asked the Federal Government to make this at least 25 cents. Dr Piper further noted that a clear key government priority is investment in infrastructure, and we joined them in viewing that as an important area.

Secondly, the President announced that a Canada Research Council (CRC) chair in economics was made public yesterday: Dr Eric Snowberg will be joining UBC from the California Institute of Technology (CalTech). Dr Piper noted that this would be our first CRC chair in a social science.

Thirdly, Dr Piper advised yesterday we had the Premier Undergraduate Awards reception. She described attending this event as a highlight of being UBC President, and commented that it was both wonderful and humbling to read the citations for award recipients.

Finally, the President and Provost thanked the student senators completing their terms at this meeting of Senate.

Report from the Chancellor

The Chancellor advised that earlier in the day he had issued the Presidential Search Committee's 5th update on the Presidential search. The Committee met last week and has agreed on a "long list" of 16 diverse candidates, with diversity being measured in terms of geography, gender, ethnicity and nationality. Chancellor Gordon noted that, in accordance with the terms set by the Board and the Senates, this is a closed search and there is confidentiality around the names being considered; he recognized that some found this to be contrary to the idea of transparency and thus explained that while sympathetic, the Committee was advised by its search consultants and others with experience in presidential searches that maintaining confidentiality was the only way to ensure that the best candidates were willing to be considered. The Chancellor advised that the Committee was on schedule to be able to have a final candidate by its 30 June 2016 deadline.

Chancellor Gordon further noted that Professor Jennifer Berdahl has resigned from the Committee, and we expect for her to be replaced by another Vancouver faculty member by the end of the month. The Chancellor said that he respected her decision to resign and was thankful for her significant contributions over the past month. He advised that Professor Berdahl had said that her main reason for resigning was that she did not believe that the views of faculty have been adequately listened to at the Committee. He further noted that Senators were also aware of the recent Faculty Association poll on Faculty Association member confidence in the Committee. Those factors considered, the Chancellor advised that the remainder of the Committee, including its faculty and Senate representatives, had expressed confidence in the search process, and that the Committee believes its best course of action is to find and recommend an exceptional candidate for our next president.

Admissions Committee

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

TRANSFER CREDIT TOWARDS GRADUATE PROGRAMS

Carol Jaeger	}	<i>That Senate approve the revised Faculty of</i>
Richard Anstee		<i>Graduate and Postdoctoral Studies</i>
		<i>Calendar entry on Transfer Credit, effective for the</i>
		<i>2016 Winter Session and thereafter.</i>

Approved

ADMISSION REQUIREMENTS TO VANTAGE COLLEGE PROGRAMS

Carol Jaeger	}	<i>That Senate approve the revised Calendar language</i>
Paul Harrison		<i>for Vantage as circulated, effective for the 2016W</i>
		<i>Session and thereafter.</i>

Mrs Jaeger advised that the proposal essentially would mean that English 12 would still be required for admission, but that it would not be used to calculate a competitive average.

Approved

Joint Report of the Admission & Curriculum Committees

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

NEW DEGREE PROGRAM: MASTER OF BUSINESS ANALYTICS

See Appendix A: MBAn

Peter Marshall	}	<i>That the new Master of Business Analytics (M.B.An.)</i>
Robert Helsley		<i>degree program, to be administered by the Faculty</i>
		<i>of Commerce and Business Administration, and its</i>
		<i>associated new and revised courses be approved.</i>

With permission of Senate, Dr Kin Lo, Associate Dean of the Faculty of Commerce and Business Administration, described the program to Senate.

Dr Lo advised that the 30-credit program would take 1 year, plus a 3 to 4 month internship program, and would be offered with the assistance of the Faculty of Science.

Senator Omassi thanked the Faculty for undertaking a tuition consultation before bringing the proposal to Senate.

Senator Abaki asked why electives weren't being offered versus the Master of Management (Operations Research)

Dr Lo noted that electives could not be accommodated easily due to the cohort model of instruction used for the program along with the internship requirement.

Senator Harrison asked if the MM(Operations Research) program would be discontinued?

Dr Lo replied that yes the Faculty would be proposing its discontinuation because the MM(Operations Research) program's structure was not conducive to scaling.

Approved

Awards Committee

Dr Lawrence Burr, Chair of the Senate Awards Committee, presented.

NEW AND REVISED AWARDS

See Appendix B: Awards Report

Lawrence Burr	}	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.
Lance Rucker		

Senator Baimbridge asked how the process worked when the donors wanted to make changes.

Dr Burr replied that his committee approved all changes and negotiated some changes if needed, but the development office did most of the latter.

Approved

Curriculum Committee

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

CURRICULUM PROPOSALS FROM THE FACULTIES OF ARTS, GRADUATE AND POSTDOCTORAL STUDIES, AND SCIENCE

See Appendix C: Curriculum Report

Peter Marshall	}	That the new courses, new course code, revised
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Daniel Munro

programs, new and revised transcript language, and revised parchments brought forward by the faculties of Arts, Graduate and Postdoctoral Studies (Arts and Education,), and Science be approved.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented.

PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PROVOST & ASSOCIATE VICE-PRESIDENT ENROLMENT AND ACADEMIC FACILITIES

Richard Tees
Sally Thorne

} *That Dr Perry Adebar (Professor, Civil Engineering), Dr Gage Averill (Professor, Music), Dr Lawrence Walker (Professor, Psychology), and Dr Kin Lo (Professor, Accounting) be appointed to a President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice- President Enrolment and Academic Facilities.*

Approved

Reports from the Provost

DIRECTOR OF CONTINUING EDUCATION

The Provost advised Senate that with Dr Judith Plessis completing her term as Executive Director of Continuing Studies, she had decided to split out the previously-subsumed title of Director of Continuing Education from that role. From 1 July 2016, Mr Peter Moroney would become interim Executive Director of Continuing Studies, while Associate Provost Hugh Brock would assume on the *University Act* responsibilities of Director of Continuing Education

NEW MINISTRY OF ADVANCED EDUCATION DEGREE APPROVAL PROCESS

With permission of Senate, Associate Provost Hugh Brock Presented on the revised Ministry of Advanced Education process for degree approvals.

Dr Brock advised that in June 2015 the Ministry gave the advanced education sector notice of changes, and in January 2016 they advised us on the new process. As there is presently, there are three approval steps needed for a new degree: Senate approval, Board approval, and the Minister's consent. The new process affects the Minister's consent component, and separates that into two stages. As part of a new first phase, the Ministry asks proponents to address four

key areas: institutional mandates capacity; social and economic benefits; system coordination and program duplication/differentiation; student demand and outcomes.

Dean Innis asked what could be done about the delay in the government process that we are currently experiencing.

Dr Brock replied that there was an 8 month period where they didn't consider proposals while they developed a new proposal. They are now working to clear the resulting backlog.

Senator Harrison asked where in the new process the Senate process would exist: prior to or after the new first phrase of Ministry consideration.

Dr Brock replied that the normal process would be to submit to the ministry after board and senate approval, but the new process was sufficiently onerous that doing so parallel, at least in development, would likely be needed, and we have made inquiries to see if this would be possible.

Adjournment

There being no further business, the meeting was adjourned at 7:13 pm.

Appendix A: Master of Business Analytics

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New program, and new and revised courses.

Commerce and Business Administration>Professional Master's Degrees>Master of Business Analytics; BABS 506 (1.5) Analyzing and Modeling Uncertainty; BABS 507 (1.5) Descriptive and Predictive Business Analysis; BABS 508 (1.5) Advanced Predictive Business Analytics; BAIT 507 (1.5) Data Management for Business Analytics; BAIT 508 (1.5) Business Analytics Programming; BAIT 509 (1.5) Business Applications of Machine Learning; BAMA 509 (1.5) Marketing Analytics; BAMA 511 (1.5) Pricing Analytics; BAMA 516 (1.5) Customer Relationship Management; BAMA 517 (1.5) Data Driven Marketing; BA 509 (6) Analytics Consulting Internship; BABS 502 (1.5) Forecasting and Time Series Prediction; BAMS 503 (1.5) Simulation Modeling I: Data Processing and Monte Carlo Simulation; BAMS 504 (1.5) Simulation Modelling II: Queueing and Discrete Event Simulation; BAMS 506 (1.5) Optimal Decision Making I; BAMS 508 (1.5) Optimal Decision Making II; BAMS 517 (1.5) Decision Analysis under Uncertainty; BAMS 521 (1.5) Consulting Practices and Project Management

Appendix B: Awards Report

New Awards:

ABORIGINAL Award in Medicine – Awards totalling \$1,500 are offered annually to Canadian Aboriginal medical students with demonstrated interest in improving the health of Aboriginal people. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. (First Award Available in the 2015/2016 Winter Session)

ALLARD Scholar Graduate Fellowship – One or more fellowships, valued up to \$20,000 per student, are offered annually through an endowment established by Peter A. Allard, Q.C. to assist a student(s) in the graduate program in the Peter A. Allard School of Law. Preference will be given to students who demonstrate an interest in one or more of the following themes: transparency, accountability, the Rule of Law, anti-corruption and human rights. The awards are made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

ALLARD Scholar Renewable Entrance Scholarship – One or more scholarships, valued at the cost of domestic tuition plus \$2,000 are offered annually through an endowment established by Peter A. Allard, Q.C. The awards are offered to students entering the full-time J.D. program who demonstrate exceptional aptitude and academic excellence. The awards are renewable in the recipients' second and third years of study, provided that the student recipient(s) maintain high academic achievement each year. The awards are made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2016/2017 Winter Session)

ALLARD Scholar Bursary – Bursaries totalling \$16,815 are offered annually through an endowment established by Peter A. Allard, Q.C. These bursaries are for Peter A. Allard School of Law students in any year of study who have demonstrated financial need and are in satisfactory academic standing. The awards are adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

BULL Housser Prize in Labour Law – A \$1,250 prize is offered annually by Bull, Housser & Tupper LLP in memory of Howard Ehrlich to the JD student who has the highest grade in the Labour Law course. The prize is established as a tribute to Howard Ehrlich's significant role within the legal community. Howard was a highly regarded labour lawyer with a big heart. His contributions to the Labour bar and to those he mentored are immeasurable and not forgotten. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

CLEAR Ocean Seafood Graduate Scholarship in Food Science – A \$1,000 scholarship is offered annually by Clear Ocean Seafood to an outstanding graduate student pursuing a M.Sc. or a M.FS. Program in Food Science. Preference is given to students who are fluent in Mandarin and have an understanding of Chinese culture. Clear Ocean Seafood Ltd. is a Richmond-based scallop manufacturer and supplier. A global expert in importing, processing and exporting scallops, Clear Ocean Seafood Ltd. utilizes leading technology and research in its operations.

The award is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

GERVIN Prize in Advocacy and Criminal Law Reform – A \$1,000 prize is offered annually by Mark Gervin to recognize a student in the J.D. program with the highest academic achievement in the UBC Innocence Project at the Allard School of Law. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Elizabeth and Leslie GOULD Entrance Scholarship for Engineering – Up to 5 scholarships valued at \$2,500 each are offered annually to outstanding domestic or international students entering their first year of the Bachelor of Applied Science program in Engineering. The awards are based primarily on the student's scholarly achievement; however co-curricular activities and leadership potential will be considered. Subject to continued scholarship standing, the scholarships may be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Faculty of Applied Science. (First Award Available in the 2016/2017 Winter Session)

Dr. Rosamund HARRISON Bursary in Graduate Pediatric Dentistry – A \$1,000 bursary is offered annually by UBC Dentistry in honour of Professor Dr. Rosamund Harrison. During her tenure, Dr. Harrison served as Head of the Department of Oral Health Sciences and developed the new graduate specialty training program in Pediatric Dentistry. The bursary is offered to a domestic student in the Faculty of Dentistry enrolled in the first year in the Graduate Pediatric Dentistry program. In the case that there is no one student eligible for the full \$1,000 award, it may be given out as two or more bursaries of lesser value. Adjudication is made by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

IMPACTBC Scholarship in Health Care Research and Development – Scholarships totalling \$5,550 have been made available through an endowment established by ImpactBC for outstanding student(s) enrolled in a UBC Health program who have completed a research or development project focusing on patient/client involvement in health care decision making or in health professional education. ImpactBC was instrumental in advancing health care improvement and patient engagement in B.C. from 2000 – 2015. The awards are made on the recommendation of the Office of the Vice-Provost Health, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Philip A. JONES Fellowship – Fellowships totalling \$10,500 have been made available through an endowment established with a bequest from the Estate of Dr. Philip A. Jones (1924-2015). The fellowships are available to graduate students pursuing research in entomology and/or botany as it relates to agriculture. Dr. Jones was a member of the Royal Canadian Navy Volunteer Reserve during the Second World War and graduated from UBC in 1949 with a Bachelor of Science in Agriculture with a major in Horticulture. He went on to earn a PhD in Entomology with a minor in Plant Ecology from the University of Wisconsin in 1963. Dr. Jones worked as a scientist for Environment Canada from 1977 until his retirement in 1993. The

awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

KAZLAW Course Prize in Personal Injury Law – A \$2,500 prize is offered annually by KazLaw Injury Law to recognize the top student with the highest academic achievement in Topics in Tort Law: Personal Injury Law and a demonstrated interest in practicing personal injury law. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Dr. Alan A. LOWE Award in Orthodontics – A \$1,000 award is offered annually to a fourth year DMD student in the Faculty of Dentistry who demonstrates excellence in undergraduate orthodontics. The award is in recognition of Dr. Lowe's 40-year academic career as a full-time faculty member at UBC and his long standing commitment to orthodontic research and education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2015/2016 Winter Session)

Dr. John and Barbara PETKAU Scholarship – Two scholarships totalling \$3,500 have been made available through an endowment established by Dr. John and Barbara Petkau for third (\$1,500) and fourth year (\$2,000) undergraduate students in the Department of Statistics in the Faculty of Science. Dr. Petkau began his career at UBC in 1976 and has made invaluable contributions to the Statistics Department over the past 40 years. These scholarships recognize the academic merit of the next generation of statisticians and the impact they will have in solving world problems. The awards are made on the recommendation of the Department of Statistics. (First Award Available in the 2016/2017 Winter Session)

SYLVAN Learning Bursary – A \$1,000 bursary is offered annually by Sylvan Learning to support students with financial need in the B.Ed. and eligible M.Ed. programs in the Faculty of Education, with preference given to students residing in Vancouver or Richmond. Sylvan Learning consists of over 600 franchised supplemental learning centres which provide personalized instruction in study skills, writing, reading, mathematics, homework support, and test preparation for college entrance. In recognition of the importance of one of its core values, "Great Teachers Inspire", Sylvan is creating this bursary to support the next generation of leaders in education. The award is adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

Dr. Perry H. TRESTER Leadership Award in Dentistry – A \$1,000 award is offered annually by the spouse and children of Dr. Perry H. Trester to a DMD student in the UBC Faculty of Dentistry who demonstrates leadership, community service and a commitment to advancing education. The award honours Dr. Perry H. Trester, who retired from practice on December 2015 after an illustrious 47-year career in oral surgery. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2016/2017 Winter Session)

Elizabeth C. WATTERS Research Fellowship – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Medicine engaged in research into the causes, treatment and cure of lymphatic cancer. Elizabeth Watters was the wife of John Imrie

Watters. Mr. Watters passed away in 2002. Mrs. Watters passed away in 2004. The awards are made on the recommendation of the Faculty of Medicine, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

John I. WATTERS Research Fellowship – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Science engaged in the study of cosmology. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

Laurel L. Watters Research Fellowship – Fellowships totalling \$17,500 have been made available through an endowment established by the Estate of John Imrie Watters for deserving graduate or post-graduate students in the Faculty of Medicine engaged in research into the causes, treatment and cure of breast cancer. Mr. Watters passed away in 2002. The awards are made on the recommendation of the Faculty of Medicine, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

YOUTH Futures Education Fund Bursary for Youth In Care – Bursaries totaling \$18,000 are offered annually by the Youth Futures Education Fund held at Vancouver Foundation to provide assistance to students who are currently receiving UBC's Youth Aging Out of Care Tuition Waiver. This includes assistance with living costs, costs associated with educational programs, and/or assistance to meet financial emergencies. Bursaries are awarded, based on need, on the recommendation of Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

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

#1834 Proposed Award Title and Description: Chrysalis Dental Centre - Vancouver Award – A \$2,500 **award** is offered annually by Chrysalis Dental Centre - Vancouver to a third year DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry.

Rationale for Proposed Changes – Type of Action: In collaboration with the Development team in the Faculty of Dentistry and with the donor's approval, we are changing the type of award to better fit the criteria listed in the calendar description

#3732 Finlay A. Morrison Scholarship in Pharmaceutical Sciences – A \$700 scholarship has been made available through an endowment established by James Eng Wing (BSc (Pharm) 1954), to honour Dr. Finlay A. Morrison's many years of service to the Faculty and to the profession of Pharmacy, and to mark his continuing interest in Pharmaceutics and Pharmacy Administration. The award is made to the student entering fourth year in the Faculty of Pharmaceutical Sciences and obtaining the highest standing in Pharmaceutics and/or Pharmacy **Management** in the preceding 3 years of the program.

Rationale for Proposed Changes – Type of Action: in collaboration with the Faculty of Pharmaceutical Sciences, changed course name to better fit the new E2P PharmD program

#8342 Gurminder Singh Tatra Bursary – Four bursaries of \$1,000 each are offered annually by Dr. Gurminder S. Tatra to an undergraduate student in the first, **second, third and fourth** year of the DMD program. Dr. Tatra was a Dental Officer in the Canadian Forces who completed his dental school education at UBC under the "Dental Officer Training Program". The bursary was created to help support dental students who are in financial need. The adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: the donor has increased funding available and requested that the number of bursaries available is increased accordingly. The donor has also requested that the additional bursaries are made available to a student in each year of the DMD program.

#8514 Colin & Lois Pritchard Foundation Bursary – Four bursaries of equal value totalling \$7,800 have been **made available through an endowment established** by The Colin and Lois Pritchard Foundation to support students in the Southern Medical Program in financial need who demonstrate a commitment to community service and to the practice of medicine. Students must be Canadian citizens **with the bursaries going** to first or second year students who have attended or graduated from a high school located in the Thompson / Okanagan / Kootenay region of BC. The bursaries are adjudicated by Enrolment Services.

Rationale for Proposed Changes – Type of Action: the donor wishes equal values to be distributed amongst the four student recipients. Enrolment Services has confirmed to be able to meet donor's request by looking for eligible students with a need greater than the equal value. Also upon donor's request, we have removed preference language so that only the students from the Thompson/Okanagan/Kootenay region will be considered.

New Centennial Scholar Entrance Awards

Peter MARSHALL Centennial Scholar Entrance Award in Forestry – A \$2,000 renewable entrance award is offered annually by Dr. Peter Marshall to outstanding under-represented students, such as Aboriginal students, students from rural communities, immigrant and refugee students, first generation learners, youth aging out of care, and students of low socio-economic status, entering the Faculty of Forestry's Bachelor of Science in Forestry, Forest Sciences, Natural Resources Conservation, or the Bachelor of Urban Forestry degree programs from secondary schools in Canada, or transfer students from other colleges and universities, or Canadian citizens living abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial

assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

ISI Award Amendments: ISI would like to increase the maximum to allow the university to make larger award offers as tuition increases. (Submitted by International Student Initiative/Enrolment Services)

#5893 Faculty of Law International Tuition Award – Awards in the amount of **up to \$10,000** each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the **Peter A. Allard School of Law JD** program. The awards are made on the recommendation of the **Peter A. Allard School of Law**.

#2010 Faculty of Education International Tuition Award – Awards in the amount of **up to \$10,000** each are offered by the University of British Columbia and are funded by the International Student Initiative to international undergraduate students enrolled in the 12-Month Option of the Bachelor of Education Program. The awards are made on the recommendation of the Faculty **of Education**.

Appendix C: Curriculum Report

FACULTY OF ARTS

New course code and courses

ACAM (Asian Canadian and Asian Migration Studies) Course Code; ASIA 302 (3) Theravada Buddhism; ASIA 327 (3) Korean Popular Music in Context; ASIA 343 (3) Film in South Asia; FREN 124 (3) Keeping Up Your French; GRSJ 410 (3) Religious Feminism; MUSC 108 (3) Introduction to Contemporary Art Music

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Revised program, new courses, and revised parchments

Arts

Graduate and Postdoctoral Studies>Degree Programs>Music>Program Overview; Transcript language for Master of Music emphasizes of study; Graduate and Postdoctoral Studies>Degree Programs>Music>Master of Music; MUSC 544 (4-8)d Seminar in Conducting and Repertoire I; MUSC 545 (4-8)d Seminar in Conducting and Repertoire II

Education

Master of Education In Adult Learning and Global Change Parchment; Doctor of Philosophy In Educational Studies Parchment

FACULTY OF SCIENCE

Revised program

Science>Bachelor of Science>Geographical Sciences>GEOB Geographical Sciences Major



20 April 2016

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **a. Bachelor of Applied Science Academic Regulations**

The Faculty of Applied Science has requested updates to the academic regulations for the Bachelor of Applied Science program in order to bring them in line with current practice and to reflect stakeholder feedback.

Updates to the regulations in the Academic Standing and Promotion Requirements and Supplemental Examinations sections have been proposed as outlined in the attached document.

The following is recommended to Senate:

Motion: *“That the amendments to the academic regulations for the Bachelor of Applied Science on academic standing, promotion requirements, and supplemental examinations be approved.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee



<p>Faculty: Applied Science Department: Dean's Office Faculty Approval Date: Nov. 5, 2015 Effective Session: S Effective Academic Year: 2016</p>	<p>Date: October 5, 2015 Contact Person: Carol Jaeger Phone: 604-822-2592 Email: carolj@apsc.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations ... Academic Standing and Promotion Requirements</p> <p>Academic Standing will be determined by the student's Sessional Academic Average at the end of each Winter Session.¹</p> <p>One of three Academic Standings is assigned as a result of a Sessional Academic Evaluation: Good Standing, Academic Probation, or Failed Year. All students are in Good Standing when first admitted to the Faculty.</p> <p>Academic Standings and progression requirements are listed in the table below.</p> <p>{See attached table}</p> <p>A student with a second assigned Failed Standing will be required to withdraw from the University. See <u>Advancement Regulations</u>. [Insert hyperlink.]</p> <p>¹Students in their 2nd year of the Engineering Physics program will be evaluated at the end of the Summer Session, in place of regular Winter Session evaluations.</p> <p>Returning to Good Standing from Probation</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,29</p> <p>Present Calendar Entry:</p> <p>Academic Regulations ... Academic Standing and Promotion Requirements</p> <p>Academic Standing will be determined by the student's Sessional Academic Average at the end of each Winter Session and Summer Session.</p> <p>One of three Academic Standings is assigned as a result of a Sessional Academic Evaluation: Good Standing, Academic Probation, or Failed Year. All students are in Good Standing when first admitted to the Faculty.</p> <p>Academic Standings and progression requirements are listed in the table below.</p> <p>{See attached table}</p> <p>A student with a second assigned Failed Standing will be required to withdraw from the University. See Advancement Regulations.</p> <p>Returning to Good Standing from Probation</p> <p>Students who are on Probation in year one, ie:</p>



Students who are on Probation in **Year 1, i.e., with a** sessional average between 50% **and** 59.9%, must achieve a sessional average of 60% or greater in an approved schedule of courses during their next registered **Winter Session** in order to return to Good Standing. Students must meet with an Engineering Student Services Advisor to establish an appropriate schedule of courses, which must be approved by the **Director of Engineering Student Services or designate.**

Students who are on Probation in Year 2 or higher, **i.e., with a** sessional average between 50% **and** 54.9%, must achieve a sessional average of 55% or greater in an approved schedule of courses during their next registered **Winter Session** in order to return to Good Standing. ...

Supplemental Examinations

Supplemental exams are generally restricted to 400-level courses within the Faculty. However, supplemental examinations may not be available in all 400-level courses or in all cases. At the discretion of the Faculty, a supplemental exam may be granted to a student for a 300-level course provided that the course is either a published requirement in the final year of a student's program or is the last remaining course required for degree completion. Supplemental examinations are only available to students who **are in good standing for the Winter Session just completed. In order to be eligible to write a supplemental examination for a course, the final grade received for the course must be between 40% and 49.9%.** Supplemental examinations are only offered during the deferred/supplemental examination period of July to August. **All applications for supplemental exams must be made through Enrolment Services.**

sessional average between 50% - 59.9%, must achieve a sessional average of 60% or greater in an approved schedule of courses during their next registered session in order to return to Good Standing. Students must meet with an Engineering Student Services Advisor to establish an appropriate schedule of courses, which must be approved by the ~~Assistant Dean of Students.~~

Students who are on Probation in Year 2 or higher, ie: sessional average between 50% - 54.9%, must achieve a sessional average of 55% or greater in an approved schedule of courses during their next registered session in order to return to Good Standing.

...

Supplemental Examinations

~~There are no supplemental examinations for any courses offered within the Faculty of Applied Science, with the exception of 400-level courses. Additionally, supplemental examinations may not be offered in all 400-level courses within the Faculty.~~

Supplemental examinations are only available to students who ~~have passed their year. A student must have failed a course, but received a final grade of at least 40%~~ in order to be eligible to write a supplemental examination ~~in that~~ course. Supplemental examinations are only offered during the deferred/supplemental examination period of July to August.



Supplemental examinations for courses which terminate in December will normally be made available to students only during the supplemental examination period in July to August.

...

Supplemental examinations for courses which terminate in December will normally be made available to students only during the supplemental examination period in July to August.

...

Type of Action: Revise Text.

Rationale for Proposed Change: Revision of document based on stakeholder feedback to clarify some passages and to better reflect current practice.

Additional notes: (1) the Eng Phys year 2 program is 100% coop, with the first coop term occurring in winter term 2. The standard timetable is a full winter term 1, and a full summer term in the following summer. Therefore, students in year 2 of Eng Phys do not complete second year until August, and can only be evaluated for academic standing at that time. This only applies to year 2.

(2) Supplemental policy updates: we have an existing supplemental policy that allows re-writes of a limited number of 4th year courses. There are a few programs who have lower year courses as core program requirements in their fourth year. This wording accommodates that. Additionally, we are attempting to help students graduate in a more timely fashion by allowing one single course (even if not a 4th year course) to be written as a supplemental. This is a practice that we have been allowing on a case by case basis but were recently chastised in an appeal hearing because the process was not formally stated in the calendar. Hence the addition.



Proposed Calendar Entry for Academic Standing and Promotion Requirements Table

Year Level	Sessional Average	Academic Standing at the Time of Evaluation	Resulting Academic Standing	Promotion Status
1	60% or more	Any standing	Good Standing	Eligible to continue; eligible for Year 2 ¹
1	50% - 54.9%	Not Probation	Academic Probation	Eligible to continue; not eligible for Year 2
1	55% - 59.9%	Not Probation	Academic Probation	Eligible to continue; eligible for Year 2 ¹
1	50% - 59.9%	Probation	Failed Year	Required to discontinue
1	Less than 50%	Any standing	Failed Year	Required to discontinue
2-5	55% or more	Any standing	Good Standing	Eligible to continue ^{2,3}
2-5	50% - 54.9%	Not Probation	Academic Probation	Eligible to continue ^{2,3}
2-5	50% - 54.9%	Probation	Failed Year	Required to discontinue
2-5	Less than 50%	Any standing	Failed Year	Required to discontinue

¹ Students must successfully complete a minimum of 27 credits of the first year program and satisfy the Language Proficiency Index (LPI) requirement before being permitted to continue to Year 2.

² Students must successfully complete a minimum of 80% of the credits required for year levels 2 and higher before being permitted to continue to the next year level.

³ Note that additional registration restrictions may apply. See Communication Requirement.

Current Calendar Entry for Academic Standing and Promotion Requirements Table

Year Level	Sessional Average	Conditions	Academic Standing	Promotion Status
1	60% or more	n/a	Good Standing	Eligible to continue; eligible for Year 2 ¹
1	50% - 59.9%	Previous standing was not Probation	Academic Probation	Eligible to continue; not eligible for Year 2
1	50% - 59.9%	Previous standing was Probation	Failed Year	Required to discontinue
1	Less than 50%	n/a	Failed Year	Required to discontinue
2-5	55% or more	n/a	Good Standing	Eligible to continue ^{2,3,4}
2-5	50% - 54.9%	Previous standing was not Probation	Academic Probation	Eligible to continue ^{2,3,4}



2-5

50% - 54.9%

~~Previous standing was~~
 Probation

Failed Year

Required to discontinue

2-5

Less than 50% ~~n/a~~

Failed Year

Required to discontinue

¹ Students must successfully complete a minimum of 27 credits of the first year program and satisfy the Language Proficiency Index (LPI) requirement before ~~proceeding~~ to Year 2.

² Students must successfully complete a minimum of 80% of the credits required for year levels 2 and higher before ~~proceeding~~ to the next year level.

³ ~~Students must successfully complete ENGL 112 or equivalent before proceeding to the third year of their programs.~~

⁴ ~~Students must successfully complete their 200-level technical communication requirement before proceeding to the fourth year of their programs.~~



20 April 2016

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **b. Master of Data Science Academic Regulations**

At the 20 January 2016 meeting, Senate approved the transfer of the administration of the Master of Data Science (M.D.S.) program from the Faculty of Graduate and Postdoctoral Studies to the Faculty of Science. As reflected in the attached document, the Faculty of Science is proposing to add academic regulations to the Calendar statement for the M.D.S. program to reflect that the majority of the regulations for the program will follow those of the Faculty of Graduate and Postdoctoral Studies with the exception of two.

Transfer credits will not be accepted by the M.D.S. program. The program is an intensive 10-month degree comprised of 24 tightly integrated 1-credit courses. Many of the courses will use a common data set. Receiving transfer credits for any of the courses would impact the integration of the curriculum.

As the program is administered by the Faculty of Science, issues relating to academic standing and progress that are not resolved by the Program Director will be referred to the Dean of Science rather than the Dean of Graduate and Postdoctoral Studies.

The following is recommended to Senate:

Motion: *“That the academic regulations for the Master of Data Science program be approved.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee

<p>Faculty: Science Department: Computer Science Faculty Approval Date: October 8, 2015 Effective Session: S Effective Academic Year: 2016</p>	<p>Date: October 2015 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,989,0</p> <p>Create a new entry: Faculties, Colleges, and Schools → Faculty of Science → Professional Master's Degrees → Master of Data Science</p> <p>Proposed Calendar Entry:</p> <p>Data Science</p> <p>Degree Offered: Master of Data Science (M.D.S.)</p> <p>Members</p> <p>...</p> <p>Admission Requirements</p> <p>...</p> <p>Academic Regulations:</p> <p>This program will abide by the policies for master's degrees set by the Faculty of Graduate and Postdoctoral Studies <u>with two exceptions:</u></p> <ol style="list-style-type: none"> 1. No transfer credit will be accepted for the M.D.S. program; 2. All issues relating to academic standing and progress that are not resolved by the Program Director will be referred to the Dean of Science. <p>Program Requirements</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1600</p> <p>Present Calendar Entry:</p> <p>Data Science</p> <p>Degree Offered: M.D.S.</p> <p>Members</p> <p>...</p> <p>Admission Requirements</p> <p>...</p> <p>Program Requirements</p> <p>...</p> <p>Action: Add Academic Regulations. Rationale: Senate has approved the Provost's recommendation that the Faculty of Science administer the Master of Data Science (M.D.S).</p> <p>Transfer credit will not be accepted by the M.D.S. Program. As this program will be administered by the Faculty of Science, all issues relating to academic standing and progress that are not resolved by the Program Director will be referred to the Dean of Science (not the Dean of Graduate and Postdoctoral Studies).</p>



20 April 2016

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **c. Faculty of Law/Peter A. Allard School of Law Degree Parchments**

The Faculty of Law has requested that the formal Faculty name on its UBC degree parchments be replaced with the Senate-approved alternative name, Peter A. Allard School of Law.

The original 2014 gift agreement for the Peter A. Allard School of Law committed to having the School name used exclusively in a variety of places including on Law degree parchments. When the proposal to approve the alternative name for the Faculty came forward, Senate was not made aware of this commitment. With Senate's approval to call itself the Peter A. Allard School of Law, the Faculty and the University have adopted that name in most other communications and publications.

The University's long-standing practice is to use the formal faculty names on the parchments. This dates from before the time that UBC had faculties that were authorized by Senate to use an alternative "School" name. Over the past three months, the Senate Academic Policy Committee has had several discussions about the matter and various options were considered. After much consideration, the Committee recommends that Senate allow the Faculty of Law to use its alternative name on degree parchments. The Committee acknowledges that there is a policy gap in this area; there are policies that set out the degree parchment template, and policies on how faculties can request to add or change academic information on those parchments, but no policy on how faculties may request that other information be changed or what criteria should be applied to consider such requests. Over the next year, the Committee will engage in further discussions about criteria for what is included on parchments, will review related policies, and will come back to senate when a proposal is ready for consideration.

Therefore, the Committee would recommend the following:



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THE UNIVERSITY OF BRITISH COLUMBIA

Motion: *“That Senate direct the Registrar to use “Peter A. Allard School of Law” in place of “Faculty of Law” on degree parchments and other graduation material if so requested by the Faculty.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee

8 April 2016

To: Vancouver Senate

From: Admissions Committee

Re: a) Bachelor of Fine Arts – Changes in Admission Requirements (approval)(circulated)
b) Graduate Doctor of Pharmacy – Suspension of Admission (approval)(circulated)
c) UBC-Langara Aboriginal Transfer Partnership (ATP): Bachelor of Applied Science (approval)(circulated)

a) Bachelor of Fine Arts – Changes in Admission Requirements (approval) (circulated)

The Admissions Committee has reviewed and recommends to Senate for approval changes to admission and transfer requirements for applicants to the Bachelor of Fine Arts program. Effective for entry to the 2017 Winter Session, the program will offer direct-entry from secondary school. The proposals also outlines admission information specific to each specialization within the program. The program will continue to accept students in Years 2 and 3 of the program.

Motion: *That Senate approve revised admission and transfer requirements for applicants to the Bachelor of Fine Arts program, effective for entry to the 2017 Winter Session and thereafter.*

b) Graduate Doctor of Pharmacy – Suspension of Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval suspension of admission to the Graduate Doctor of Pharmacy program. Recent changes in pharmacy practice education are reflected in the establishment of the Flexible Doctor of Pharmacy and Entry-to-Practice Doctor of Pharmacy programs. Applicants to the Graduate Doctor of Pharmacy program will be redirected to the Flexible Doctor of Pharmacy or Entry-to-Practice Doctor of Pharmacy, as appropriate.

Motion: *That Senate approve suspension of admission to the Graduate Doctor of Pharmacy program, effective for the 2016 Winter Session and thereafter.*

c) UBC-Langara Aboriginal Transfer Partnership (ATP): Bachelor of Applied Science (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the admission requirements for applicants to the Bachelor of Applied Science program via the UBC-Langara

Aboriginal Transfer Partnership. Effective for admission to the 2016 Winter Session and thereafter, Aboriginal students who meet the requirements will be eligible for admission to the Bachelor of Applied Science program as transfer applicants.

Motion: *That Senate approve admission requirements for applicants to the Bachelor of Applied Science program via the UBC-Langara Aboriginal Transfer Partnership, effective for entry to the 2016 Winter Session and thereafter.*

Respectfully submitted,

Mrs. Carol Jaeger
Vice-Chair, Senate Admissions Committee

<p>Faculty: Arts Department: Arts Academic Advising Faculty Approval Date: Nov 24, 2015 Effective Session (W): W Effective Academic Year: 2016, for first intake in 2017W</p>	<p>Date: 23 March 2016 Administrative Contacts: Lois Nightingale Phone: 20048 Email: arts.curriculum@ubc.ca</p>
<p><u>Homepage</u> <u>Faculties, Colleges, and Schools</u> <u>The Faculty of Arts</u> <u>Bachelor of Fine Arts</u> - Admission and Transfer</p> <p>Admission and Transfer</p> <p>Application to the Bachelor of Fine Arts</p> <p>The Bachelor of Fine Arts (B.F.A.) program offers B.F.A. degrees specializing in one of Acting, Creative Writing, Film Production, Theatre Design and Production, or Visual Arts.</p> <p>Admission to the B.F.A. is limited, and is based upon an evaluation of the total skills and preparation of each applicant, including performance auditions or written portfolios, previous academic record, and letters of recommendation. Meeting minimum admission requirements does not ensure admission to the B.F.A program.</p> <p>Beginning in the 2017 Winter session, outstanding applicants from secondary school may be offered admission directly into one of the five areas of specialization. Offers of admission will also continue for students transferring into the B.F.A. program at the beginning of second or third year studies.</p> <p>Applying for admission to the B.F.A. program is a two-stage process requiring both an on-line application form submitted directly to UBC Undergraduate</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1583</p> <p>Present Calendar Entry:</p> <p>Admission and Transfer</p> <p>Academic Admission requirements are specified in Admissions. Students may enter a Bachelor of Fine Arts program by transferring from the Faculty of Arts, another UBC Faculty, UBC Okanagan, or another post-secondary institution.</p> <p>Three UBC Faculty of Arts departments/programs offer B.F.A degree programs:</p> <ul style="list-style-type: none"> • The Creative Writing Program offers the B.F.A. in Creative Writing; • The Department of Art History, Visual Art and Theory offers the B.F.A. in Visual Art; <p>The Department of Theatre and Film offers the B.F.A. in Acting, the B.F.A. in Design and Production, and the B.F.A. in Film Production.</p> <p>Students, enrolled in any of the Bachelor of Arts, Bachelor of International Economics, Bachelor of Media Studies or Bachelor of Music degree programs, who wish to pursue a B.F.A. degree program should contact the B.F.A. program's department directly for full information. Students must apply by the deadline specified on the department's</p>

Admissions and additional information (auditions or portfolios) provided directly to your preferred area of specialization.

Your first step is to apply online to the B.F.A. program. Apply to UBC via the [youbc Vancouver](#) website and indicate the B.F.A. degree program as your first or second choice.

During the online application for admission to the B.F.A., you will be directed to review the website for your preferred area of specialization (Acting, Creative Writing, Film Production, Theatre Design and Production, or Visual Arts) in order to provide additional information directly to the specialization area.

Therefore, an application to the B.F.A. degree program will require you to submit documentation directly to the UBC Undergraduate Admissions and also submit information directly to the preferred area of specialization.

The requirements of UBC Undergraduate Admissions, including deadlines to apply on-line, can be found at the UBC Undergraduate Admissions [website](#).

The requirements of each area of specialization, including specialization deadlines, are outlined below, please see “Application Procedures for Specializations (Majors/Honours) within the B.F.A.”

- Admission from Secondary School: Beginning in the 2017 Winter session, outstanding applicants from secondary school may be offered admission directly into one of the five areas of specialization. For minimum degree admission requirements and application deadlines, see [Undergraduate Programs](#)

~~Calendar entry or website, and should be aware that the application process includes completing a portfolio or an audition. The submission of additional materials or information to the department for their consideration may also be required.~~

~~To be eligible for admission, students must meet the department's criteria, but meeting the criteria does not in itself ensure admission to the B.F.A. major. No student who was unsuccessful in their application to the B.F.A. major will be admitted to the B.F.A. degree program.~~

and Admissions.

- Admission (**Transfer**) from another UBC Degree Program or Campus: For minimum requirements for transfer to the B.F.A. degree program from the Vancouver campus, see [Change of Degree Program](#). For minimum requirements for transfer to the B.F.A. degree program from the Okanagan campus, see [Change of Campus](#).

Admission from another UBC Degree Program

~~Applying to transfer into the Bachelor of Fine Arts degree program is a two-stage process requiring two separate applications.~~

~~Students must first apply to transfer to the **B.F.A. degree**. For minimum requirements for transfer to the B.F.A. degree program, see [Change of Degree Program](#).~~

~~Students must then apply for admission to the **B.F.A. major** of their choice, using that major program's application process, and meeting department stipulated deadlines. For admission requirements and deadlines for each B.F.A. major, see the department's Calendar entry or website. Note that students must complete a portfolio or an audition and provide additional information to the department for their consideration, as necessary.~~

~~Students must meet the criteria of the department to be admitted to the B.F.A. major of their choice, but meeting the criteria does not in itself ensure admission to the B.F.A. major. No student who was unsuccessful in their application to the B.F.A. major will be admitted to the B.F.A. degree program.~~

~~Where appropriate, credits completed through prior study may be used to satisfy degree and specialization requirements. However, students applying to transfer to UBC's Bachelor of Fine Arts program are advised that a minimum of 50% of total degree credits, 50% of upper level degree credits, and 50% of upper level specialization credits (Honours, Major or Minor) must be completed while registered as a student in the Faculty of Arts.~~

- Admission (**Transfer**) from Post-Secondary study: **For minimum degree admission requirements and application deadlines as an external transfer applicant, see [Undergraduate Programs and Admissions](#).**

~~Transfer students admitted to the Bachelor of Fine Arts degree program who have not already completed the Writing Component of the [Writing and Research requirement](#) must attempt it during their first Winter Session in the Faculty of Arts or in their first 30 total credits.~~

~~Admission from Post-Secondary study, including [Change of Campus](#)~~

~~Applying for admission to the Bachelor of Fine Arts degree program is a two-stage process requiring two separate applications.~~

~~Students must first apply for admission to the **B.F.A. degree**. This is accomplished by applying to UBC via [yoube Vancouver](#) and indicating the B.F.A. degree program as their first choice. For minimum degree admission requirements and application deadlines, see [Undergraduate Programs and Admissions](#).~~

~~Students must then apply for admission to the **B.F.A. major** of their choice, using that major program's application process, and meeting department stipulated deadlines. For admission requirements and deadlines for each B.F.A. major, see the department's Calendar entry or website. As part of their application to the major, students must complete a portfolio or an audition and provide additional information to the department for their consideration, as necessary.~~

~~Students must meet the criteria of the department to be admitted to that department's B.F.A. major, but meeting the criteria does not in itself ensure admission to the B.F.A. major. No student who was unsuccessful in their application to the B.F.A. major will be admitted to the B.F.A. degree program.~~

<p>Where appropriate, credits successfully completed in prior study may be used to satisfy requirements of the B.F.A. program. See Transfer and Exchange Credit. However, students applying to transfer to the B.F.A. program are advised that a minimum of 50% of total degree credits, 50% of upper-level degree credits, and 50% of upper-level specialization credits (Honours, Major or Minor) must be completed while registered as a student in the Faculty of Arts.</p> <p>Transfer students admitted to the B.F.A. program who have not already completed the Writing Component of the Writing and Research requirement must attempt it during their first Winter Session in the Faculty of Arts or in their first 30 total credits.</p> <ul style="list-style-type: none"> Admission from the UBC Vantage Program: Qualified students who have successfully completed the UBC Vantage Program, particularly those in an Arts stream, are invited to apply for admission to the B.F.A. program. Students follow the application and admission processes described in “Admission from another UBC Degree Program”, above. See also Transfer and Exchange Credit. Admission as a Second Degree Student: Students with a recognized undergraduate degree, from UBC or elsewhere, may subsequently apply to complete a B.F.A. degree. Applications for admission to the B.F.A. degree program and the B.F.A. specialization are evaluated in accordance with the requirements for “Admission from Post-Secondary study”, see above. Those whose previous study was in an 	<p>Where appropriate, credits successfully completed in prior study may be used to satisfy requirements of the Bachelor of Fine Arts program of study. See Transfer and Exchange Credit. However, students applying to transfer to UBC’s Bachelor of Fine Arts program are advised that a minimum of 50% of total degree credits, 50% of upper-level degree credits, and 50% of upper-level specialization credits (Honours, Major or Minor) must be completed while registered as a student in the Faculty of Arts.</p> <p>Transfer students admitted to the Bachelor of Fine Arts degree program who have not already completed the Writing Component of the Writing and Research requirement must attempt it during their first Winter Session in the Faculty of Arts or in their first 30 total credits.</p> <p>Admission from Vantage College</p> <p>Qualified students who have successfully completed UBC Vantage College’s International Program, particularly those in an Arts stream, are invited to apply for admission to those specializations within the Bachelor of Fine Arts degree program that permit Year 2 entry. Students follow the application and admission processes described in Admission from another UBC Degree Program, above.</p> <p>See also Transfer and Exchange Credit.</p> <p>Admission as a Second Degree Student Students with a recognized undergraduate degree, from UBC or elsewhere, may subsequently apply to complete a Bachelor of Fine Arts degree. Applications for admission to the B.F.A. degree program and the B.F.A. major are evaluated in accordance with the requirements for Admission from Post-Secondary study; see above. Those whose previous study was in an Arts discipline</p>
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Arts discipline should note that they may not complete a second degree in the same discipline. **For further information please see the B.F.A. [Second Degree Studies](#) calendar section.**

Application Procedures for Specializations (Majors/Honours) within the B.F.A.

Admission to B.F.A. specializations is limited, and entry is competitive. In addition to the admission requirements of UBC Undergraduate Admissions, applicants will submit additional information directly to their requested area of specialization (Creative Writing, Theatre and Film and Visual Art Departments within the Faculty of Arts). These additional requirements will be in the form of an audition or portfolio, depending on the B.F.A. specialization requested. International students and others unable to travel to Vancouver may request submission through digital media in lieu of a live audition. Please see below for specifics:

- **Acting:** An audition is required as part of the application process. Visit the [Acting website](#) for further details, including audition dates.
- **Creative Writing:** Applicants must submit a cover letter and samples of their original writing in two or more genres. Visit the [Creative Writing website](#) for further, including portfolio submission deadlines.
- **Film Production:** Applicants must submit a portfolio, resume, and a letter of intent. Visit the [Film Production website](#) for further details, including portfolio submission deadlines.

should note that they may not complete a second degree in the same discipline. **See [Second Degree Studies](#).**

- **Theatre Design and Production:**
Applicants must submit a portfolio and/or resume, and a letter of intent. Visit the [Design and Production website](#) for further details, including portfolio submission deadlines.

- **Visual Art:** Applicants must submit a portfolio and supplementary materials directly to the Department of Art History, Visual Art and Theory. Visit the [Visual Arts website](#) for further details, including portfolio submission deadlines.

Each of these websites includes contact information. If you have any questions or concerns please contact the area directly.

Type of Action:

- Add provision for direct entry for BFA programs
- Provide necessary information on the additional application procedures required for each BFA program
- Strike section on Admission from Another Degree Program in the Faculty of Arts

Rationale for Proposed Change:

The rationale for the direct entry provision is included on the “Admissions” change form: The BFA degree programs seek to provide for direct entry from secondary school. This change would improve recruitment and retention, as well as normalizing these degrees, which are distinct degree programs like the Bachelor of Music (BMus), the Bachelor of International Economics BIE), and the Bachelor of Media Studies (BMS). UBC-O already provides for direct entry into their BFA programs. With the proposed direct-entry structure, students could still enter the BFA programs in second or third year and current transfer arrangements from other post-secondary institutions would be unaffected.

Since each BFA program requires different additional application procedures, some

	<p>information about them should be included here. The procedures for transferring from other UBC Faculties, UBC-O and other post-secondary institutions are already required: the provision for direct entry would allow students to apply prior to UBC admission year instead of at the end of first year.</p> <p>With the BFA programs moving to direct entry, applications for change of degree program within the Faculty of Arts are being brought into compliance with Senate policy on Change of Degree Program.</p> <p>.</p> <p>BFA Proposal Summary: The Departments of Art History, Visual Art and Theory; Theatre and Film; and Creative Writing are jointly pursuing two changes to the BFA degree. The first of the changes, direct entry admission, is described below, and are also reflected in detail on the associated curriculum change form. This proposal has already been reviewed by Enrolment Services who supports this request.</p> <p>Direct Entry: Currently, BFA programs at UBC Vancouver don't begin until the second or third year; students are admitted to first year as general BA students. This process, with its two-part procedure in which aspiring BFA students must maintain undefined BA status for 1-2 years, is anomalous, confusing, and can pose a significant recruitment barrier. It also prevents UBC's Fine Arts programs from attracting and recruiting the best and brightest applicants directly from secondary school as they tend to seek the certainty of direct admission into the program of their choice, and so often opt to attend our competitor institutions instead.</p> <p>Direct entry into 1st year BFA will offer applicants a one-step process that includes both the general University application and</p>
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	<p>the additional material required for BFA programs. (Admission to BFA programs is competitive, requiring submission of additional application material.) It will also bring UBC-V's BFA admission process in line with that of other major Universities and UBC-O. Note that, with the proposed structure, students could still enter the BFA programs in second or third year and current transfer arrangements from other post-secondary institutions would be unaffected.</p>
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UBC Admissions Proposal Form

<p>Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 25 February 2016 Effective Session: Winter Year for Change: 2016/17</p>	<p>Date: 19 February 2016 Contact Person: Patricia Gerber Phone: 604-813-5390 Email: patricia.gerber@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,840,1277</p> <p>Proposed Calendar Entry:</p> <p>Graduate Doctor of Pharmacy</p> <p>Important Note: Admission to the Graduate Doctor of Pharmacy (Pharm.D.) is suspended. Practicing pharmacists interested in earning the Doctor of Pharmacy degree should consult the <u>Flexible Doctor of Pharmacy</u> admission requirements <link to #21595>. Applicants interested in an entry-to-practice pharmacy degree should consult the admissions requirements for the <u>Entry-to-Practice Doctor of Pharmacy</u> <link to #22003>.</p> <p>[13854] The Faculty also offers opportunities for study leading to the Graduate Doctor of Pharmacy (Pharm.D.) in the field of clinical pharmacy. The Graduate Pharm.D. program is open to applicants who possess a B.Sc. in Pharmacy or equivalent and are eligible for registration with the College of Pharmacists of BC. Students must observe the following: ... </p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,840,1277</p> <p>Present Calendar Entry:</p> <p>Graduate Doctor of Pharmacy</p> <p>[13854] The Faculty also offers opportunities for study leading to the Graduate Doctor of Pharmacy (Pharm.D.) in the field of clinical pharmacy. The Graduate Pharm.D. program is open to applicants who possess a B.Sc. in Pharmacy or equivalent and are eligible for registration with the College of Pharmacists of BC. Students must observe the following: ... </p> <p>Type of Action: Add a statement in RED BOLD lettering indicating that admission to the Graduate PharmD program has been suspended and redirecting inquiries to appropriate alternate program options (i.e., the Flexible PharmD and the Entry-to-Practice PharmD).</p>

	<p>Rationale: With the commitment by all pharmacy schools in Canada to establish the PharmD as the entry-to-practice degree and the pending changes to post-graduate pharmacy practice residency programs across the country, the path to advanced pharmacy practice is evolving. Reflecting such changes, the Graduate PharmD program will no longer accept applications past February 2016 and will close its doors completely in May 2018.</p>
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UBC Admission Proposal Form Change to Course or Program

Faculty: APSC Department: Faculty Approval Date: Effective Session (W or S): Effective Academic Year: 2016	Date: January 31, 2016 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca
Proposed Calendar Entry: UBC-Langara Aboriginal Transfer Partnership (ATP) To be eligible to transfer to UBC through this partnership, Aboriginal students must meet the general requirements for admission as a post-secondary transfer student (above) as well as the following specific requirements: <ul style="list-style-type: none"> • Successful completion of the Engineering Transfer Program with a GPA of 2.8 or better over a 24-month period ending no later than April 30 preceding September entry. • Successful completion of the ATP Transition Plan offered by Langara in collaboration with UBC. 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,28 Present Calendar Entry: n/a Type of Action: Update admission entry to include Aboriginal Transfer Program. Rationale for Proposed Change: Update of calendar entry to reflect the recent formalization of the UBC-Langara Aboriginal Transfer Partnership in the Engineering Admissions Calendar Entry.

8 April 2016

To: Vancouver Senate

From: Awards Committee

Re: International Varsity Awards (approval)(circulated)

The Senate Awards Committee is pleased to recommend to Senate for approval the International Varsity Awards. The purpose of the awards is to support the drive for excellence in varsity sport by providing athletic financial awards to international student athletes recruited to play on a varsity team.

Eligibility is limited to undergraduate international students who are varsity athletes, with preference given to degree-seeking students. The award is renewable, with the intent to support students as long as they are members of the varsity team. The award amount may vary but will not exceed the total cost of tuition and fees. Students must meet the requirements of their respect governing body in order to receive the award (Canadian Interuniversity Sport [CIS] or National Association of Intercollegiate Athletics [NAIA]).

The International Varsity Awards will be funded via the International Student Initiative (ISI) Student Financial Assistance funds, which are derived from 7.47% of international undergraduate tuition.

Motion: *That Senate approve and forward to the Board for approval, the description for the International Varsity Award as attached.*

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Admissions Committee



INTERNATIONAL VARSITY AWARDS

Description of Award

International Varsity Awards are available for incoming and continuing international undergraduate students participating on a UBC varsity team. Recipients of the awards will demonstrate a high standard of athletic performance, scholarship, and character. The amount may be up to the full cost of undergraduate international tuition and fees. The awards are renewable for up to 5 years, so long as student-athletes are members of the Varsity team. Recipients must meet the requirements of their athletic governing body (Canadian Interuniversity Sport or National Association of Intercollegiate Athletics) or the requirements of the Department of Athletics. The number of awards will vary from year to year, depending on budget. The head coach of the relevant sport and a member of the Athlete Services team will recommend eligible candidates. Final award decisions will be made by the International Student Initiative (ISI) Athletic Awards Committee.

Purpose

The purpose of the international award funds is to support the drive for excellence in varsity sport by providing athletic financial awards to international student-athletes recruited to play on a varsity team.

Budget

The International Varsity Awards are funded by ISI Student Financial Assistance monies, which are derived from 7.47% of undergraduate international tuition. These funds are stewarded by the International Student Initiative. The ISI will work annually with UBC Athletics to determine an appropriate budget for the International Varsity Awards with the potential of 5 to 7 awards

Selection Committee

A three-member committee will review and determine scholarship allocations: ISI Athletic Awards Committee is comprised of:

- Athletic Director or Associate Athletic Director

- Member of Athlete Services team within UBC Athletics department
- Sport Information Officer within UBC Athletics department

The Committee will review the nomination and determine allocations.

Allocations

- All Varsity Sport Coaches will be eligible to request scholarship support for their student-athletes.
- Funding will not exceed the total cost of tuition and fees.
- Selection committee may identify one or more of the priority sports, as defined by the Athletics Department Strategic Plan, to receive an ongoing annual allocation. In this case the Head Coaches may recommend the funding be directed to one student-athlete or divide it between several eligible student-athletes within that program.
- Varsity programs who are not provided ongoing annual allocation may apply for funding based on individual student-athletes.
- Recipients must be undergraduate international students who are varsity athletes, with a preference for degree-seeking students, as opposed to short-term visiting students.

Consideration in decision-making

- Impact of the international student on the performance of the team. – For example: filling a key position, quality of the player, impact on team etc.
- Sport priority as defined in the Varsity Athletics Strategic plan may be considered for the allocation of funds.
- The competitive environment for recruitment will be given consideration in the allocation of these funds.
- Sports with special projects the department is supporting will be considered.
- Recipients are expected to be blue chip athletes. For team-based sports they would be expected to be starters in their first or second year. For individual sports they would be expected to be in the top 1/3 of the program with podium results in their respective field by the second season.

15 March 2016

From: Senate Awards Committee

To: Senate

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

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.”

New Centennial Scholars Entrance Awards

Madame Rosa BOK-FALKSON Centennial Scholars Major Entrance Award in Opera – A \$4,000 renewable entrance award is offered annually to an outstanding domestic student entering the Opera Program directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad. The award is in memory of Mme. Rosa Bok-Falkson, distinguished Opera singer, known as the Nightingale of Hamburg. Criteria for this entrance award includes demonstrated academic and leadership achievement in the arts, community, athletics, or school, and extraordinary performance capability based on experience and an audition to the Opera Program. The recipient is an academically qualified student with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. Only one student can hold this award in any given year. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee and subject to an exceptional audition to the Opera program. (First Award Available in the 2016/2017 Winter Session)

FERNANDEZ Family Centennial Scholars Major Entrance Award – A \$4,000 renewable entrance award is offered annually by Darran Fernandez to an outstanding domestic student entering university directly from secondary schools in Canada, or transferring directly from other colleges and universities, in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. Only

one student can hold this award in any given year. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

Diana M. LAM Centennial Scholars Entrance Award – A \$4,000 entrance award is offered annually by alumna Diana M. Lam, BA 1956, to an outstanding domestic student entering university directly from secondary schools, or a transferring directly from other colleges and universities, in Canada or abroad. Criteria for this entrance award includes demonstrated academic and leadership achievements in the arts, community, athletics, or school. The recipient will be an academically qualified student with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Candidates must be nominated by a member of their school or community. The award is made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

TOWNSEND-HARDER Centennial Scholars Major Entrance Award in Trumpet – A \$4,000 renewable entrance award is offered annually by UBC Music alumni Laurie Townsend (BMus 1988) and Don Harder (BMus 1978), to an outstanding domestic student entering the Bachelor of Music directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad, and whose primary instrument is trumpet. Criteria for this entrance award includes demonstrated performance proficiency as well as academic and leadership achievement in the arts, community, athletics, or school. The recipient is an academically qualified student with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. Only one student can hold this award in any given year. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee and subject to an exceptional audition to the Bachelor of Music program. (First Award Available in the 2016/2017 Winter Session)

New Awards:

Leon Judah BLACKMORE Award in Criminal Law - A \$5,000 award is offered annually by the Leon Judah Blackmore Foundation to a second- or third-year J.D. student who has participated in the UBC Innocence Project at the Peter A. Allard School of Law and has demonstrated an interest in criminal law reform and a dedication to advocacy work throughout his or her legal studies. The award is made on the recommendation of the Director(s) of the UBC Innocence Project at the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Tina CHRISTOPOULOS CRUDO Scholarship in Education - A \$1,000 scholarship is offered annually for a student in the Kindergarten – Primary Program Cohort of the teacher education program who demonstrates academic excellence. The scholarship is created in loving memory of Tina Christopoulos Crudo, who was a passionate teacher and who had a positive impact on countless students during her twenty-year career as an educator. The award is made on the recommendation of the Faculty of Education. (First Award Available in the 2016/2017 Winter Session)

DESAI Graduate Scholarship in English Literature – A \$1,000 scholarship is offered annually to a Masters of Arts, English Literature student in loving memory of Mr. J.V. Desai, who was a humble and brilliant man whose first love was for the English language. He was a grand-nephew of Mahatma Gandhi and a loving father who emphasized the importance of education, both in the theoretical and experiential sense. He recognized the importance of learning through travel and interacting with people. The ideal candidate would demonstrate an interest in travel and may be an international student or someone whose thesis investigates global issues. The award is made on the recommendation of the Department of English, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

GAMMA Phi Beta Foundation Service Award – A \$1,000 award is offered annually by the Gamma Phi Beta Sorority to a student who demonstrates service on campus or in the community. Preference will be given to applicants who are members of Gamma Phi Beta. The award is adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

GERVIN Indigenous Community Legal Clinic Award for Distinguished Advocacy – One or more awards totalling \$1,000 are offered annually to J.D. students who have made an exceptional contribution to the Indigenous community, demonstrated an interest in Indigenous legal studies and proven dedication to advocacy work throughout their participation in the Peter A. Allard School of Law's Indigenous Community Legal Clinic. The award is made on the recommendation of the Director(s) of the Indigenous Community Legal Clinic at the Peter A. Allard School of Law. (First Award Available in the 2015/2016 Winter Session)

Frank READ Thunderbird Rowing Award – One or more awards totalling \$1,000 have been made available through an endowment established for rowing athletes in memory of Frank Read, a beloved UBC and Olympic rowing coach. The awards celebrate Read's tireless work in proving that excellence in sport was a realistic objective for Canadians. The awards are offered to outstanding members of the Thunderbird Rowing Team who have maintained good academic standing. The recommendation is made by the Rowing coaches. (First Award Available in the 2016/2017 Winter Session)

Gordon and Gladys SHERLOCK Prize – Prizes totaling \$40,000 have been made available through an endowment established with a bequest by the Estate of Gladys Sherlock. The prizes are offered to students in the Faculty of Education specializing or majoring in Counselling. At the present time, the prizes are available to students in the Department of Educational and Counselling Psychology and Special Education enrolled in the Master of Arts, Master of Education and Doctor of Philosophy programs. Successful applicants must hold a Bachelor of Education. The prizes shall be announced and awarded to students prior to their graduation. Gladys Sherlock (1922-2015) began her teaching career at the age of 15 in Newfoundland. In 1960 she graduated from UBC with a Bachelor of Arts. She worked for many years as a guidance counsellor in several local schools, including Austin Elementary and Sir Frederick Banting Junior Secondary. Gordon Sherlock was Mrs. Sherlock's husband and predeceased her in 2008. The award is made on the recommendation of the Faculty of Education in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

UBC Inter-Fraternity Council Bursary - A \$1,000 bursary is offered annually by the UBC Inter-Fraternity Council to undergraduate students, with preference given to a student in the UBC Fraternity system. The award is given based on financial need to students actively involved in the UBC Inter-Fraternity Council. The award is adjudicated by Enrolment Services. (First Award Available in the 2016/2017 Winter Session)

Trevor WATSON Award in Pharmaceutical Sciences – A \$1,000 award has been made available through an endowment established by Christine Lee, B.Sc. Pharmacy 1975, and the Watson Family to honour Trevor Watson, B.Sc. Pharmacy 1957. This award is offered to an undergraduate student in the Faculty of Pharmaceutical Sciences who demonstrates a keen passion for the betterment of their community and for the profession of pharmacy. While deeply dedicated to his family, church, and community, Mr. Watson remained an exemplary pillar of service and leadership in the development of the profession of pharmacy in British Columbia and Canada. Alongside being a practicing pharmacist for over 40 years, Trevor was a member of the 1966/67 B.C. Pharmacy Planning Commission and one of the primary proponents in the establishment of the B.C. Professional Pharmacists Society, the current B.C. Pharmacy Association (BCPhA). He has served as President for both the College of Pharmacists of B.C. and the Canadian Pharmacists Association (CPhA), and is a honorary life member of the BCPhA and the CPhA. Trevor was a part-time Clinical Instructor/Lecturer at the Faculty from 1971-1991, and has been a committed mentor to young graduates. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2016/2017 Winter Session)

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

#1011

Present Award Title and Description: Association of Women in Finance Graduate

Scholarship - A ~~\$1,500 scholarship~~ is offered by the Association of Women in Finance (~~AWF~~), ~~an organization that encourages and supports women in financial professions, to recognize and reward an outstanding~~ female student ~~pursuing a Master of Business Administration with a focus on finance and future plans to pursue a career in finance. Preference will be given to a student who demonstrates~~ a history of community service. Award is made on the recommendation of the Sauder School of Business.

Proposed Award Title and Description: Association of Women in Finance Graduate Award

in Business – A **\$2,500 academic award** is offered **annually** by the Association of Women in Finance to a female student **enrolled in the MBA program who demonstrates academic excellence and** a history of community service. **Financial need may be considered.** The award is made on the recommendation of the Sauder School of Business.

Rationale for Proposed Changes – Type of Action: Upon the donor's request, we have changed award type, so that financial need could be considered and we have simplified the selection criteria by removing reference to future plans; the donor has also requested to increase the award value.

Previously-Approved Centennial Scholars Entrance Awards: Clarification of Eligibility Criteria

Present Award Title and Description: Peter Marshall Centennial Scholar Entrance Award

in Forestry – A \$2,000 renewable entrance award is offered annually by Dr. Peter Marshall to outstanding under-represented students, such as Aboriginal students, students from rural communities, immigrant and refugee students, first generation learners, youth aging out of care, and students of low socio-economic status, entering the Faculty of Forestry's Bachelor of Science in Forestry, Forest Sciences, Natural Resources Conservation, or the Bachelor of Urban Forestry degree programs from secondary schools ~~in Canada~~, or transfer ~~students from~~ other colleges and universities, ~~or Canadian citizens living~~ abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, ~~and~~ school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

Proposed Award Title and Description: Peter Marshall Centennial Scholar Entrance Award in Forestry - A \$2,000 renewable entrance award is offered annually by Dr. Peter Marshall to outstanding **domestic** under-represented students, such as Aboriginal students, students from rural communities, immigrant and refugee students, first generation learners, youth aging out of care, and students of low socio-economic status, entering the Faculty of Forestry's Bachelor of Science in Forestry, Forest Sciences, Natural Resources Conservation, or the Bachelor of Urban Forestry degree programs **directly** from secondary schools, or transferring **directly** from other colleges and universities, **in Canada or** abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, **or** school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

Rationale for Proposed Changes – Type of Action: to clarify eligibility for the award

#4697

Present Award Title and Description: Centennial Scholars Entrance Awards – The University of British Columbia offers entrance awards valued up to \$10,000 to outstanding students entering university from secondary schools ~~in Canada~~, or transfer ~~students~~ from other colleges and universities, ~~or Canadian citizens living~~ abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, ~~and~~ school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2015/2016 Winter Session)

Proposed Award Title and Description: Centennial Scholars Entrance Awards – The University of British Columbia offers entrance awards valued up to \$10,000 to outstanding **domestic** students entering university **directly** from secondary schools, or transferring **directly** from other colleges and universities, **in Canada or** abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, **or** school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

Rationale for Proposed Changes – Type of Action: to clarify eligibility for the award

#4698

Present Award Title and Description: Centennial Scholars Major Entrance Awards – The University of British Columbia offers renewable entrance awards valued up to \$40,000 over 4 years to outstanding students entering university from secondary schools ~~in Canada~~, or transfer ~~students~~ from other colleges and universities, ~~or Canadian citizens living~~ abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, ~~and~~ school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2015/2016 Winter Session)

Proposed Award Title and Description: Centennial Scholars Major Entrance Awards – The University of British Columbia offers renewable entrance awards valued up to \$40,000 over 4 years to outstanding **domestic** students entering university **directly** from secondary schools, or transferring **directly** from other colleges and universities, **in Canada or** abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, **or** school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Vancouver community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Candidates must be nominated by a member of their school or community. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2016/2017 Winter Session)

Rationale for Proposed Changes – Type of Action: to clarify eligibility for the award



20 April 2016

To: Vancouver Senate

From: Senate Curriculum Committee

Re: April Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, new programs, revised program, and revised transcript language brought forward by the faculties of Arts, Education, Graduate and Postdoctoral Studies (Land and Food Systems), Land and Food Systems, and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF ARTS***New courses and new major and minor programs*

CNTO 451 (3) Advanced Cantonese through Popular Culture; Arts>Bachelor of Arts>First Nations and Endangered Languages>[Major] & [Minor] in First Nations and Endangered Languages Program; FNEL 381 (3) Biocultural Diversity: Language, Community, and the Environment; FNEL 382 (3) Lexicography for Endangered Languages; FNEL 389 (3) Collaborative Heritage Research in First Nations Languages: Practicum & Workshop; FNEL 481 (3) Heritage Resources in Endangered First Nation Language Revitalization; FNEL 482 (3) Applied Research in Endangered Language Reclamation

FACULTY OF EDUCATION*Revised transcript language*

Transcript language for Bachelor of Education

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES*Revised program and new courses***Land and Food Systems**

Graduate and Postdoctoral Studies>Degree Programs>Agricultural Economics>Master of Food and Resource Economics>Program Requirements; FRE 504 (1.5) Agricultural and Resource Policy Analysis; FRE 505 (1.5) Agricultural and Resource Policy Analysis – Policy and Project Evaluation Tools; FRE 517 (1.5) Futures Trading in Agricultural Commodities; FRE 518 (1.5) Survey Design and Data Analysis; FRE 523 (1.5) Resource Economics I; FRE 524 (1.5) Resource Economics II; FRE 526 (1.5) Environmental Economics and Policy: Theory; FRE 527 (1.5) Environmental Economics and Policy: Empirical Analysis; FRE 529 (1.5) Estimating Econometric Models; FRE 530 (1.5) Econometrics with Time Series Data; FRE 541 (1.5) Project Monitoring and Evaluation in International Development

FACULTY OF LAND AND FOOD SYSTEMS*New courses*

APBI 222 (3) Introduction to Horticulture; FNH 405 (3) Microbiology of Food & Beverage Fermentation; FNH 472 (3) Maternal and Fetal Nutrition

FACULTY OF SCIENCE*New courses and new combined major program option*

CPSC 100 (3) Computational Thinking; CPSC 103 (3) Introduction to Systematic Program Design; CPSC 436 (1-6)d Topics in Computer Science; ENVR 440 (3) Analytical Methods in Sustainability Science; EOSC 213 (3) Computational Methods in Geological Engineering; EOSC 471 (3) Waves, Currents and Ocean Mixing; Science>Bachelor of Science>Computer Science>Specializations>Combined Major: Computer Science and Chemistry



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: Jan 21, 2016 Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: November 4, 2015 Contact Person: Lois Nightingale Phone: 2-0048 Email: arts.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CNTO 451 (3) Advanced Cantonese through Popular Culture</p> <p>Popular culture in Hong Kong from media such as television, cinema, popular music, literature, social media, etc., through advanced authentic Cantonese listening and reading materials. It is recommended that students complete at least 12 credits of ASIA before taking this course. <i>Not available for the Credit/D/Fail grading.</i></p> <p><i>Prerequisites:</i> CNTO 401.</p>	<p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This advanced language course will contribute to the curriculum of the new Cantonese language program. It will offer insights into contemporary Cantonese popular culture through in-class discussions, video viewings, and readings articles in Cantonese. Students will also learn Cantonese vernacular usage, popular expressions, and internet slang. It supplements lower level Cantonese language courses currently offered at UBC.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Asian Studies Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>

EXECUTIVE SUMMARY
Major and Minor in First Nations and Endangered Languages (FNEL)
Faculty of Arts, University Of British Columbia
13 November 2015

Overview

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. Since 1915, it has created an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning.

The First Nations and Endangered Languages Program (FNEL) was initiated in 1996 as an interdisciplinary undergraduate program in the Faculty of Arts as part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent. In 2015, the program joined with the First Nations and Indigenous Studies Program to found the Institute for Critical Indigenous Studies (CIS).

The FNEL proposes the creation of a new Bachelor of Arts Major and Minor program. The program will consist of courses in First Nations and Indigenous languages, and a set of courses at all levels in methodologies and technologies for endangered language documentation, conservation, and revitalization. This multi- and interdisciplinary program will help students to acquire skills in collaborative language documentation; perspectives on orality, literacy, and multimedia curricular materials and delivery; experience in digital and non-digital lexicography development and use; critical assessment of principles of orthographic design in relation to bilingual language learning; opportunities for participation in master-apprentice mentorship programs; museum research and outreach; language archiving and community mentorship in the revitalization of archival material.

Credential to be Awarded

Bachelor of Arts, Major or Minor in First Nations and Endangered Languages.

Location

The Vancouver Campus of UBC is the main location for classroom learning and administration. Campus activities will be enhanced by experience in community-based research and community partnerships. Through a long-standing partnership with the Musqueam Indian Band, the First Nations and Endangered Languages (FNEL) program offers university-level classes in *hənq̓əmin̓əm*, the traditional language and cultural heritage of the Musqueam (Coast Salish) people, on whose ancestral and unceded territory UBC's Point Grey campus is situated. These classes are held at the Musqueam Indian Reserve, and are taught in collaboration with members of the Musqueam community.

Housed within the Institute of Critical Indigenous Studies at UBC, the Major and Minor in First Nations and Endangered Languages offers a combination of university-based, and community-based learning in partnership with First Nations communities throughout the province of British Columbia.

Faculty Offering Program

The program will be offered formally, administrated, and delivered by the Faculty of Arts, UBC.

Anticipated Program Start Date

The program will be offered in the 2016-2017 academic year, beginning in September 2016. Entry into the program occurs as students enter their third year of study within the Bachelor of Arts degree.

Anticipated Program Completion Time

Anticipated time for completion is four years of full time study with the Major and Minor in First Nations and Endangered Languages requirements occurring over the final two years of study.

Objectives

The Major and Minor in First Nations and Endangered Languages will enhance existing course offerings for undergraduates by providing formal training in First Nations languages from introductory to advanced levels, Indigenous research methodologies around documentation, conservation and revitalization of endangered Indigenous languages and the wider ethics of community-based research. The Major and Minor in First Nations and Endangered Languages will solidify the University's existing resources in Aboriginal and First Nations research, teaching and community engagement.

Excellence in scholarship and sustained relevance and reciprocity in community participation and partnership are our Program's core commitment. Through the program, students and scholars engage in cultural and linguistic research collaborations with Indigenous peoples in ways that are consultative, participatory and informed by respectful dialogue and community protocols.

Contribution to UBC's Mandate and Strategic Plan

UBC's *Place and Promise Plan* identifies three aspects of making UBC one of the world's leading universities: enhance student and community learning; build network and partnerships to support exceptional research; and facilitate community dialogue and engagement. The Major and Minor in First Nations and Endangered Languages contributes directly to the realization of each of these goals.

Section 5.4 of the University's 2008 *Aboriginal Strategic Plan* relating to Research strategy notes that, 'The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.' Section 7.1 of the *Aboriginal Strategic Plan*, on Community Relations, highlights that 'UBC must continue to develop and support its relationships with the Musqueam Indian Band and ... develop new programs.'

An enriched set of course offerings through the Major and Minor in First Nations and Endangered Languages offers a tangible implementation of these action points. Through course-based research projects designed in consultation with First Nations communities, opportunities for partnerships in Aboriginal programming and units across UBC and in Vancouver and community-based language training through mentor-apprentice programs, the program contributes directly to UBC's goals as well as to First Nations communities' aspirations for capacity-building. These goals are directly relevant to nurturing a sustainable future for critically endangered languages and cultural heritage.

In 2013, UBC announced that the Indian Residential Schools History and Dialogue Centre will be built on the south side of Library Garden on the Vancouver campus. UBC's Dialogue Centre is affiliated with the National Research Centre established by the Truth and Reconciliation Commission of Canada in Winnipeg. The TRC Calls to Action released earlier this year speak to the centrality of culture and language for reconciliation and healing (Points 13-17). Point 16 notes: "We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages." The Major and Minor in First Nations and Endangered Languages offers a potent and immediate response to this call.

Delivery Methods

The program consists of coursework including face-to-face lectures and seminars; community-based learning in partnership with First Nations communities; and directed research involving sustained mentor-apprentice relationships between students and fluent speakers of endangered languages.

Linking Learning Outcomes and Curriculum Design

The Major and Minor in First Nations and Endangered Languages offers language and methods courses at all levels. Together with complementary courses in affiliated units such as First Nations and Indigenous Studies, students in the program build on a common core of required language and methodology enriched by electives from our catalogue and recommended course list.

Potential Areas & Sectors of Employment for Graduates & Opportunities for Further Study

The First Nations and Endangered Languages Program helps prepare graduates to work in diverse fields in the areas of education, translation and language interpretation, social services, research, public administration, public policy, advocacy and others.

Students who graduate from our program and are seeking opportunities for further study may choose to pursue MA or PhD programs in Indigenous Studies, Anthropology, Museum Studies, Archival and Library Studies, Geography, Education, Applied Linguistics or Interdisciplinary Studies.

Program Strengths & Overview of Level of Support

Since 1996, the First Nations and Endangered Languages (FNEL) Program in UBC's Faculty of Arts has offered courses in a number of First Nations languages, as well as skills-development classes on language documentation, conservation and revitalization. The program is exceptionally well positioned to offer an articulated Major and Minor degree in First Nations and Endangered Languages that is dedicated to community-based principles of language learning, and to capacity-building in fluency and language acquisition skills that will enhance the long-term sustainability of languages and cultures.

The program has strong connections with local Indigenous communities and organizations, and is involved with international scholarly partnerships around Indigenous language reclamation, resurgence and revitalization. Long-standing connections with Indigenous communities and organizations allow the program to offer a directed research course which permits students to participate in a sustained Mentor-Apprentice relationship with a fluent speaker of an endangered language of their choice, with the goal of enhancing oral fluency in that language. The First Nations and Endangered Languages Program collaborates closely with colleagues and students in the First Nations and Indigenous Studies program in the Faculty of Arts, and with a number of other scholars across campus who are engaged in academic research and/or Indigenous education from various perspectives that intersect with language and culture.

Related Programs in the Institution or other BC Post-Secondary Institutions

There are no other Major or Minor BA degree programs focussed on the documentation, conservation and revitalization of First Nations Languages in British Columbia. Other programs in British Columbia in similar or related areas include:

- B.Ed. in Indigenous Language Revitalization and professional teaching certification, Faculty of Education, University of Victoria
- Indigenous Language Program, Nicola Valley Institute of Technology
- Okanagan Language Program, En'owkin Centre (accredited by NVIT)
- Developmental Standard Term Certificate, First Nations Languages Teachers Program, Thompson Rivers University

Institutional Contact

Mark Turin, PhD. Chair, First Nations and Endangered Languages Program; Associate Professor, Department of Anthropology tel: 604.827.0613; email: mark.turin@ubc.ca; web: fnel.arts.ubc.ca

Major and Minor in First Nations and Endangered Languages (FNEL)
Faculty of Arts, University of British Columbia

The [First Nations and Endangered Languages Program](#)¹ (FNEL) is part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent. FNEL is an interdisciplinary undergraduate program within the Institute for Critical Indigenous Studies in the Faculty of Arts.

Alongside well-established classes in which students can learn First Nations languages at all levels, from introductory to advanced, FNEL courses explore the processes and protocols for the documentation, conservation, and revitalization of endangered languages, cultures, and Indigenous knowledge systems locally, regionally and internationally. A full list of our course descriptions are available

here: <http://www.calendar.ubc.ca/vancouver/courses.cfm?code=FNEL>

Following Faculty of Arts guidelines, students must complete at least **66 credits for a Major** in First Nations and Endangered Languages, of which **30 credits must be at the 300/400 level**.

Following Faculty of Arts guidelines, students must complete at least **36 credits for a Minor** in First Nations and Endangered Languages, of which **18 credits must be at the 300/400 level**.

Distribution and Degree Requirements available

online: <http://students.arts.ubc.ca/advising/degree-requirements/>

Majors students may wish to consider a double Major or a Minor in related areas such as First Nations and Indigenous Studies, Socio-Cultural Anthropology, Museum and Visual Anthropology, Archaeology, Linguistics, English Language, English Literature, History, Political Science, Canadian Studies, among other options.

1st & 2nd Year

In order to qualify for a Major in the First Nations and Endangered Languages Program, students must complete the following **24 credits** of 100- and 200-level courses. For a Minor in the First Nations and Endangered Languages Program, students must complete at least **6 credits** of FNEL language courses plus **6 additional credits** from FNEL 180, 281 and 282.

FNEL 100- and 200-level **language courses** (12 credits)

FNEL 180 (3 credits) Introduction to Language Documentation, Conservation and Revitalization

Foundational concepts in the critical study of cultural, historical, social, and political factors that impact language loss, retention, and revival. Introducing strategies and practical

¹ Interpreted terminology used by a person or society is available online at <http://indigenousfoundations.arts.ubc.ca/?id=7400>.

methodologies for collaborative, interdisciplinary, community-based documentation and revitalization projects for First Nations and Indigenous languages.

FNEL 281 (3 credits) Sounds of Endangered Languages: Conservation and Revitalization

Development of skills in the perception and transcription of speech sounds in endangered languages, focusing on the diversity within BC Aboriginal languages. Capacity-building techniques for digital recording, editing, analysis, and archiving; guided by community-based ethical protocols and conservation/revitalization goals.

FNEL 282 (3 credits) Structures of Endangered Languages: Conservation and Revitalization

Development of skills in the documentation, transcription and analysis of grammatical structures in endangered languages, focusing on the diversity within BC Aboriginal languages. Applied techniques in documentation, workflow and multi-media digital annotation, guided by community-based ethical protocols and conservation/revitalization goals.

FNIS 100 (3 credits) Indigenous Foundations

The historical, cultural, political, economic and legal issues that inform the experiences of Indigenous peoples in Canada, examined from both Indigenous and non-Indigenous perspectives.

Recommended Courses at 100- and 200-Levels

Please note that offerings and pre-requisites may change. To confirm the information below, please check current course listings on the [online course schedule](#). Courses that are not on this list but have significant Aboriginal content (including those outside the Faculty of Arts) may be considered for credit toward a Major or Minor by special arrangement; students should consult with the FNEL Program Chair for approval of relevant courses toward the Major/Minor requirements. In order to qualify for a Major or Minor in the First Nations and Endangered Languages Program, students must complete at least **12 credits** from the following list of courses:

ANTH 217 (3 credits)	Culture and Communication
ANTH 220 (3 credits)	First Nations of British Columbia
ANTH 221 (3 credits)	Contemporary Indigenous Cultural Expressions. <i>Prerequisite:</i> ANTH 220 is recommended
ANTH 241 (3 credits)	Introduction to Museums and Museology
ENGL 231 (3 credits)	Introduction to Indigenous Literatures <i>Prerequisite:</i> various, please refer to http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ENGL
FNIS 210 (3 credits)	Indigenous Politics and Self-Determination
FNIS 220 (3 credits)	Representation and Indigenous Cultural Politics <i>Prerequisite:</i> Either (a) FNIS 210 or (b) FNIS 210.

FRST 270 (3 credits)	Community Forests and Community Forestry
HIST 107 (3 credits)	Global Indigenous Histories
HIST 235 (3 credits)	History of Canada: Moments that Matter
HIST 236 (3 credits)	Public History in Canada: Memory, Representation & Interpretation
LING 200 (3 credits)	Linguistic Theory and Analysis I: Phonetics & Phonology
LING 201 (3 credits)	Linguistic Theory and Analysis II: Grammatical Analysis
LING 222 (3 credits)	Language Acquisition
SOCI 201A (3 credits)	Ethnic Relations [<i>Equivalency</i> : ANTH 201]
SOCI 220 (3 credits)	Sociology of Indigenous Peoples

3rd & 4th Year

In order to qualify for a Major in the First Nations and Endangered Languages Program, students must complete at least **15 credits** of upper level FNEL courses and an additional **15 credits** from the Recommended upper level course list. For a Minor in the First Nations and Endangered Languages Program, students must complete at least **9 credits** of upper level FNEL courses and an additional **9 credits** from the Recommended upper level course list.

Required: A minimum of 6 credits from the following:

FNEL 389 (3 credits) Collaborative Heritage Research in First Nations Languages: Practicum & Workshop

Hands-on experience planning and producing a Breath of Life Language Restoration Workshop for endangered BC First Nations languages, during which community-based researchers access and interpret relevant heritage resources at UBC and other local institutions for the revitalization of their languages.

Prerequisites: All of FNEL 281, FNEL 282.

FNEL 448 (3-12 credits) Directed Research in First Nations Languages

This course option allows a student to pursue an individualized research project under the supervision of an FNEL faculty member. This must be approved in advance by the FNEL Program Chair.

FNEL 481 (3 credits) Heritage Resources in Endangered First Nations Language Revitalization

Examines the complementary and intersecting roles of libraries, archives, and museums in collections acquisition, development, curation, preservation, and access traditions pertaining to First Nations languages, to explore how each can contribute to endangered language and cultural heritage sustainability. This course is not eligible for Credit/D/Fail grading.

Prerequisites: All of FNEL 281, FNEL 282.

FNEL 482 (3 credits) Applied Research in Endangered Language Reclamation

Application of research skills and methodologies in the design and implementation of a research project relevant to endangered language conservation and/or revitalization. Project co-constructed in collaboration with a First Nations community, guided by community-based ethical protocols. FNEL 481 recommended. *This course is not eligible for Credit/D/Fail grading.*

Prerequisites: All of FNEL 281, FNEL 282, FNEL 389.

Remaining core credits from:

FNEL 300- and 400-level language courses

FNEL 380 (3 credits) Technologies for Endangered Language Documentation and Revitalization

Digital tools for endangered language documentation, conservation, and revitalization. Overview of best practices, introduction to community engagement and capacity-building, protocols and ethics, project design, cultural context, orthographies, use of audio, video and still photography, data management, archiving and web publishing.

FNEL 381 (3 credits) Biocultural Diversity: Language, Community, and the Environment

Critical exploration of the links between linguistic, biological and cultural diversity; including connections with linguistic relativity, linguistic identity, language and place; and strategies for collective, interdisciplinary action to promote and support the protection of languages, cultures, and the environment.

FNEL 382 (3 credits) Lexicography for Endangered Languages

Foundational concepts in the discipline of compiling, editing, managing and hosting dictionaries, also known as lexicography. Special focus on the technical and ethical considerations for community-based lexicography projects for endangered and BC First Nations languages.

FNEL 480 (3 credits) Endangered Language Documentation and Revitalization

Critical study of the historical, social, cultural, political, and economic factors impacting on language loss, retention, and revival. Research on and application of methodologies for collaborative, trans-disciplinary, community-based documentation and revitalization of BC's Indigenous linguistic heritage.

FNEL 489 (3-12 credits) Topics in First Nations and Endangered Languages

Selected topics will vary. Multiple versions of this course may be taken, under consultation with the FNEL program advisor, for up to a maximum of 12 credits.

Recommended Courses at 300- and 400-Levels

In order to qualify for a Major in the First Nations and Endangered Languages Program, students must complete an additional **15 credits** from at **least 3 different disciplinary fields** among the following Recommended courses.

In order to qualify for a Minor in the First Nations and Endangered Languages Program, students must complete an additional **9 credits** from at **least 2 different disciplinary fields** among the following Recommended courses.

Please note that offerings, pre-requisites, and instructors may change without notice. To confirm the information below, please check department listings on the [online course schedule](#). Courses that are not on this list but have significant Aboriginal content (including those outside the Faculty of Arts) may be considered for credit toward a major or minor by special arrangement; students should consult with the FNEL Program Chair.

ANTH 304 (3 credits)	Ethnography of the Northwest Coast
ANTH 317 (3/6 credits)	Linguistic Anthropology
ANTH 329 (3/6 credits)	Contemporary First Nations Issues
ANTH 332 (3/6 credits)	Oral Tradition
ANTH 341 (3/6 credits)	Museums, Heritage, and Memory
ANTH 401 (3 credits)	First Peoples of North America
ANTH 407 (3 credits)	Principles of Field Work
ANTH 408 (3/6 credits)	Field Methods
ANTH 417 (3/6 credits)	Language, Culture, and Cognition
ANTH 478 (3/6 credits)	Ethnographic Film Methods
ARTH 376 (3 credits)	Arts of the Northwest Coast Peoples: The North
ARTH 377 (3 credits)	Arts of the Northwest Coast Peoples: The South
CDST 350 (3 credits)	Canadian Studies
CONS 370 (3 credits)	Aboriginal Forestry
ENGL 476K (3 credits)	Indigenous Studies
FNIS 401E (3 credits)	Digital Media Practices
FNIS 401F (3 credits)	Indigenous New Media
FNIS 401G (3 credits)	Indigenous Law and the Settler State
GEOG 426 (3 credits)	Historical Geography of British Columbia I
GEOG 495 (3 credits)	Geographies of Social Movements in the Americas
GRSJ 301 (3 credits)	Gender and Indigeneity in Canada
HIST 302 (6 credits)	History of the Indigenous Peoples of North America
HIST 303 (6 credits)	History of the Canadian West
HIST 305 (6 credits)	British Columbia
HIST 464 (3 credits)	First Contacts in the Pacific
HIST 469 (3 credits)	Aboriginal Title in British Columbia: History and Legacy

LFS 340 (3 credits)	First Nations Health and the Traditional Role of Plants
LING 319 (3 credits)	Comparative and Historical Linguistics
LING 445 (3 credits)	Sociolinguistics
LLED 480 (3 credits)	Multimedia Technology and Indigenous Language Revitalization
POLI 316 (3 credits)	Global Indigenous Studies

FNEL Program Outcomes

Located on the traditional, ancestral, and unceded territory of the hə́nqəmínə́m-speaking Musqueam people, and a founding partner in the Institute for Critical Indigenous Studies, the First Nations and Endangered Languages Program (FNEL) in the Faculty of Arts at UBC is dedicated to the documentation, conservation and revitalization of endangered Indigenous languages through the development and dissemination of ethical research protocols and community-responsive scholarship, culturally attentive teaching practices and research methods, and meaningful partnerships with Indigenous communities.

Students and scholars in the FNEL program engage in consultative and participatory research collaborations focused on Indigenous language and culture in ways that are informed by respectful dialogue and community protocols.

The FNEL program offers courses at all levels in methodologies and technologies for endangered language documentation, conservation, and revitalization along with university-level classes in Aboriginal and Indigenous languages. Our students graduate with contextually-rich and ethically-situated training in language reclamation and revival.

Influence scholarly and public representations of Indigenous languages and cultures within and beyond the academy

1. Locate language revitalization as an essential part of truth, reconciliation, healing and wellbeing in all sectors of Canadian society.
2. Foreground the fundamental importance of language for Indigenous communities at local, national and global levels, and advocate for the linguistic and cultural rights of Indigenous peoples.
3. Champion the cultural sophistication and linguistic complexity of Indigenous languages and their oral traditions and histories.
4. Communicate to diverse audiences the central and interconnected relationship between language, land and oral history for Indigenous communities.
5. Contribute critical scholarly insights regarding the nature and processes of linguistic and cultural colonization.
6. Challenge entrenched academic colonial hierarchies by promoting Indigenous perspectives on language and valuing community voices as equals.

7. Acknowledge, critique, and negotiate the historical and contemporary challenges facing Indigenous communities and their languages in British Columbia, Canada and around the world.

Develop expertise in building and maintaining community-based partnerships that are collaborative, consensus-based, equitable and grounded in sustained and reciprocal relationships of trust, in order to document, conserve and revitalize language.

8. Develop, practice and promote community protocols and perspectives for ethical engagement with First Nations peoples and their languages.
9. Experience participating in community-based language initiatives.
10. Engage productively and transparently with community needs, priorities, and local research agendas appropriate to each context.
11. Work respectfully with community-based knowledge-keepers and Indigenous expertise toward the shared goals of language reclamation and revitalization.
12. Incorporate the significance of place-based knowledge in research involving Indigenous language and culture.

Design and implement language reclamation and revitalization projects drawing on interdisciplinary methodologies, predicated on community-based consultation, participation and collaboration.

13. Recognize and discover grammatical structures of endangered languages for the benefit of community-based maintenance and revitalization.
14. Perceive, distinguish and transcribe speech sounds of endangered languages, and explore their relationships with community-based orthographies.
15. Contribute to the development of innovative approaches for teaching and learning endangered and Indigenous languages distinct from conventional, literacy-based pedagogy for foreign languages.
16. Build individual and community capacity for the application of contextually-appropriate best practices, archival standards and current technologies in multimedia language documentation through recording, archiving, and access.
17. Develop skills that can be carried forward beyond the classroom to embark on the lifelong process of learning, teaching and maintaining Indigenous languages, through multiple modes of transmission.

Provide learning frameworks for the development of fluency in First Nations and endangered languages.

18. Model language learning emphasizing broad competence, including accurate pronunciation, basic grammatical structures, conversation, listening and literacy skills, and the study of oral traditions in their cultural context.
19. Promote opportunities for family-based and community-based language transfer.
20. Facilitate the use of archival and other legacy resources as vehicles to develop and enhance First Nations language fluency.
21. Celebrate the resilience and persistence of First Nations languages and cultures.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: First Nations and Endangered Languages Program (FNEL) Faculty Approval Date: Jan. 21, 2016 Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: Nov. 2, 2015 Contact Person: Lois Nightingale Phone: 2-0048 Email: arts.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>The First Nations and Endangered Languages Program offers a program of study that leads to a Bachelor of Arts.</p> <p>The First Nations and Endangered Languages Program (FNEL) is part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent. FNEL is an interdisciplinary undergraduate program within the Institute for Critical Indigenous Studies in the Faculty of Arts.</p> <p>British Columbia has an extraordinarily rich linguistic heritage, being the ancestral home of more than half of the Aboriginal languages of Canada. The reality is that all of the 34 surviving First Nations languages of BC are critically endangered, many facing the loss of their last generation of fluent speakers within the next decade. The loss of any one of these languages, which have flourished for millennia being passed from generation to generation as rich and vibrant oral traditions, constitutes an irreplaceable loss of a living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys</p>	<p>URL: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,197,282,689</p> <p>Present Calendar Entry:</p> <p>The First Nations and Endangered Languages Program is part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent. British Columbia has an extraordinarily rich linguistic heritage, being the ancestral home of more than half of the Aboriginal languages of Canada. The reality is that all of the 32 surviving First Nations languages of BC are critically endangered, many facing the loss of their last generation of fluent speakers within the next decade. The loss of any one of these languages, which have flourished for millennia being passed from generation to generation as rich and vibrant oral traditions, constitutes an irreplaceable loss of a living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability.</p>



to our collective well-being, health, and sustainability.

...

FNEL courses are broadly interdisciplinary in approach and hence are of relevance to students in a diversity of humanities and social sciences programs who are interested in the complex spectrum of human language diversity, and in the dynamics of change, loss, sustainability, and revitalization.

Students can pursue a Major or Minor in the program. Alongside classes in which students can learn First Nations languages at all levels, from introductory to advanced, FNEL courses explore the processes and protocols for the documentation, conservation, and revitalization of endangered languages, cultures, and Indigenous knowledge systems locally, regionally and internationally.

Students pursuing a Major may wish to consider a double Major or a Minor in related areas such as First Nations and Indigenous Studies, Anthropology, Anthropological Archaeology, Linguistics, English Language, English Literature, History, Political Science, Canadian Studies, among other options.

Major in First Nations and Endangered Languages

The Major requires the completion of at least 66 credits in FNEL and related areas, of which 30 credits must be at the 300/400 level.

** FNEL Language Requirement**

...

FNEL courses are broadly interdisciplinary in approach and hence are of relevance to students in a diversity of humanities and social sciences programs who are interested in the complex spectrum of human language diversity, and in the dynamics of change, loss, sustainability, and revitalization.

~~For more information, please contact Dr. Mark Turin, Chair, 604.827.0613 or 604.822.2512.~~

Type of Action: Request approval to add two new specializations within the Bachelor of Arts degree program.

1. Bachelor of Arts – Major in First Nations and Endangered Languages
2. Bachelor of Arts – Minor in First Nations and Endangered Languages

Update the opening section of the FNEL calendar to add references to these two new specializations.

This proposal is linked to the 5 new course proposals (FNEL 381, 382, 389, 481, 482)

Rationale: Interpreted terminology used by a person or society is available online at <http://indigenousfoundations.arts.ubc.ca/?id=7400>.

The First Nations and Endangered Languages Program offers a program of study that leads to a Bachelor of Arts.

The First Nations and Endangered Languages Program (FNEL) was initiated in 1996 as an interdisciplinary undergraduate program in the Faculty of



- 12 credits of FNEL 100- and 200-level language courses¹

¹ Students may choose to study a single FNEL language, or may study different FNEL languages for a total of 12 credits.

Lower-level Requirements

Students must complete the following 12 credits of 100- and 200-level FNEL and FNIS courses:

- FNEL 180 (3)
- FNEL 281 (3)
- FNEL 282 (3)
- FNIS 101 (3)

In addition, students must complete at least 12 credits from the Recommended Course List at the 100- and 200-level.

Upper-level Requirements

Students must complete at least 15 credits of upper level FNEL courses, as follows:

- A minimum of 6 credits from FNEL 389 (3), FNEL 448 (3-12), FNEL 481 (3) or FNEL 482 (3)
- A minimum of 9 credits from FNEL 300- and 400-level language courses, FNEL 380 (3), FNEL 381 (3), FNEL 382 (3), FNEL 480 (3) or FNEL 489 (3-12)

In addition, students must complete at least 15 credits from the Recommended Course List at the 300- and 400-level. These 15 credits must include courses from at least three different disciplinary fields.

Students should visit the [First Nations and Endangered Languages Program website](#)

Arts as part of UBC's commitment to community-based collaboration with First Nations and other Indigenous peoples, in recognition of the vital importance of their languages and of the cultural traditions they represent.

In 2015, after extensive consultation within UBC and the larger community, FNEL joined with the First Nations and Indigenous Studies Program (FNIS) as a collaborative research and community engagement partner in the interdisciplinary Institute for Critical Indigenous Studies (CIS).

The FNEL and FNIS are together dedicated to the development and dissemination of ethical research methods and community-responsive scholarship, culturally attentive teaching practices and research methods, and meaningful partnerships with Indigenous communities and within the humanities and social sciences. Our programs are distinguished by their multi- and interdisciplinary approach, sensitivity to issues of colonization and decolonization, and inclusive stance welcoming a diversity of students from all backgrounds.

Through this proposed Major and Minor in First Nations and Endangered Languages, students will acquire skills in collaborative language documentation; perspectives on orality, literacy, and multimedia curricular materials and delivery; experience in digital and non-digital lexicography development and use; critical assessment of principles of orthographic design in relation to bilingual language learning; opportunities for participation in master-apprentice mentorship programs; museum research and outreach; language archiving and community mentorship in the revitalization of archival material.



for the Recommended Course List and additional information.

Minor in First Nations and Endangered Languages

The Minor requires the completion of at least 36 credits in FNEL and related areas, of which 18 credits must be at the 300/400 level.

** FNEL Language Requirement**

- 6 credits of FNEL 100- and 200-level language courses¹

¹ Students may choose to study a single FNEL language, or may study two different FNEL languages for a total of 6 credits.

Lower-level Requirements

Students must complete at least 6 credits of 100- and 200-level FNEL courses, as follows:

- 6 credits from FNEL 180, 281 and 282

In addition, students must complete at least 12 credits from the Recommended Course List at the 100- and 200-level.

Upper-level Requirements

Students must complete at least 9 credits of upper level FNEL courses, as follows:

- A minimum of 6 credits from FNEL 389 (3), FNEL 448 (3-12), FNEL 481 (3) or FNEL 482 (3)
- A minimum of 3 credits from FNEL 300- and 400-level language courses, FNEL 380 (3),

The core courses in our Major and Minor offer students training in a range of experiential learning approaches to community-based language learning and sustainability and graduate with contextually-rich and ethically-situated understandings and skills in language reclamation and revival.

Excellence in scholarship and sustained relevance and reciprocity in community participation and partnership are our Program's core commitment. Through a Major or Minor in First Nations and Endangered Languages, students and scholars will engage in cultural and linguistic research collaborations with Indigenous peoples in ways that are consultative, participatory and informed by respectful dialogue and community protocols, whether existing, emergent or to be productively negotiated and established.

UBC is internationally recognized as a leader in Aboriginal engagement through research and teaching. As noted in the recent External Review (2015), the Faculty of Arts is a prominent contributor to that reputation through its support of extensive Indigenous scholarship across academic units, as well as in its development of the Institute for Critical Indigenous Studies, in which FNEL is a founding partner.

The Major and Minor in First Nations and Endangered Languages will solidify and enrich the University's existing resources in Aboriginal and First Nations research, teaching and community engagement.



**FNEL 381 (3), FNEL 382 (3),
FNEL 480 (3) or FNEL 489 (3-12)**

In addition, students must complete at least 9 credits from the Recommended Course List at the 300- and 400-level. These 9 credits must include courses from at least 2 different disciplinary fields.

Students should visit the [First Nations and Endangered Languages Program website](#) for the Recommended Course List and additional information.

Rationale for Proposed Change:

Wider rationale for development of the following new FNEL courses, each with a specific rationale included (below):

A nuanced understanding of First Nations issues lies at the core of UBC's commitment to Aboriginal and Indigenous issues. This vision is clearly articulated in the University's 2008 Aboriginal Strategic Plan.

Section 5.4 of the **Aboriginal Strategic Plan** relating to Research strategy notes that 'The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.'

Section 7.1 of the **Aboriginal Strategic Plan**, on Community Relations, highlights the critical fact that 'UBC must continue to develop and support its relationships with the Musqueam Indian Band and ... develop new programs.'

An enriched set of course offerings in First Nations and Endangered Languages is a tangible implementation of both of these action points. There is growing student interest in our courses demonstrated by increased enrolments, our Program is introducing a Bachelor of Arts Major / Minor in First Nations and Endangered Languages, and our relations with community partners at Musqueam and the region are deepening.

Proposed Calendar Entry:

**FNEL 381 (3) Biocultural Diversity:
Language, Community, and the
Environment**

Critical exploration of the links between linguistic, biological and cultural diversity; including connections with linguistic relativity, linguistic identity,

Present Calendar Entry: N/A

Type of Action: Create New Course

Rationale for Proposed Change: This course critically explores the relationship between biological and linguistic diversity, specifically recent findings that biodiversity and linguistic diversity go hand-in-hand:



language and place; and strategies for collective, interdisciplinary action to promote and support the protection of languages, cultures, and the environment.

areas rich in one are usually rich in the other.

British Columbia is singularly well-situated as the site for such a course: it is home to well over 30 First Nations and Indigenous languages—many of which are severely endangered—and the Province is a recognized biodiversity ‘Hot Spot.’ The relationship between language and the traditional ecological knowledge that it encodes has been documented in the oral traditions of communities across the Pacific Northwest, and questions of biocultural sustainability have urgent political, environmental and economic implications across the region.

Responding to student interest, FNEL 381 will serve as part of the curriculum of the new Major and Minor in First Nations and Endangered Languages Program, and draws directly on the expertise of two recent tenure-stream appointments.

Given UBC’s commitment to Indigenizing the curriculum and the local and global importance of the potential loss of diversity, identity, and traditional knowledge entailed by the fragility of Indigenous languages (cf. UBC Aboriginal Strategic Plan 2008 §5.4), FNEL 381 will serve students across the university in a number of different programs and academic streams.

Proposed Calendar Entry:

FNEL 382 (3) Lexicography for Endangered Languages

Foundational concepts in the discipline of compiling, editing, managing and hosting dictionaries, also known as lexicography. Special focus on the technical and ethical considerations for community-based lexicography projects for endangered and BC First Nations languages.

Present Calendar Entry: N/A

Type of Action: Create New Course

Rationale for Proposed Change: This course provides students with an overview of the various steps involved in taking a community-based lexicographical project from the word to a finished dictionary. In so doing, FNEL 382 models the conceptual workflow of a typical community-based lexicography project for an endangered and



	<p>Indigenous language. Dictionary-making projects are increasingly important among First Nations and Indigenous communities, and this course emphasizes the conceptual and applied skills development for students to engage in community-based research in endangered language documentation and revitalization with a focus on collaborative lexicography.</p> <p>British Columbia is particularly well-situated as the location for such a course: it is home to well over 30 First Nations and Indigenous languages, many of which are severely endangered but have been carefully documented by generations of scholars, from within and outside of First Nations communities. Rich grammatical descriptions, collection of analyzed ‘texts’ and dictionaries—both published and unpublished—offer students exciting and highly relevant materials to work with.</p> <p>Responding to student interest, FNEL 382 will serve as part of the curriculum of the new Major and Minor in First Nations and Endangered Languages Program, and draws directly on the expertise of two recent tenure-stream appointments.</p> <p>Given UBC’s commitment to Indigenizing the curriculum and the local and global importance of the potential loss of diversity, identity, and traditional knowledge entailed by the fragility of Indigenous languages (cf. UBC Aboriginal Strategic Plan 2008 §5.4), FNEL 382 will serve students across the university in a number of different programs and academic streams.</p>
<p>Proposed Calendar Entry:</p> <p>FNEL 389 (3) Collaborative Heritage Research in First Nations Languages: Practicum & Workshop</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: In this course, students will receive hands-on instruction and guidance in the production</p>



Hands-on experience planning and producing a Breath of Life Language Reclamation Workshop for endangered BC First Nations languages, during which community-based researchers access and interpret relevant heritage resources at UBC and other local institutions for the revitalization of their languages.

***Prerequisites:* All of FNEL 281, FNEL 282.**

of a workshop-style gathering of community-based researchers engaged in the reclamation, restoration, and revitalization of their heritage languages using archival resources held in institutions at and beyond the UBC campus.

The gathering will be the first of its kind for endangered Canadian First Nations languages, and will provide new opportunities for reciprocal research partnerships linking Aboriginal communities in British Columbia with the very special resources available at UBC, in the Museum of Anthropology, the Rare Books and Special Collections at the Library, the Xwi7xwa Library at the First Nations House of Learning, and more.

The workshop will follow a 'Breath of Life' Model, initiated in California as a partnership between Advocates for Indigenous California Language Survival (AICLS) and University of California, Berkeley, in 1995. Additional Breath of Life workshops have since been held at the Sam Noble Museum of the University of Oklahoma; and at Washington D.C. in the U.S. National Archives. The students in FNEL 389 will be involved in planning every aspect of the UBC Breath of Life Workshop and will gain valuable experience in the building and maintenance of trusting consultative and collaborative relationships necessary to produce a successful event.

British Columbia is particularly well-situated as the location for such a course: it is home to well over 30 First Nations and Indigenous languages, many of which are severely endangered but have been carefully documented by generations of scholars, from within and outside of First Nations communities. Rich grammatical descriptions, collection of analyzed 'texts'



	<p>and dictionaries—both published and unpublished—offer students exciting and highly relevant materials to work with.</p> <p>Responding to student interest, FNEL 389 will serve as part of the core curriculum of the new Major and Minor in First Nations and Endangered Languages Program.</p> <p>Given UBC's commitment to Indigenizing the curriculum and the local and global importance of the potential loss of diversity, identity, and traditional knowledge entailed by the fragility of Indigenous languages (cf. UBC Aboriginal Strategic Plan 2008 §5.4), FNEL 389 will serve students across the university in a number of different programs and academic streams.</p>
<p>Proposed Calendar Entry:</p> <p>FNEL 481 (3) Heritage Resources in Endangered First Nations Language Revitalization</p> <p>Examines the complementary and intersecting roles of libraries, archives, and museums in collections acquisition, development, curation, preservation, and access traditions pertaining to First Nations languages, to explore how each can contribute to endangered language and cultural heritage sustainability. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Prerequisites: All of FNEL 281, FNEL 282.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change: This course explores the roles of legacy resources in endangered language documentation, revitalization and conservation, prioritizing the goals and needs of community-based research and reclamation. These issues are explored from two intertwined perspectives: that of the <i>researcher</i> focused on documenting, learning and teaching a language, and that of the <i>memory-keeper</i> entrusted with keeping resources safe for current and future generations.</p> <p>The course provides students with (1) hands-on experience in best practices for creating and managing <i>sustainable</i> linguistic documentation; (2) exposure to the complex issues in the collection, curation, preservation of and access to endangered language legacy resources in memory institutions such as libraries, museums, and archives; and (3) familiarity with a range of model repositories</p>



	<p>providing reciprocal access to legacy language materials, both analog and digital, focused on institutions local to UBC.</p> <p>British Columbia is particularly well-situated as the location for such a course: it is home to well over 30 First Nations and Indigenous languages, many of which are severely endangered but have been carefully documented by generations of scholars, from within and outside of First Nations communities. Rich grammatical descriptions, collection of analyzed ‘texts’ and dictionaries—both published and unpublished—offer students exciting and highly relevant materials to work with.</p> <p>Responding to student interest, FNEL 481 will serve as part of the core curriculum of the new Major and Minor in First Nations and Endangered Languages Program, and draws directly on the expertise of two recent tenure-stream appointments.</p> <p>Given UBC’s commitment to Indigenizing the curriculum and the local and global importance of the potential loss of diversity, identity, and traditional knowledge entailed by the fragility of Indigenous languages (cf. UBC Aboriginal Strategic Plan 2008 §5.4), FNEL 481 will serve students across the university in a number of different programs and academic streams.</p> <p>■ Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Because this course requires extensive research design and collaborative implementation, under negotiated protocol arrangements with First Nations community representatives, it is not appropriate for Cr/D/F grading.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p>



FNEL 482 (3) Applied Research in Endangered Language Reclamation

Application of research skills and methodologies in the design and implementation of a research project relevant to endangered language conservation and/or revitalization. Project co-constructed in collaboration with a First Nations community, guided by community-based ethical protocols. FNEL 481 recommended. *This course is not eligible for Credit/D/Fail grading.*

***Prerequisites:* All of FNEL 281, FNEL 282, FNEL 389.**

Rationale for Proposed Change:

This capstone course in our FNEL Major/Minor degree program offers students the opportunity to apply and integrate the full complement of methodological, technological, and research skills that they have acquired in the course of their program of studies.

In collaboration with a First Nations community, each student works on the co-conceptualization, formalization, and execution of a research project relevant to community-defined needs for language documentation, interpretation, conservation, and/or revitalization. Grounded in consultative and participatory methodologies, these research projects establish ethical protocols from the outset that value excellent scholarship and promote respectful engagement, reciprocity, and capacity-building through community participation and partnership.

In the context of this course, students are trained in methodologies that have evolved through partnerships between academic/curatorial institutions and Indigenous peoples seeking access to documentation about their heritage languages and cultures that has been archived in these institutions. These partnerships 'breathe life' back into manuscripts and other cultural treasures that may have lain dormant for many years, often unbeknownst to the members of the originating communities.

British Columbia is particularly well-situated as the location for such a course: it is home to well over 30 First Nations and Indigenous languages, many of which are severely endangered but have been carefully documented by generations of scholars, from within and outside of First



Nations communities. Rich grammatical descriptions, collection of analyzed ‘texts’ and dictionaries—both published and unpublished—offer students exciting and important materials to work with.

Responding to student interest, FNEL 482 will serve as the capstone course in the core curriculum of the new Major and Minor in First Nations and Endangered Languages Program.

Given UBC’s commitment to Indigenizing the curriculum and the local and global importance of the potential loss of diversity, identity, and traditional knowledge entailed by the fragility of Indigenous languages (cf. UBC Aboriginal Strategic Plan 2008 §5.4), FNEL 482 will serve students across the university in a number of different programs and academic streams.



Not available for Cr/D/F grading

Rationale for not being available for Cr/D/F: Because this course requires extensive research design and collaborative implementation, under negotiated protocol arrangements with First Nations community representatives, it is not appropriate for Cr/D/F grading.



September 11, 2015

To: Senate Curriculum Committee

Re: Change to Bachelor of Education terminology on transcript

Proposal:

We are proposing a change to the terminology that is currently used on transcripts for graduates from the UBC Bachelor of Education program. No change is required for the parchment. Currently the terminology *Major* and/or *Concentration* are used on transcripts to describe the teachable subjects for graduates from our secondary cohorts. We propose that the term *Teachable Subject* take the place of the words Major or Concentration.

Examples:

Currently on transcripts:

Example 1:

UBC Credentials

Bachelor of Education

Major in Music

Concentration in Social Studies – Social Science

Date of graduation

Example 2:

UBC Credentials

Bachelor of Education

Major in Business Education

Date of Graduation



With suggested change:

Example 1:

UBC Credentials

Bachelor of Education

Teachable Subject: Music

Teachable Subject: Social Studies – Social Science

Date of graduation

Example 2:

UBC Credentials

Bachelor of Education

Teachable Subject: Business Education

Date of graduation

Background:

This change was already submitted as a Category 2 change, a copy of which is attached to this memo. The change was approved by the Senate Admissions Committee in November 2014. At the time we did not include a request that the change to the terminology also be made to the transcript.

Rationale:

The change to the terminology on the transcript is necessary to match changes to terminology already approved by the Senate Admissions Committee and terminology already present in the UBC academic calendar.

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Food and Resource Economics Faculty Approval Date: Oct. 15, 2015 Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: Sept. 21, 2015 Contact Person: George Kennedy Phone: 604-822-1203 Email: George.kennedy@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Agricultural Economics ... Master of Food and Resource Economics ...</p> <p>Program Requirements</p> <p>The M.F.R.E. program requires 30 credits of course work over 12 months of intensive study, beginning in September. In Winter Session, students complete 18 credits of required graduate courses (or approved alternatives) and 6 credits of restricted electives. The required graduate courses are normally selected from the following list:</p> <ul style="list-style-type: none"> • FRE 501 (3): Commodity Markets and Price Analysis • FRE 502 (3): Food Market Analysis • FRE 504 (1.5): Agricultural and Resource Policy Analysis • FRE 505 (1.5): Agricultural and Resource Policy Analysis – Policy and Project Evaluation Tools • FRE 515 (3): Agribusiness Management • FRE 516 (3): Financial and Marketing Management in Agri-food Industries • FRE 517 (1.5): Futures Trading in Agricultural Commodities 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12%2C204%2C828%2C1110</p> <p>Present Calendar Entry:</p> <p>Agricultural Economics ... Master of Food and Resource Economics ...</p> <p>Program Requirements</p> <p>The M.F.R.E. program requires 30 credits of course work over 12 months of intensive study, beginning in September. In Winter Session, students complete 18 credits of required graduate courses (or approved alternatives) and 6 credits of restricted electives. The required graduate courses are normally selected from the following list:</p> <ul style="list-style-type: none"> • FRE 501 (3): Commodity Markets and Price Analysis • FRE 502 (3): Food Market Analysis • FRE 503 (3): Policy Analysis for Food, Environment and Resources • FRE 515 (3): Agribusiness Management • FRE 516 (3): Financial and Marketing Management in Agri-food Industries • FRE 525 (3): Environmental Economics and Policy • FRE 528 (3): Applied Econometrics • FRE 540 (3): International Resources Economics and Development

<ul style="list-style-type: none"> • FRE 518 (1.5): Survey Design and Data Analysis • FRE 523 (1.5): Resource Economics I • FRE 524 (1.5): Resource Economics II • FRE 526 (1.5): Environmental Economics and Policy: Theory • FRE 527 (1.5): Environmental Economics and Policy: Empirical Analysis • FRE 528 (3): Applied Econometrics • FRE 529 (1.5): Estimating Econometric Models • FRE 530 (1.5): Econometrics with Time Series Data • FRE 541 (1.5): Project Monitoring and Evaluation in International Development • FRE 585 (3): Quantitative Methods for Business and Natural Resource Management <p>...</p>	<ul style="list-style-type: none"> • FRE 585 (3): Quantitative Methods for Business and Natural Resource Management <p>...</p> <p>Type of Action: Change required courses for MFRE program.</p> <p>Rationale for Proposed Change: These changes offer MFRE students and instructors more flexibility in choosing courses and offering courses. The changes also allow MFRE students more opportunity to achieve depth in whichever pillars of the MFRE program they are most interested in: applied economics, agri-business, policy, and/or quantitative methods.</p> <p>Eleven 1.5 credit courses have replaced three 3.0 credit courses, thereby greatly expanding the choices for required graduate courses. Students who would otherwise have registered in FRE 503 and 525 will not be disadvantaged as they will be able to take the two replacement 1.5 credit courses (for each of 503 and 525) from the same instructor with the same content. Rather than offering FRE 540, its content has been streamlined and it was successfully offered as a 1.5 credit Topics course (FRE 521E) in Term 1, 2015/16.</p> <p>The specific course changes that are affecting the required course list here are:</p> <ol style="list-style-type: none"> 1. Converting two existing 3 credit courses (FRE 503 and 525) into four 1.5 credit courses (FRE 504, 505, 526, and 527) 2. Replacing one 3 credit course (FRE 540) with a 1.5 credit course (FRE 541) 3. Adding another six 1.5 credit courses to the list of available graduate courses.
<p>Proposed Calendar Entry:</p> <p>FRE 504 (1.5) Agricultural and Resource Policy Analysis</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p>

<p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Rationale for Proposed Change: Instead of offering FRE 503, the program will offer two new 1.5 credit courses from the previous incarnation of FRE 503 (3). This change offers more flexibility to Master of Food and Resource Economics students. The students will be able to take either one of the new 1.5 credit courses, or both. Neither of the new courses is a prerequisite for the other, hence they may be taken in any order. FRE 503 (3) would no longer be offered. Instead of FRE 503 (3), a student would be able to take FRE 504 (1.5) and FRE 505 (1.5), thus having essentially the same learning experience, with the same material from the same instructor. There will be no disadvantages of the proposed change to students who would have otherwise registered in FRE 503, only advantages in terms of increased flexibility.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 505 (1.5) Agricultural and Resource Policy Analysis - Policy and Project Evaluation Tools <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: Instead of offering FRE 503, the program will offer two new 1.5 credit courses from the previous incarnation of FRE 503 (3). This change offers more flexibility to Master of Food and Resource Economics students. The students will be able to take either one of the new 1.5 credit courses, or both. Neither of the new courses is a prerequisite for the other, hence they may be taken in any order. FRE 503 (3) would no longer be offered. Instead of FRE 503 (3), a student would be able to take FRE 504 (1.5) and FRE 505 (1.5), thus having essentially the same learning experience, with the same material from the same instructor. There will be no disadvantages of the proposed change to students who would have otherwise registered in FRE 503, only advantages in terms of increased flexibility.</p>
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p>

<p>FRE 517 (1.5) Futures Trading in Agricultural Commodities <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Rationale for Proposed Change: This change offers more flexibility to Master of Food and Resource Economics students. It also strengthens course offerings in the area of agri-business. In this course, students will learn how commodity futures markets work and what special characteristics they have for the case of agricultural commodities. They will formulate and test their own trading and hedging strategies, and practice risk management. This is a face-to-face course that includes an accompanying online component: students will trade in the online competitive setting of the 2016 CME Group Trading Challenge. The course was successfully offered as a 1.5 credit Topics (FRE 521 D) in Term 2, 2014/15.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 518 (1.5) Survey Design and Data Analysis <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: To strengthen course offerings for MFRE students who want to specialize in agri-business. This course focuses on methods and techniques in applied survey research and data analysis with concentration on the food, agribusiness and resource sector. Content includes the design of questionnaires, best practices of conducting surveys, sample selection and design, compiling and organizing data, survey data analysis using Excel, writing reports and managing the research process. The course will provide MFRE students with a useful tool that they can use in their Graduating Projects as well as future research projects.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 523 (1.5) Resource Economics I <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Master of Food and Resource Economics</p>

	<p>program, as the title indicates, focuses on both food and resource economics. In recent years, FRE course offerings in the food/agricultural economics area have strengthened whereas the resource economics area has stayed at the same level, often taught as a component in a food economics course or by way of guest speakers and seminars. The two proposed courses, FRE 523 (Resource Economics I) and FRE 524 (Resource Economics II), will restore balance in the MFRE focus on food economics and resource economics. They will provide new options for students to achieve more depth in the resource economics area. FRE 523 will give particular focus to resource extraction, depletion, protection and management in the context of fisheries and aquaculture. FRE 524 will give particular focus to forestry and water resources. By offering the new courses as 1.5 credit modules, it increases flexibility for the MFRE students and also for the instructors, who typically come from different resource based units at UBC or from the government or private sectors. Students will have the choice of taking both FRE 523 and FRE 524 in any order, or just taking one of them.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 524 (1.5) Resource Economics II <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: The Master of Food and Resource Economics program, as the title indicates, focuses on both food and resource economics. In recent years, FRE course offerings in the food/agricultural economics area have strengthened whereas the resource economics area has stayed at the same level, often taught as a component in a food economics course or by way of guest speakers and seminars. The two proposed courses, FRE 523 (Resource Economics I) and FRE 524 (Resource Economics II), will</p>

	<p>restore balance in the MFRE focus on food economics and resource economics. They will provide new options for students to achieve more depth in the resource economics area. FRE 524 will give particular focus to forestry and water resources. FRE 523 will give particular focus to resource extraction, depletion, protection and management in the context of fisheries and aquaculture. By offering the new courses as 1.5 credit modules, it increases flexibility for the MFRE students and also for the instructors, who typically come from different resource based units at UBC or from the government or private sectors. Students will have the choice of taking both FRE 523 and FRE 524 in any order, or just taking one of them.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 526 (1.5) Environmental Economics and Policy: Theory <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Instead of offering FRE 525, the program will offer two new 1.5 credit courses from the previous incarnation of FRE 525 (3). This change offers more flexibility to Master of Food and Resource Economics students. The students will be able to take either one of the new 1.5 credit courses, or both. Neither of the new courses is a prerequisite for the other, hence they may be taken in any order. FRE 525 (3) would no longer be offered. Any student who would have otherwise registered in FRE 525 (3) will be able to take FRE 526 (1.5) and FRE 527 (1.5), thus having essentially the same learning experience, with the same material from the same instructor. There will be no disadvantages of the proposed change to students in the MFRE program, only advantages in terms of increased flexibility.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 527 (1.5) Environmental Economics and Policy: Empirical Analysis</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p>

<p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Rationale for Proposed Change: This is one of two new 1.5 credit courses from the previously existing version of the course-FRE 525 (3). This change offers more flexibility to the Master of Food and Resource Economics students. The students will be able to take either one of the new 1.5 credit courses, or both. Neither of the new courses is a prerequisite for the other, hence they may be taken in any order. FRE 525 (3) would no longer be offered. Any student who would have otherwise registered in FRE 525 (3) will be able to take FRE 526 (1.5) and FRE 527 (1.5), thus having essentially the same learning experience, with the same material from the same instructor. There will be no disadvantages of the proposed change to students in the MFRE program, only advantages in terms of increased flexibility.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 529 (1.5) Estimating Econometric Models</p> <p><i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This change offers more flexibility to Master of Food and Resource Economics students and strengthens course offerings in the area of quantitative methods. All MFRE students take Applied Econometrics (FRE 528 (3)) in Term 1. Students wanting more exposure to econometrics can take FRE 529 (1.5) and/or FRE 530 (1.5) in Term 2. Neither course is a pre-requisite for the other, so FRE 529 and 530 can be taken in any order. The focus of FRE 529 is on econometric modelling in the food and resource sectors, rather than on theoretical proofs.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 530 (1.5) Econometrics with Time Series Data</p> <p><i>This course is not eligible for Credit/D/Fail grading</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This change offers more flexibility to Master of Food and Resource Economics students</p>

	<p>and strengthens course offerings in the area of quantitative methods. All MFRE students take Applied Econometrics (FRE 528 (3)) in Term 1. Students wanting more exposure to econometrics can take FRE 529 (1.5) and/or FRE 530 (1.5) in Term 2. Neither course is a pre-requisite for the other, so FRE 529 and 530 can be taken in any order. The focus of FRE 530 is on econometric methods using time series data and their applications in the food and resource sectors.</p>
<p>Proposed Calendar Entry:</p> <p>FRE 541 (1.5) Project Monitoring and Evaluation in International Development <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a new 1.5 credit course from the previous incarnation of FRE 540 (3). FRE 540 (3) has been offered since the start of the MFRE program seven years ago. During this time, other courses have been developed which were more directly related to the pillars of the MFRE program, in applied economics, agri-business and policy. Thus, it was decided to streamline the content of FRE 540 so that it could be offered as a 1.5 credit course. This enables students with a particular interest in project monitoring and evaluation to still learn these skills that are sought after by donor agencies, consulting companies, and NGOs operating in the development field. The streamlined version of FRE 540 was successfully offered as a 1.5 credit Topics course (FRE 521 E) in Term 1, 2015/16.</p>



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

Category: 1

Faculty: Land and Food Systems Department: Applied Biology Faculty Approval Date: Feb 12/16 Effective Session (W or S): Winter Effective Academic Year: 2016	Date: September 24, 2015 Contact Person: David McArthur Phone: 604-209-5243 Email: david.mcarthur@ubc.ca
Proposed Calendar Entry: APBI 222 (3) Introduction to Horticulture The cultivation of key temperate fruits, vegetables, greenhouse, ornamental and nursery crops in BC, integrated with scientific and practical aspects of their sustainable production and marketing.	Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: This course introduces early entry APBI students to key scientific and practical aspects of the sustainable cultivation of economically important fruit, vegetable, greenhouse, and ornamental and nursery crops grown in BC. Currently, APBI does not have a course that introduces students to BC's diverse horticulture industry. Currently, APBI students have an opportunity to study various food production systems with example horticulture crops therein (APBI 260, APBI 265, APBI 318, APBI 360, APBI 417, APBI 442; FNH 330); however, student background exposure to the many crops that are central to horticulture is lacking. Instructors of courses such as APBI 328, 327, 426 and 428 that focus on weeds, pests and pathogens, respectively of horticulture crops may assume that students have some background in the plant side of horticulture already, but this is often not the case. Hence, students often lack proper background to benefit fully from these higher level courses in terms of their depth of understanding. A 2 nd -year overview course in horticulture would a) improve students understanding of the diverse fruit, vegetable, greenhouse ornamental and nursery crops grown in BC; b) provide a fundamental understanding of the plant component of the agroecosystems discussed in the upper-level undergraduate



	program; c) provide a valuable link to subsequent courses involving plant protection and d) improve awareness of the opportunities in the horticulture industry in locally, nationally and internationally.
Faculty: Land and Food Systems Department: Wine Research Centre Faculty Approval Date: Feb. 12, 2016 Effective Session (W or S): W Effective Academic Year: 2016W	Date: February 15, 2016 Contact Person: Vivien Measday Phone: 7-5744 Email: vmeasday@mail.ubc.ca
Proposed Calendar Entry: FNH 405 (3) Microbiology of Food & Beverage Fermentation Fermentation methods, mechanism and microbiology of nonalcoholic fermented foods and alcoholic fermented beverages (beer, cider, sake). Prerequisites: One of MICB 201, BIOL 203, BIOC 203. Third-year standing. One of MICB 203, MICB 353 recommended.	Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: The proposed course will add to the suite of Food Science courses offered by Land and Food Systems, and be of interest to LFS, MICB, BIOL and BIOC students who wish to pursue careers in the food or beverage fermentation industry or research fields. Students who have an interest in the rationale, method and mechanism of food and beverage fermentation, the microbes and biochemical pathways that carry out the fermentation and molecular detection methods to identify microbes in fermentations will benefit from this course.
Faculty: Land and Food Systems Department: Food Nutrition and Health Faculty Approval Date: Feb 12/16 Effective Session (W or S): W Effective Academic Year: 2016	Date: January 6, 2016 Contact Person: Christine Scaman Phone: 2-1804 Email: christine.scaman@ubc.ca
Proposed Calendar Entry: FNH 472 (3) Maternal and Fetal Nutrition Metabolic adaptations, nutrient metabolism, and special issues during pregnancy that may influence the maternal-fetal nutritional supply. [3-0-0] Prerequisites: FNH 350. Third-year standing.	Present Calendar Entry: N/A Type of Action: Create new course Rationale: This course has been piloted as a "Current Topics" course (FNH 490) for three years and is now being submitted as a regularly-offered course. This topic fills a gap in our nutrition curriculum and is of strong interest to students.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Science Department: Computer Science Faculty Approval Date: March 2, 2016 Effective Session (W or S): S Effective Academic Year: 2016	Date: March 2, 2016 Contact Person: Norm Hutchinson Phone: 2-8818 Email: norm@cs.ubc.ca
Proposed Calendar Entry: CPSC 100 (3) Computational Thinking Meaning and impact of computational thinking. Solving problems using computational thinking, testing, debugging. How computers work. No prior computing experience required. Not for students with CPSC 110 credit. Students with other computer science transfer credit must consult the department. [3-1-0]	Present Calendar Entry: N/A Action: Create new course. Rationale: “Computational thinking is the thought processes involved in formulating problems and their solutions so that the solutions are in a form that can be effectively carried out by an information-processing agent” [Cuny, Snyder, Wing 10]. Computational thinking and its outcomes (i.e., computers, software, and their usage) are increasingly shaping the world in which we live. In order to be productive citizens of the 21st century, UBC students need to have the opportunity to learn concepts such as how data can be processed to gain insights, how computers use their personal data, and why computational thinking enables some amazing tasks (e.g., finding directions, sharing videos, and communicating instantly) but is as yet so bad at others (e.g., translating documents between languages). This course will give non-computer science majors key insights into (1) the building blocks necessary for computational thinking (2) applications of computational thinking and (3) how computational thinking and its applications impact the world around them. Students will explore the past, present, and future of computing including a student directed exploration of computing and computational thinking issues in the news. This course is targeted to first year students, but will be open to all. Anyone with previous computer science credit will not get credit for the course.



	<p>There was an existing non-computer science major class, CPSC 101 - Connecting With Computer Science - which was last taught in 2014W1 and is not scheduled to be taught again. One reason for creating a new course is that CPSC 101 does not address computational thinking as well as it could. This is in part because about five weeks of the course is focused on programming. CPSC 100 would be lighter on programming but heavy on the big ideas in computation. This will free up time to discuss important themes such as how computers impact our lives, and recurrent themes such as computability, scalability, privacy, and security.</p>
<p>Proposed Calendar Entry:</p> <p>CPSC 103 (3) Introduction to Systematic Program Design</p> <p>Computation as a tool for systematic problem solving in non-computer-science disciplines. Introductory programming skills. No programming experience expected. [3-0-1]</p>	<p>Present Calendar Entry: N/A Action: Create new course.</p> <p>Rationale: Many non-computer-science disciplines use computation and programming to solve problems. This course will be targeted to non-CPSC-majors; students will learn sound programming skills that will allow them to solve problems in a discipline of their choice. We hear from students and from other departments at UBC that they would like us to teach an introductory course in Python. Python is a language that the students will be more likely to use in the future, and learning Python will be a useful skill for students who are only going to take one computer science course. This will be a blended course; the students will spend 1.5 hours in lecture and 1 hour in tutorial, each week. They will also be assigned other course activities in lieu of the other 1.5 hours of lecture.</p>
<p>Proposed Calendar Entry:</p> <p>CPSC 436 (1-6) d Topics in Computer Science</p>	<p>Present Calendar Entry: N/A Action: Create new course.</p> <p>Rationale: The purpose of this course is to allow Faculty members and visiting Professors in the department of Computer</p>



<p>Selected topics in a specific area within Computer Science. May be taken more than once for credit with permission of the department.</p> <p>Prerequisite: Third year standing in a Computer Science or Computer Engineering specialization, and permission of the department.</p>	<p>Science to offer a course on selected topics in their area of expertise. It will be used in cases where we cannot commit to offer a course regularly, either due to manpower issues or because the course is to be offered by a visiting Professor who will only be at UBC for a short period of time. It may also be used as a way to evaluate interest in a course that we are thinking of creating. It will not be used as a way of circumventing the curriculum process for new, permanent courses.</p>
<p>Faculty: Science Department: Earth, Ocean and Atmospheric Sciences Faculty Approval Date: March 2, 2016 Effective Session (W or S): S Effective Academic Year: 2016</p>	<p>Date: March 2, 2016 Contact Person: Norm Hutchinson Phone: 2-8818 Email: norm@cs.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENVR 440 (3) Analytical Methods in Sustainability Science</p> <p>Sustainability analysis through a series of case studies. Example approaches include cost-benefit analysis, trade-offs analysis, and life-cycle analysis. Active learning in a computer lab using real-world data. [2-2-0]</p> <p>Prerequisite: 3rd year standing and one of ENVR 200, ASIC 220 (SCIE 220), GEOG 211.</p>	<p>Present Calendar Entry: N/A Action: Create new course.</p> <p>Rationale: This course will introduce students to various analytical approaches that have been developed to analyze sustainability challenges. Students will learn these approaches through working with real-world data derived from case studies in the literature. The course explicitly targets the learning of concepts and analytical thinking, rather than particular software; it therefore uses Excel spreadsheets for working with data. Many existing courses at the university dealing with sustainability content focus on the theories, observational methods including field courses, or the use of particular software (e.g., GIS and remote sensing). Few teach a suite of different analytical approaches in sustainability science. This course will be a valuable addition to the suite of sustainability courses at UBC. It is also intended to be a required course in a new Sustainability Area of Concentration in Environmental Sciences in the Faculty of Science.</p>



<p>Proposed Calendar Entry:</p> <p>EOSC 213 (3) Computational Methods in Geological Engineering</p> <p>Combining basic physical principles with their mathematical description and generating computational models that describe them. Introduction to basic building blocks in modeling, simulation and parameter estimation. [3-1-0]</p> <p>Prerequisite: One of MATH 200, 253; one of MATH 152, 221, 223; one of APSC 160, CPSC 103, CPSC 110, EOSC 211.</p>	<p>Present Calendar Entry: N/A</p> <p>Action: Create new course.</p> <p>Rationale: Solving problems in earth sciences requires computational tools that integrate physical understanding as well as mathematics with computations. Currently, these subjects are taught separately. Geological engineers are required to use basic knowledge of physics, mathematics and computer programming in an integrated manner. Because these topics are taught individually, students find it difficult to take a physical problem, use the appropriate mathematics, and then find the right computational tools to solve such problem.</p> <p>The goal of this course is to combine these different disciplines into a coherent framework that enables students to take a physical problem and use the appropriate computational tool to solve it. It also gives students the tools to understand different simulation tools that are commonly used in science and in engineering.</p>
<p>Proposed Calendar Entry:</p> <p>EOSC 471 (3) Waves, Currents and Ocean Mixing</p> <p>Use of observations, theory and model results to solve physical oceanographic problems including applications to transport and mixing of pollutants or nutrients. [3-0-0]</p> <p>Prerequisites: EOSC 211; one of ATSC 201, EOSC 372, GEOB 200; one of SCIE 001, PHYS 101, PHYS 107, PHYS 117, PHYS 153, PHYS 157.</p>	<p>Present Calendar Entry: N/A</p> <p>Action: Create new course.</p> <p>Rationale: This course will focus on the methods used and topics of interest for physical oceanographers/environmental scientists in industry and research. It will replace EOSC 477 (Geophysical Fluid Dynamics), which will not be taught again, as a core course for the Combined Major in Oceanography and Physics and as an elective for the revised Major in Atmospheric Science. Unlike EOSC 477, this course will also be accessible to Environmental Sciences Honours and Major Students.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Science Department: Computer Science Faculty Approval Date: March 2, 2016 Effective Session (W or S): S Effective Academic Year: 2016	Date: March 2, 2016 Contact Person: Norm Hutchinson, Chair Phone: 2-8818 Email: norm@cs.ubc.ca
Proposed Calendar Entry: ... Combined Major (1370): Computer Science and Biology See <u>Biology</u> . Combined Major (XXXX): Computer Science and Chemistry (CPSC, CHEM) First Year Communication Requirement¹ 3 CHEM 121 (or 111) 4 CHEM 123 (or 113) 4 CPSC 110 4 CPSC 121² 4 MATH 100 or 102 or 104³ 3 MATH 101 or 103 or 105⁴ 3 Biology requirement⁵ 3 Electives⁶ 3 Total Credits 31 Second Year	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,421 Present Calendar Entry: ... Combined Major (1370): Computer Science and Biology See <u>Biology</u> . Combined Major (1429): Computer Science and Mathematics ... Action: Create a new Combined Major (XXXX): Computer Science and Chemistry specialization. Assign a specialization code for this new Combined Major. Rationale: The Chemistry department has recently completed a review of its entire curriculum, including the course listings in specializations. This has resulted in proposals to change the core structure of specializations to better align them with their learning objectives. Both chemistry and computer science play a central role in science and are able to make connections with a broad range of disciplines. The department of Computer Science has had Combined Majors specializations with other Science departments for a number of years, although not with Chemistry. The department of Chemistry is starting to introduce Combined Majors specializations. This new specialization,



CHEM 203⁷	4
CHEM 208	3
CHEM 213, 245	4
CPSC 210²	4
CPSC 213, 221	8
MATH 200	3
Electives⁶	3
Total Credits	29

Third Year

CHEM 211	4
CHEM 300	3
CHEM 312	3
MATH 221	3

Total credits	13
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Third and Fourth Years

CHEM 315	1
Two of CHEM 218, 304, 311, 313, 318, 327, 330, 412	6
CPSC 310, 313, 320	10
CHEM Selections⁸	6
CPSC Selections⁹	9
CPSC and CHEM Selections¹⁰	6
Electives⁷	9
Total credits	47
Total credits for degree	120

¹ Of the 6 credits required to satisfy the Communication Requirement, 3 credits are specified in third year (CHEM 300). The remaining 3 credits must be chosen from the list of acceptable courses, see Communication Requirement [Link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463>]. ENGL credits beyond those needed to satisfy the Communication Requirement may be applied towards the Faculty of Science Arts Requirement [Link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464#18441>].

targeted both at Chemistry major students with an interest in Computer Science, and to Computer Science majors with an interest in Chemistry, fills a hole in both departments' offerings.

Learning Outcomes: this specialization will provide students with a solid foundation for pursuing:

1. graduate school in either Chemistry or Computer Science.
2. a variety of careers in chemistry, and/or computer science, especially those at the overlap of these disciplines such as developing virtual interfaces for the design of synthetic chemical pathways, or applications to integrate scientific data collection and analysis.

The courses in the specialization have been chosen to provide a solid grounding in the fundamentals of both chemistry and computer science, with enough flexibility to allow students to focus in depth on the particular subdisciplines of interest to them.

Budget and Library impact: the proposed specialization does not require the introduction of any new courses, and no significant changes in course populations are expected as a result of its creation. Thus there should be no additional budget or library impact.

Consultation: this specialization was created collaboratively by the departments of Chemistry and Computer Science.



² Students pursuing the Co-op option are advised to also take CPSC 210 in their first year or in the summer following their first year. Co-op students will then be in a position to take one or both of CPSC 221 and CPSC 213 in term 1 of second year before going out on a Co-op work term.

³ MATH 180 or 184 or 120 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 1 credit. MATH 110 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 3 credits.

⁴ MATH 121 may substitute for any of the specified integral calculus courses listed by decreasing the electives by 1 credit.

⁵ See Faculty of Science Lower Level Biology Requirement [Link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18465>].

⁶ Electives must be taken to ensure the Faculty of Science : a) Arts Requirement [Link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464#18441>] and b) Upper-level Requirement [Link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466#18447>] are met. Elective credits may be redistributed among the years in this specialization, provided the total number remains the same. The year of the elective does not need to correspond to the year level of the specialization.



⁷ Students with CHEM 235 and a score of 76% or higher in CHEM 233 may apply for admission to this specialization and will be allowed to use CHEM 233 and 235 in place of CHEM 203.

⁸ Chosen from 300- and 400-level CHEM lecture courses. At least 3 credits must be chosen from 400-level CHEM lecture courses. Recommended selections include CHEM 404, 412.

⁹ Chosen from 300- and 400-level CPSC courses. At least 3 credits must be chosen from 400-level CPSC courses. Recommended selections include CPSC 302 or 303.

¹⁰ Chosen from 300- and 400-level CPSC and CHEM lecture courses. With permission, qualified students may apply 3 credits towards CHEM 445 or CHEM 449.

Combined Major (1429): Computer Science and Mathematics

...



20 April 2016

To: Vancouver Senate

From: Senate Curriculum, Admissions, and Academic Policy Committees

Re: UBC & Yale University Memorandum of Understanding: M.B.A., UBC & M.A.M., Yale University, Dual Degree Program Option (approval)

The Senate Curriculum, Admissions, and Academic Policy Committees have reviewed the material forwarded to them by the Faculty of Commerce and Business Administration and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the memorandum of understanding between UBC’s Faculty of Commerce and Business Administration and Yale University’s School of Management be approved.”*

Motion: *“That the new Master of Business Administration (M.B.A.), UBC, and Master of Advanced Management (M.A.M.), Yale University, dual degree program option be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee
Dr. Paul Harrison, Chair, Senate Academic Policy Committee

**a place of mind****THE UNIVERSITY OF BRITISH COLUMBIA****MEMORANDUM OF UNDERSTANDING**

The University of British Columbia's Faculty of Commerce and Business Administration (also known as the Sauder School of Business) and Yale University's School of Management.

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New dual degree program option

Commerce and Business Administration>Professional Master's Degrees>Dual Degree
Program Option: Master of Business Administration, UBC and Master of Advanced
Management, Yale University

**MEMORANDUM of UNDERSTANDING
BETWEEN
YALE UNIVERSITY
ON BEHALF OF ITS SCHOOL OF MANAGEMENT
AND
UNIVERSITY OF BRITISH COLUMBIA
ON BEHALF OF ITS SAUDER SCHOOL OF BUSINESS**

As members of the Global Network for Advanced Management, the University of British Columbia (UBC) on behalf of its Sauder School of Business (Sauder) and Yale University (Yale) on behalf of its School of Management (SOM) conclude this Memorandum of Understanding (MOU) to establish a concurrent degree option.

1. The purpose of this MOU is to establish a concurrent degree option (the “Concurrent Degree Option”) that enables UBC Sauder Master of Business Administration (MBA) students to enroll in the Yale SOM Master of Advanced Management (MAM) program prior to completing their MBA degree so long as:

- the student has satisfactorily completed the curriculum required by UBC Sauder for entry to the Concurrent Degree Option;

- UBC will count a maximum of 14 academic credits earned at Yale as part of the Yale SOM MAM program toward the UBC Sauder MBA degree; and;

- the student will have completed the UBC Sauder MBA program degree requirements prior to completing the Yale SOM MAM degree at Yale.

2. Admission and enrollment:

- 2.1 Admission to the UBC Sauder MBA program and the Yale SOM MAM program will be decided separately with UBC Sauder maintaining entire control over its MBA admissions process and Yale SOM maintaining entire control over its MAM admission process, provided that in connection with the Concurrent Degree Option, neither party will discriminate against any individual on account of any characteristic protected by the laws of the jurisdiction of or the policies of either party.

- 2.2 Two routes to enrolment are anticipated:

Route 1: Up to five students may be admitted to the UBC Sauder MBA and conditionally admitted to the Yale SOM MAM component, prior to starting the UBC Sauder MBA component. Upon meeting continuation requirements during the first year of the UBC Sauder MBA program, they can join the Yale SOM MAM component in year 2.

Route 2: Up to five students who perform exceptionally well in the UBC Sauder MBA during Periods 1 and 2 (or equivalent time frame) can apply to be admitted into the Yale SOM MAM component during the first year of the UBC Sauder MBA program.

- 2.3 While attending Yale SOM, UBC Sauder students will be subject to all policies, rules and procedures of Yale SOM including but not limited to those applying to any academic or behavioral misconduct.
3. Both schools may market the Concurrent Degree Option to prospective students as long as they emphasize that each school separately and independently evaluates and admits candidates for its respective degree program, and that degrees are similarly granted separately and independently.
 4. UBC and Yale both understand that neither party hereto shall make use of the other party's trademarks, trade names, logos nor any other intellectual property without the express prior written approval of the other party for each instance of use. The two schools may use one another's logos and names on their websites and in written marketing materials as long as appropriate graphic specifications and corporate guidelines are strictly followed.
 5. There shall be no exchange of funds between the two schools as a result of the Concurrent Degree Option. UBC Sauder students are expected to settle any tuition obligations separately with each school. Each school may separately and independently award scholarships or other forms of financial aid to UBC Sauder students participating in the Concurrent Degree Option, as they would with students solely enrolled in the school's respective program. Each UBC Sauder student must purchase the medical insurance required by Yale SOM and the cost of any medical insurance or expenses including all medications not covered by such insurance will be the personal responsibility of such student.
 6. At the conclusion of each academic period, Yale SOM will provide the relevant authority at UBC Sauder with an academic transcript for each UBC Sauder student participating in the Concurrent Degree Option.
 7. UBC Sauder MBA students participating in the Concurrent Degree Option who successfully complete both the UBC Sauder MBA and the Yale SOM MAM program will earn two distinct degrees: a Master of Business Administration (MBA) from UBC Sauder and a Master of Advanced Management (MAM) from Yale SOM.
 8. Should a student participating in the Concurrent Degree Option fail to successfully complete the Yale SOM MAM degree, Yale SOM will certify the academic credits earned at Yale SOM and provide the appropriate academic transcript to the relevant authority at UBC Sauder. The decision whether and under what circumstances to grant the UBC Sauder MBA degree to such a student lies exclusively with UBC Sauder.
 9. Each party agrees to conduct all its activities under this MOU in compliance with all applicable laws and regulations, including, without limitation, export control, human subjects research, anti-terrorism, and immigration laws. Each party acknowledges its obligation to comply with anti-corruption laws and each party represents and warrants that it has not and will not offer, promise or authorize the payment or provision of anything of value to an

individual for the purpose of improperly influencing the individual or securing any improper advantage. Yale acknowledges that UBC Sauder has no obligation to monitor or supervise UBC Sauder MBA students participating in the Concurrent Degree Option while they are at Yale SOM.

10. The MOU is initially valid for a period of five years. It may be extended by written consent of both parties. UBC and Yale shall have the right to terminate the MOU by giving one year's notice in writing to the other party at any time. If the MOU expires or is terminated by either party, any UBC Sauder student admitted or already enrolled in the Yale SOM MAM program shall be unaffected by the expiration or termination and shall be able to earn both degrees in the manner sketched above.
11. The parties agree to use their commercially reasonable efforts to settle any disputes or issues arising from or relating to this MOU or any conflict, whether perceived or actual, under the terms of this MOU (Dispute). Any such Dispute shall in the first instance be referred to the director of the graduate school/ MBA/MAM program for each school (each referred to individually as a "Director" and collectively as the "Directors") in a good faith attempt to settle the Dispute by a mutually amicable conciliation within one (1) month after notification of the Dispute. If the Directors are unable to come to a mutually amicable solution to the Dispute, then the Dispute shall be escalated to both the Dean of Sauder at UBC and the Dean of SOM at Yale. The Deans of each school shall attempt to resolve the Dispute in an amicable fashion and shall have up to one (1) month after receipt of such request from the Director of each school to attempt to resolve the Dispute. If the Dispute shall not have been resolved within one (1) month following escalation to the Deans, then either party may proceed individually at their discretion to resolve the Dispute.
12. The MOU may be modified or amended only by written agreement between the parties.
13. Any notice, request, consent or communication under this MOU shall be effective only if it is in writing and (i) personally delivered, (ii) sent by an internationally recognized overnight delivery service, with delivery confirmed or (iv) sent by facsimile or email, with receipt confirmed, and in each case addressed to each party at the address set forth below. A notice shall be deemed to have been given as of the date received by the intended recipient.

For Yale SOM:

Yale School of Management
Dean Edward Synder
165 Whitney Ave
New Haven, CT 06511

With a copy to:

Cynthia Carr
Deputy General Counsel and Director, International Legal Affairs
Office of the Vice President and General Counsel
Yale University

2 Whitney Avenue
New Haven CT 06510
Email: cynthia.carr@yale.edu
Fax: 203 432 7960

For UBC:

Liz Starbuck Greer
Assistant Dean
Robert H. Lee Graduate School
UBC Sauder School of Business
137G – 2053 Main Mall
Vancouver, B.C. Canada V6T 1Z2

With copy to:

Office of the University Counsel
University of British Columbia
6328 Memorial Road
Vancouver, B.C. Canada V 6T 1Z2

14. The operational details of the Concurrent Degree Option shall be jointly agreed by the

[remainder of page intentionally blank]

relevant authorities at UBC Sauder and Yale SOM which may be contained in a Schedule to this MOU and may be updated annually.

15. This MOU shall enter into effect upon the signature of authorized officials from UBC and Yale.

The University of British Columbia

Yale University

Signature

Signature

Name: John Hepburn

Name: Peter Salovey

Title: Vice President, Research and International

Title: President

Date/Place: _____

Date/Place: _____

**The University of British Columbia
Sauder School of Business**

**Yale University
School of Management**

Signature

Signature

Name: Robert Helsley

Name: Edward A. Snyder

Title: Dean

Title: Dean

Date/Place: _____

Date/Place: _____

Date: 2016 March 10

From: Kin Lo, Senior Associate Dean – Students

To: Senate Academic Policy Committee

Re: UBC-Yale MBA-MAM dual degree

The Faculty of Commerce and Business Administration (Sauder School of Business) is proposing a dual degree option in collaboration with Yale University's School of Management (Yale). The proposed option allows students to complete a UBC Master of Business Administration (MBA) and a Yale Master of Advanced Management (MAM) in a compressed timeframe of one year and nine months (compared with two years and nine months if the two degrees were to be completed consecutively outside of this dual degree option).

With respect to the academic policy questions that the Academic Policy Committee has outlined are the following points.

1. Is there assurance that a student will be registered in both institutions?

- Yes. In order for a student in this dual degree option to complete the requirement of the UBC MBA, the student will need to be enrolled in the Yale MAM in order to transfer the required 13 credits back to UBC. Separately, Yale will require confirmation from UBC that a student beginning the MAM portion of the dual degree has completed the required 37 credits toward the UBC MBA.

2. Are there mechanisms in place to ensure that student records are maintained in both institutions?

- Yes. Student records will be maintained separately at each institution, so additional systems are not necessary and additional procedures are minimal. For purposes of the dual degree, only identification-type information and summary academic information will need to be shared between the institutions (e.g. student name, ID#, whether the student has completed the UBC MBA requirements to proceed onto the Yale MAM, credits earned at Yale for transfer back to UBC).

3. Are there mechanisms in place to ensure that a student enrolled in a joint program has access to housing, loans, scholarships, athletics and recreational facilities, daycare, library privileges, e-mail accounts in AT LEAST one of the institutions?

- Yes. A student enrolled in the MAM portion of the dual degree who has not graduated from the UBC MBA program, will be registered in BA 535, a zero credit course, so that the student maintains his/her enrolment status at UBC. [This course will be created following approval of this dual degree option.]

4. Are there procedures in place to ensure that actions related to student discipline are in place for such students at least at one of the institutions?

- Yes. Each institution will be responsible for student discipline while the student is enrolled in that institution's program.

5. Are the standards set for student admissions at both institutions comparable in respect to the specific program being offered?

- Yes. Students must be admitted to the UBC MBA independent of whether the student chooses this dual degree option. Therefore, the admission requirements for enrolling in the Yale portion of the dual degree option are at least as high as for admission to the UBC MBA.
- If a student chooses “Route 1” of this dual degree option, then he/she will know that he/she has been accepted to the dual degree option by the time he/she begins the UBC MBA.
- If a student chooses “Route 2” of this dual degree option, then he/she will learn of their acceptance into the dual degree option after Yale has evaluated his/her application.
- In either case, continuation onto the Yale MAM portion of the dual degree option is conditional of the student satisfying the continuation requirements of the UBC MBA until the student has completed the required 37 credits toward the UBC MBA.

6. Are the students enrolled in a joint degree program expected to spend at least two years in residence on the UBC campus?

- Not applicable per se.
- The Chair has asked for a justification for the “double-counting” of credits. Double counting is justified as the final 13 credits of the UBC MBA overlaps in content with the Yale MAM. Specifically, the final four months of the UBC MBA (September to December) includes a Business in Society Project, a capstone course, and a number of electives. Students not electing the dual degree option can already substitute for the Business in Society Project and Electives by going on an international exchange and transferring those credits back to UBC. In comparison, the first four months of the Yale MAM includes a “Beyond Business as Usual” course that addresses some of the most pressing global risks and trends and resulting business implications. This period also has room for students to enrol in electives.

7. Will decisions made about student progress, etc. made at one institution be respected/accepted by the partner institutions?

- Yes. Progression and continuation requirements will be made independently at each institution. As long as a student successfully completes the specified 37 credits towards the UBC MBA, the student is eligible to continue on to the Yale MAM portion of the dual degree option (subject to acceptance of the student by Yale).

8. In the event that a student decides to drop out of the joint degree program, and transfers to another program at one of the partner institutions, is there assurance that the student's new program will accept appropriate courses taken prior to transfer, at all of the cooperating institutions?"

- The answer depends on when this occurs in the program.
- In instances of dropping out of the UBC MBA, the answer is no. The MAM program does not accept students who have not completed an MBA (or substantially completed an MBA in the case of this dual degree option) at an institution in the Global Network of Advanced Management. Therefore, a student who drops out will not complete the MBA, nor be allowed to proceed onto the MAM.
- In instances where a student is in the Yale MAM portion of the dual degree option, the answer is yes. If a student discontinues the MAM prior to completion and more than 13 credits have been earned, then those credits can be transferred back to UBC and the student will have completed the 50 credits requirement of the UBC MBA. If less than 13 transfer credits have been earned at Yale, then the student can complete additional coursework at UBC to earn the MBA.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Faculty of Commerce and Business Administration Faculty Approval Date: Nov. 23, 2015 Effective Session (W or S): W Effective Academic Year: 2016</p>	<p>Date: November 24, 2015 Contact Person: Kin Lo Phone: 2-8430 Email: Kin.Lo@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Dual Degree Program Option: Master of Business Administration, UBC and Master of Advanced Management, Yale University</p> <p>This distinctive dual degree program option offers qualified students the opportunity to earn, in less than two years, a Master of Business Administration (M.B.A.) degree from UBC and a Master of Advanced Management (M.A.M.) degree from Yale University. Taken separately, both degrees would take two years and nine months to complete. The dual degree program option makes it possible to earn both degrees in one year and nine months of study by allowing students to be enrolled continuously through this period and by allowing students to earn 13 credits towards both degrees simultaneously. The Yale M.A.M. is a nine-month degree program, open only to graduates of business schools that are members of the Global Network for Advanced Management.</p> <p>In order to receive both degrees students must fulfill the individual program requirements for each institution's degree. Students in the dual degree program option are first admitted into the UBC M.B.A. For the UBC M.B.A., students are required to complete 50 credits, consisting of the normal 37-credit first year of M.B.A. coursework,</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,0</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new dual degree program option between UBC's Faculty of Commerce and Business Administration (also known as the Sauder School of Business) and the Yale University School of Management.</p> <p>Rationale for Proposed Change: The UBC MBA – Yale MAM Dual Degree program partners the UBC Sauder School of Business with one of the top universities in the world to provide both Canadian and international students with a unique international learning opportunity by allowing UBC MBA students to complete two graduate business degrees in an accelerated timeframe.</p> <p>After receiving rigorous academic and experiential business foundations in the first year of UBC MBA, students in the dual degree program option will engage in a customized curriculum at Yale by furthering their understanding of major trends in global business and by engaging with distinguished leaders from all sectors. The dual degree program option will enable students to complete both degrees in a shorter timeframe (in about 21 months) than if they were to enrol in the programs consecutively (which would require 33 months). Earning two masters degrees from two world-class universities enhances the</p>



earned prior to the student beginning the Yale M.A.M., and the final 13 credits (final semester) completed at Yale as part of the M.A.M. program. Students will complete the full nine months of the Yale M.A.M. degree in-residence at Yale beginning approximately 12 months following the start of the UBC M.B.A.

Students will apply to each program separately. The M.B.A. program application will be administered by UBC, and the M.A.M. program application will be administered by Yale University. Applicants to the program must meet the approved admission requirements in place at each institution and program, including evidence of academic achievement and intellectual readiness.

Enrolment is possible through one of two routes:

Route 1: Candidates may be admitted to the M.B.A. at UBC's Faculty of Commerce and Business Administration (also known as the Sauder School of Business) and to the Yale M.A.M. component, prior to starting the M.B.A. component. Upon meeting UBC's continuation requirements during the first year of the M.B.A. program, students are eligible to join the M.A.M. component in year 2.

Route 2: UBC M.B.A. students, who apply to the Yale M.A.M. during the first year of study in the M.B.A., may be admitted into the Yale M.A.M. component in year 2 upon meeting UBC's continuation requirements during the first year of the M.B.A. program.

Degree Requirements

For the M.B.A. and M.A.M. dual degree

opportunities available to graduates.

This dual degree program option is important to the Faculty of Commerce and Business Administration as it links the UBC MBA to another world-class program, and enhances the reputation of the Sauder School of Business and of UBC. Graduates from this program will be positioned for greater success in their chosen careers and enhance UBC's alumni network, which will increase opportunities for future UBC students. The program is important to Yale as it provides the institution with a pre-selected pool of highly qualified candidates.



program option with Yale, students are required to complete a minimum of 50 credits to qualify for the M.B.A. component and 40 Yale credits for the M.A.M. component. The 50 credits required for the M.B.A. component comprise the normal first year of M.B.A. coursework (37 UBC credits) completed at the Sauder School of Business and 13 credits completed at Yale University. The 40 credits required to qualify for the M.A.M. component comprise nine months of coursework at Yale University; 13 of these 40 credits are also counted toward the UBC M.B.A.

Each institution manages its own degree requirements.

Students must meet each institution's admission and continuation requirements; however, only those credits administered by the specific institution will apply towards that institution's continuation policies.

Graduation

Students will graduate from each institution when they complete the program requirements of that institution. Students may attend the convocation ceremonies of both institutions. The student will receive two parchments:

1. UBC, Master of Business Administration; and
2. Yale, Master of Advanced Management

For further information on the UBC M.B.A. and Yale M.A.M., including information on applying, please see the [UBC M.B.A.](#) and [Yale M.A.M. websites](#).



20 April 2016

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Undergraduate Program-M.M.; M.A.P. & M.Sc.P. Proposals (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the faculties of Commerce and Business Administration and Graduate and Postdoctoral Studies (Applied Science) and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the revised continuation requirements for the Undergraduate Program-Master of Management Dual Degree Program Option brought forward by the Faculty of Commerce and Business Administration be approved.”*

Motion: *“That the revised Master of Arts in Planning and Master of Science in Planning degree programs and their associated new courses brought forward by the Faculty of Graduate and Postdoctoral Studies (Applied Science) be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee
Dr. Robert Sparks, Chair, Senate Admissions Committee



FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

Revised program

Commerce and Business Administration>Undergraduate Program-Master of Management Dual Degree Program Option>Continuation Requirements

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

Revised program and new courses

Graduate and Postdoctoral Studies>Degree Programs>Planning>[Master of Arts in Planning] & [Master of Science in Planning]; PLAN 558 (3) The Role of Theory in Planning Research; PLAN 559 (3) Design of Planning- and Policy-oriented Research; PLAN 560 (1) Master's Thesis Workshop

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Faculty of Commerce and Business Administration Faculty Approval Date: November 23, 2015 Effective Session: Winter Effective Academic Year: 2015	Date: October 26, 2015 Contact Person: Kin Lo / Hilary Geise Phone: 2-8430 / 7-1732 Email: kin.lo@sauder.ubc.ca / hilary.geise@sauder.ubc.ca
<p>Proposed Calendar Entry:</p> <p>Undergraduate Program-Master of Management Dual Degree Program Option ...</p> <p>Admission ...</p> <p>Successful applicants will initially be admitted to an undergraduate degree program, with subsequent admission to the Master of Management degree program upon completion of the continuation requirements outlined below. ...</p> <p>Continuation Requirements Students in the Undergraduate Program/Master of Management Dual Degree Option must meet all the continuation requirements for each year of their Undergraduate Program. In addition, students must meet the following conditions during their Undergraduate Program as follows:</p> <ul style="list-style-type: none"> • First Year - Attain an average of at least 65% in each Winter Session (including all courses attempted) until the student completes first year of their Undergraduate Program and advances to second year. • Second Year to completion of Undergraduate Program - Attain an average of at least 72% in each Winter Session (including all courses 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,961,0</p> <p>Present Calendar Entry:</p> <p>Undergraduate Program-Master of Management Dual Degree Program Option ...</p> <p>Admission ...</p> <p>Successful applicants will initially be admitted to an undergraduate degree program, with a guarantee of subsequent admission to the Master of Management degree program, pending completion of the continuation requirements outlined below. ...</p> <p>Continuation Requirement Students in the Undergraduate Program/Master of Management Dual Degree Option must meet all the continuation requirements for each year of their Undergraduate Program. In addition, students must maintain averages in each year of their Undergraduate Program as follows:</p> <ul style="list-style-type: none"> • First Year - At least 65% in each Winter Session (including all courses attempted) until the student completes first year of their Undergraduate Program and advances to second year. • Second Year to Graduation - At least 76% in each Winter Session and Summer Session (including all courses attempted) after

attempted) after advancement to second year and until the student completes all requirements for their Undergraduate Program.

• **Continuation to graduate portion of Dual Degree - Fulfill the minimum University requirements for admission to graduate programs** [\[insert link\]](#) in order to continue on to the Master of Management program

• **Course minima - Attain** a minimum grade of **68%** in any dual degree required commerce undergraduate courses that will be applied toward completion of the Master of Management degree. Students who do not meet the minimum grade of **68%** in one commerce course that will be applied to the Master of Management degree may repeat that course once, if allowed by the home faculty, to attempt to meet the **68%** minimum grade requirement. Students who do not meet the minimum grade of **68%** in a second commerce course that will be applied to the Master of Management will not be allowed to repeat the course to meet the **68%** minimum grade requirement.

Students who do not meet the Master of Management Dual Degree Option continuation requirements will be required to discontinue the Dual Degree Option. Students required to discontinue the Dual Degree Option will be allowed to continue in the Undergraduate Program without the Dual Degree Option provided they meet the continuation requirements for the Undergraduate Program.

...

advancement to second year and until the student completes all requirements for their Undergraduate Program.

~~Students must achieve~~ a minimum grade of ~~74%~~ in any dual degree required commerce undergraduate courses that will be applied toward completion of the Master of Management degree. Students who do not meet the minimum grade of ~~74%~~ in one commerce course that will be applied to the Master of Management degree may repeat that course once, if allowed by the home faculty, to attempt to meet the ~~74%~~ minimum grade requirement. Students who do not meet the minimum grade of ~~74%~~ in a second commerce course that will be applied to the Master of Management will not be allowed to repeat the course to meet the ~~74%~~ minimum grade requirement.

Students who do not meet the Master of Management Dual Degree Option continuation requirements ~~or minimum grade requirement for commerce courses that will be applied toward the Master of Management degree requirements, or who otherwise to not fulfill the minimum University requirements for admission to graduate program, will not be admitted to the Master of Management program and therefore~~ will be required to discontinue the Dual Degree Option. Students required to discontinue the Dual Degree Option will be allowed to continue in the Undergraduate Program without the Dual Degree Option provided they meet the continuation requirements for the Undergraduate Program.

...

Type of Action:

	<p>Modify continuation requirements for the Undergraduate Program/Master of Management Dual Degree Option.</p> <ol style="list-style-type: none"> 1) Change the program continuation requirement for Second Year to Graduation to 72% 2) Change the minimum course grade to 68% for any dual degree required commerce undergraduate courses that will be applied toward completion of the Master of Management degree. 3) Make graduate school requirement more prominent and add hyperlink to Graduate School requirements for admission. 4) Modify language in “Admission” section since admission is no longer “guaranteed” as a result of changes #1 and 2. 5) Consequential changes in wording/grammar. <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1) To align the program continuation requirement for Second Year to Graduation with an overall B (72%) academic average for undergraduate students. 2) To align the minimum course grade for any dual degree required commerce undergraduate courses that will be applied toward completion of the Master of Management degree with the minimum course grade in the (non-dual degree) Master of Management program. 3) To set minimum course grades and year averages to better allow for variation in student performance across courses and over time while retaining the standard for admission into the graduate portion of the program. 4) Effective date is retroactive to Term 1 of 2015/16 to include the first cohort of students in the program. The first evaluation of whether students meet the continuation requirements will occur in the future, at the end of the Winter Session. Students have been advised that these changes have been proposed.
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**Master of Arts/Master of Science in Planning
School of Community and Regional Planning
Faculty of Applied Science**

Background

The School of Community and Regional Planning (SCARP) has historically offered a program of study that has combined both professional and academic research components within a single degree. SCARP's long-time master's program, leading to a Master of Arts in Planning (MAP) or Master of Science in Planning (MScP), has always been categorized as a research degree, a designation consistent with the program's historic requirement for the completion of a research-based thesis as the "capstone" to the program.

With the introduction in 2001 of a project option in lieu of a thesis, SCARP's master's program became increasingly more professionally oriented. The School's Teaching, Learning and Curriculum Committee (TLCC) determined that the MAP/MScP program was not completely meeting the needs of either students intending to become practicing professional planners or those who are more interested in research and the academic side of planning. The School submitted a proposal for a new degree program, the Master of Community and Regional Planning (MCRP), which was approved by the Ministry of Advanced Education in October 2014, and has begun its first cohort of students in September 2015. The MCRP is a professional, accredited, non-thesis degree and will be the School's primary degree for those intending to enter the planning profession after graduation.

By submitting a proposal for a restructured MAP/MScP, SCARP is further differentiating the thesis-based research program of study from the accredited, professionally oriented MCRP and creating the opportunity for practicing professionals who want to strengthen their research skills; those with undergraduate planning degrees from accredited programs; and students (with or without a master's degree) interested in pursuing advanced research leading to a doctoral degree, to undertake graduate-level study leading to a non-accredited, research-based master's degree.

The comparison chart below outlines the distinctions amongst the degree programs:

	MAP/MScP (current degree)	Master of Community and Regional Planning (MCRP)	MAP/MScP in Planning (reconfigured program)
	Last intake September 2014; admissions suspended for 2015/16 Winter term	Begins September 2015	Begins September 2017
Total number of students admitted annually:	28 to 33	30 to 32	6 to 8
Total credits required for completion of degree:	60	48	34
Core course requirement:	15 credits	18 credits	10 credits
Thesis/project:	6-credit project <i>or</i> 12-credit thesis	3-credit professional report <i>only</i>	12-credit thesis <i>only</i>
Professionally accredited:	Yes	Yes	No
Other program requirements:	Each student works with his/her advisor to identify a focus area or areas of particular interest. Students are required to take at least one course from four of the five dimensions of planning knowledge:	Students will develop a customized plan of coursework based on identified area(s) of concentration in conjunction with their advisor. Can also choose an	The total credit requirement is 34 credits, 10 of which consist of required courses in theory for planning research; research design; developing and writing a thesis;

	<ul style="list-style-type: none"> • Ecology, Risk and Land Use • Transportation Planning and Urban Design • Community Development and Social Planning • Comparative International and Urban Development Planning • Planning Processes and Analysis 	<p>existing specialization:</p> <ul style="list-style-type: none"> • Urban Design, or • Indigenous Community Planning <p>Internship (3 credits)</p> <p>Planning Studio (6 credits)</p>	<p>and research methods. Each student is required to complete a concentration comprising a set of at least 12 credits that is be tailored to the student's interests in careful consultation with an advisor, and a 12-credit thesis. Students must spend the first year in-residence taking required and elective courses.</p> <p>MAP students will be required to take a qualitative methods course as part of the above requirements. MScP students will be required to take a quantitative methods course as part of the above requirements.</p> <p>Students will identify an area of interest for their thesis; elective coursework will</p>
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			<p>be based on their research interests and thesis topic, and will be planned out in conjunction with their advisor.</p> <p>(MAP/MScP students can access all elective courses available to MCRP students with the exception of core MCRP courses and studios that are reserved for MCRP students only. An exception can be made for students who want to audit PLAN 508, Foundations of Planning Theory and History)</p>
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Curriculum

The required curriculum of the MAP/MScP program consists of four courses: a seminar in theory for planning research; a course on the design of planning- and policy-oriented research; a second methods course to be taken outside of SCARP relevant to the student's thesis topic that can be in qualitative, quantitative, or mixed-methods; and a thesis workshop.

Rationale for Reduction of Credits

The reduction in course credits for the restructured MAP/ MScP program pertains to clarifying the intent of the program. Previously the MAP/MScP was considered both a research and a professional degree. Now that the new MCRP professional degree has commenced we intend the MAP/MScP to be a research Masters degree with the main component of the program to be the thesis. Reducing the program credits from 60 to 34 is in line with other research Masters degrees on campus.

Program Requirements

The total credit requirement is 34 credits, 10 of which consist of required courses in theory for planning research; research design; developing and writing a thesis; and research methods. Each student is required to complete a concentration comprising a set of at least 12 credits that is tailored to the student's interests in careful consultation with an advisor, and a 12-credit thesis. Students must spend the first year in-residence taking required and elective courses.

MAP students will be required to take a qualitative methods course as part of the above requirements. MScP students will be required to take a quantitative methods course as part of the above requirements.

Program Start Date

The program will be offered in the 2017/2018 academic year beginning in September 2017. SCARP will not be accepting applications to the MAP/MScP program for the 2015/16 and 2016/17 Winter terms.

Contact Information

School of Community and Regional Planning, Faculty of Applied Science

Penny Gurstein, Professor and Director

Tel: 604-822-6065

Email: penny.gurstein@ubc.ca



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science School: School of Community and Regional Planning Faculty Approval Date: April 9, 2015 Effective Session: Winter Year: 2016</p>	<p>Date: April 9, 2015 Contact Person: Penny Gurstein Phone: 604-822-6065 Email: penny.gurstein@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Planning ... Master of Arts in Planning</p> <p>Note: The Master of Arts in Planning program is not accepting applications for admission to the 2016 Winter Session (September 2016). Applications will reopen for admission to the 2017 Winter Session (September 2017).</p> <p>Admission Requirements</p> <p>All applicants must meet the admission requirements of the Faculty of Graduate and Post-doctoral Studies.</p> <p>In addition to meeting the University's academic standards for admission, SCARP requires that students applying to the M.A.P. submit a proposed thesis topic and samples of their academic research and writing. (Applicants interested in the program are encouraged to contact individual faculty members to discuss their goals and proposed research topic area in advance of the application deadline.) These submissions are used together with letters of reference to make an overall assessment of a student's</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1405</p> <p>Present Calendar Entry:</p> <p>Planning ... Master of Arts in Planning</p> <p>Note: The Master of Arts (Planning) program is not accepting applications for admission to the 2015 Winter Session (September 2015).</p>



appropriateness for the program, to determine if the student's interests are compatible with SCARP faculty areas of interest and expertise, and to select each student's program advisor. The SCARP Admissions Committee oversees the admissions process to the School.

Program Requirements

The M.A.P. degree is awarded upon satisfactory completion of 34 credits including a 12-credit thesis, over twelve to eighteen months.

Students in the Master of Arts in Planning program will have a Bachelor of Arts undergraduate degree, and must complete PLAN 558, PLAN 559, and PLAN 560 and at least one 3-credit course in *qualitative* methods for research in another UBC department. The course must be approved by the faculty advisor.

Master of Science in Planning

Note: The Master of Science **in** Planning program is not accepting applications for admission to the 2016 Winter Session (September 2016). Applications will reopen for admission to the 2017 Winter Session (September 2017).

Admission Requirements

All applicants must meet the admission requirements of the [Faculty of Graduate and Post-doctoral Studies](#).

In addition to meeting the University's academic standards for admission, SCARP requires that students applying to the M.Sc.P. submit a proposed thesis topic and samples of their academic research and writing. (Applicants

Program Requirements

~~The M.A.P. or M.Sc.P. degree is awarded upon satisfactory completion of a program consisting of 60 credits, including a thesis or project, over two academic years. Those students who wish to develop a strong specialization may satisfy a significant proportion (up to 12 credits) of this requirement through courses in other departments.~~

Master of Science in Planning

Note: The Master of Science ~~(Planning)~~ program is not accepting applications for admission to the ~~2015~~ Winter Session (September ~~2015~~).



interested in the program are encouraged to contact individual faculty members to discuss their goals and proposed research topic area in advance of the application deadline.) These submissions are used together with letters of reference to make an overall assessment of a student's appropriateness for the program, to determine if the student's interests are compatible with SCARP faculty areas of interest and expertise, and to select each student's program advisor. The SCARP Admissions Committee oversees the admissions process to the School.

Program Requirements

The M.Sc.P. degree is awarded upon satisfactory completion of 34 credits and a thesis, over twelve to eighteen months

Students in the Master of Science in Planning program will have a Bachelor of Science undergraduate degree, and must complete PLAN 558, PLAN 559, and PLAN 560 and at least one 3-credit course in *quantitative* methods for research in another UBC department. The course must be approved by the faculty advisor.

Contact Information

School of Community and Regional Planning
433-6333 Memorial Road
Vancouver, BC V6T 1Z2
Tel: (604) 822-4422
Email: grad.scarp@ubc.ca
Web: www.scarp.ubc.ca

Program Requirements

~~Same as for the Master of Arts in Planning.~~

Contact Information

~~The~~ School of Community and Regional Planning
433-6333 Memorial Road
Vancouver, BC Canada V6T 1Z2
Tel: 604.822.3267
~~Fax: 604.822.3787~~
Email (Ph.D.): sherli@mail.ubc.ca
Email (Master's): ptop@mail.ubc.ca
Web: www.scarp.ubc.ca
~~Sherli Mah, Ph.D. Admissions~~
~~Patti Toporowski, Master's Admissions~~



	<p>Type of Action: Change program requirements for MAP and MSCP. Update dates for not accepting applications. Update contact information.</p> <p>Rationale: By submitting a proposal for a restructured MAP/MSCP, SCARP is further differentiating the thesis-based research program of study from the accredited, professionally oriented MCRP and creating the opportunity for students to undertake graduate-level study leading to a non-accredited, research-based master's degree.</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 558 (3) The Role of Theory in Planning Research</p> <p>This course will be taken in the first term of the Master's program.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: The course fulfills overall academic objectives of the MAP/MSCP program by familiarizing students with current theoretical approaches, issues, and debates relevant to planning research. The course will be taught in a combined lecture/seminar format.</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 559 (3) Design of Planning- and Policy-oriented Research</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: The course fulfills overall academic objectives of the MAP/MSCP program by introducing students to the design of empirical research used in the analysis of policy and planning problems, and by developing students' ability to critically evaluate policy-related research products. The course serves as a foundational introduction to research design and can lead to more specialized courses in quantitative and qualitative methods for social science research.</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 560 (1) Master's Thesis Workshop</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale: The course fulfills overall academic objectives of the MAP/MSCP program by familiarizing students with the craft of the master's thesis as a significant exercise in graduate scholarship and, prospectively, a contribution to knowledge and the literature on planning.</p>

DATE

To: Vancouver Senate

From: Flexible Learner *Ad Hoc* Committee

Re: Topic of Broad Academic Interest Discussion – Consideration of the future provision of an Enhanced Learner Profile.

The purpose of this agenda item is to engage the Senate in a discussion about the merits of developing an Enhanced Learner Profile (ELP) that would formally document student learning previously considered to be extra- or co-curricular in nature. Such an ELP might be a stand-alone document or be incorporated into an extended UBC Student Transcript.

The UBC Place and Promise Plan promotes enriched educational experiences and a rewarding campus life. Employers are seeking students that have participated in applied learning projects and co-curricular activities and who are able to articulate how they developed important skills like: teamwork, problem solving across difference, written & oral communication, and ethical decision making.

Many post-secondary institutions in Canada and the USA have developed some means of formally documenting extra-curricular learning, often in the form of a Co-curricular Record (CCR). However, over the past year, the Flexible Learning *Ad Hoc* Committee has developed a concept for an ELP that goes beyond the notion of a CCR in that it would allow students to integrate their reflections upon what they have learned in both formal academic and informal settings, and how these activities complement one another. This concept of the ELP comprises an integrated and comprehensive system of processes and practices for recording the UBC student learning experience and enabling new ways to represent that experience. To house an ELP, the University will need to consider:

- creating or modifying our current systems to capture more information and accept inputs by a wider body of individuals (i.e., students, in addition to officials both internal and external to the university);
- creating ways to validate the information entered; and/or determining what information should be validated;
- creating ways to allow for the inclusion of student-based narratives, reflection and comments on learning activities, and,
- creating new forms of representation of this data (e.g., a web-based student portfolio as opposed to a paper-based representation).

What we envision is a record that is essentially co-created by the students and the University. As a result of our presentation we hope to gain the support of Senate to move forward in developing a detailed plan for the nature of an ELP and its future implementation at UBC. Some of the questions we will be asking are:

What learning should UBC value as an institution? What need(s) does this fulfill?
How should UBC recognize this learning? Who needs to be involved?

Respectfully submitted,

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

LINKING LEARNING

INSIDE AND OUTSIDE OF THE CLASSROOM

UBC Senate, Flexible Learning Ad-Hoc Committee

AARON BAILEY & KATE ROSS



CONTEXT

Experiential Learning is a *key priority* for UBC

Learning happens everywhere at UBC

Growing trend at peer institutions to document co-curricular learning

Present record systems are **incomplete, non-dynamic** and frankly **boring**



WHAT ABOUT THE CCR?



CO-CURRICULAR RECORDS

*“Institutionally recognized document, with verification by an official supervisor, listing involvements in various developmental activities while at the University of Alberta. It is an official **record** of your student engagement and student leadership involvement.”*

Just a *record*

Supplemental to official transcripts

Still **boring**



Not that CCR...



Imagine a tool that enabled students to...

identify
reflect on
demonstrate
communicate
validate



...learning, both in traditional and experiential settings

BENEFICIARIES

1. Employers
2. Graduate Admissions
3. UBC Recruitment
- 4. Students**





- *Materials Engineering*
- *4th year*
- *President of the Slam Poetry Club*
- *Member of an Engineering Design Team*
- *Co-chair of SLC*



- *Economics*
- *3rd year*
- *AMS VP Academic*
- *Volunteers at a DTES Women's Shelter via UBC Service Learning*
- *Open Educational Resource author*



- *Biology*
- *2nd year*
- *Internship in sustainable agriculture in Nepal*
- *Residence Advisor in Place Vanier*
- *Applied for SCOOPS next term*

CONSULTATION QUESTIONS





What learning should UBC value as an institution?

How should UBC recognize this learning?

What need(s) does this fulfill?

Who needs to be involved?



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA