

Vancouver Senate

**THE SEVENTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2016/2017 ACADEMIC YEAR**

WEDNESDAY, 15 MARCH 2017

6:00 P.M.

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

- 1. Minutes of the Meeting of 15 February 2017 – Dr Santa Ono** (approval) (docket pages 3-26)
- 2. Business Arising from the Minutes – Dr Santa Ono**
- 3. Tributes Committee – Dr Sally Throne**
Memorial Minute for Dr Brian Stelck (approval) (docket pages 27-28)
- 4. Remarks from the Chair and Related Questions – Dr Santa Ono** (information)
- 5. Presentation of Certificates of Appreciation for Student Representatives from 2016-2017 – Dr Santa Ono** (information)
- 6. Academic Policy Committee – Dr Richard Tees**
Restructuring of Continuing Studies (approval) (docket pages 29-35)
- 7. Admissions Committee – Dr Robert Sparks**
Master of Physical Therapy – Changes in Admission Requirements (approval) (docket pages 36-38)
- 8. Awards Committee – Dr Lawrence Burr**
New and Revised Awards (approval) (docket pages 39-46)
- 9. Curriculum Committee – Dr Peter Marshall**
Curriculum proposals from the Faculties of Forestry, Graduate & Postdoctoral Studies, and Medicine (approval) (docket pages 47-83)
- 10. Admission & Curriculum Committees – Drs Robert Sparks and Peter Marshall**
New Program: Doctor of Philosophy in Cinema and Media Studies (approval) (docket pages 84-118)

11. Tributes Committee – Dr Sally Thorne

Convocation Membership for Program Directors Emeriti (approval) (docket pages 119-120)

12. Ad Hoc Committee on Flexible Learning – Ms Danika Coulbourn

Committee Final Report (approval) (docket pages 121-128)

13. Report from the Registrar – Dr Kate Ross

2017-2020 Joint Faculties Senator Election Results (information) (docket page 129)

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 15 FEBRUARY 2017

DRAFT

Attendance

Present: Dr S. Ono (Chair), Dr K. Ross (Secretary), Mr T. Ahmed, Dr R. Anstee, Dr A. Collier, Dean M. Coughtrie, Ms D. Coulbourn, Dean C. Dauvergne, Dr A. Dulay, Dr W. Dunford, Dr S. Forwell, Dr J. Gilbert, Prof. B. Goold, Dr P. Harrison, Dean R. Helsley, Ms M. Huron, Mrs C. Jaeger, Ms T. Johnson, Dr P. Keown, Dr D. Lam, Mr H. Leong, Dr K. Lo, Dr P. Loewen, Dr D. Macdonald, Prof. B. MacDougall, Mr K. Madill, Dr P. Marshall, Dr W. McKee, Mr B. McNulty, Dean M. Parlange, Dean S. Peacock, Dean S. Porter, Dr A. Richardson, Dr L. Rucker, Dr C. Ruitenberg, Mr I. Sapollnik, Dr T. Schneider, Dr S. Singh, Ms S. So, Dr R. Sparks, Mr J. Spiedel, Ms S. Sterling, Dr R. Tees, Dr S. Thorne, Ms D. Tse, Dr L. Walker, Ms K. Williams, Dean R. Yada

Regrets: Dr S. Avramidis, Mr M. Bancroft, Dr H. Brock, Ms M. Burton, Ms L. Castro, Dean B. Frank, Dr D. Gillen, Acting Dean K. Harrison, Dean J. Innes, Dr A. Ivanov, Dean D. Kelleher, Ms A. Maleki, Dr C. Marshall, Dr C. Naus, Dr S. Perry, Dean C. Shuler, Mr J. Solis, Dr D. Witt, Mr S. Zbrasky.

Clerk: Mr C. Eaton.

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the sixth regular meeting of the Vancouver Senate for the 2016/2017 Academic Year to order at 6:05 pm.

Senate Membership

The Registrar announced the resignations of Dr Bonita Sawatzky, Representative of the Joint Faculties.

Minutes of the Previous Meeting

Richard Tees
Daniel Lam

}

That the Minutes of the Meeting of 18 January 2017 be adopted as corrected.

Correction: Dean Coughtrie and Dr Collier were present.

Approved

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Sally Throne, presented.

DR. JORGEN DAHLIE

Professor Emeritus Jorgen Dahlie was born in Ringsaker, Norway, in 1924. His family moved to Canada when he was five, living first in the Prairies before moving to Smithers where they homesteaded in a log cabin on the slopes of Hudson Bay Mountain.

At the outbreak of war, Dr. Dahlie joined the Navy, but was struck down by tuberculosis after only a few months, and sent to a sanatorium for bedrest for a year and a half. He took advantage of this enforced bedrest to begin his university studies.

However, aged 40 Dr. Dahlie decided to become a teacher, and he earned his B.A. in Education from UBC in 1964. He then went on to complete a PhD in American Studies at Washington State University, where he focused on Scandinavians' influence on the State of Washington. Although he immersed himself in academic life – becoming the head of UBC's Department of Social and Educational Studies in 1982 and serving two terms on Senate between 1978 and 1984 – Dr. Dahlie continued to make the most of an active, outdoor lifestyle, enjoying plenty of golf and skiing.

Dr. Dahlie served as president of UBC Association of Professors Emeriti from 1991-1993, and was also a former president of the Canadian Ethnic Studies Association.

To his family and friends, the Senate and the University of British Columbia offer their condolences and thanks.

UNIVERSITY ARCHIVIST EMERITA LAURENDA DANIELLS

Born in Winnipeg in 1923, Laurenda Daniells attended the University of Manitoba, graduating with a degree in social work in 1945. While studying, she met Roy Daniells, an English Professor, and the two were married a few years later. Ms. Daniells' first job was with the protection division of the Children's Aid Society of Winnipeg, but in 1948 the Daniells moved to Vancouver, where Roy became the head of UBC's English Department.

In between raising a family and travelling Europe and Africa, she returned to education, obtaining a Certificate of d'Etudes from Universite de Poitiers, a B.L.S and M.L.S from UBC, and a certificate of Archival Administration from Carleton. In 1970 she became UBC's first Head Archivist, a post she held until 1988, tasked with bringing order to the university's departmental records. Ms. Daniells served on Senate as a representative of the Professional Librarians from 1978 to 1981.

Ms Daniells remained active in her retirement; at the age of 76, she successfully sailed from Ireland to Turkey, strapping herself to the mast of the boat while steering through a particularly fierce storm. In 2015 she published a memoir – Royal Blood – which combined stories and anecdotes about her professional exploits, her Metis ancestors, her Winnipeg childhood, and her

time as a faculty wife in the 1950s. Laurenda Daniells also supported the Jane Guay Daniells Orris and Roy Daniells memorial scholarships at UBC.

To her family and friends, the Senate and the University of British Columbia offer their condolences and thanks.

Sally Thorne
Philp Loewen

}

That Senate approve the Memorial Minutes for Dr. Jorgen Dahlie and Ms Laurenda Daniells, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.

Approved

Remarks from the Chair

The President advised Senate that the Strategic planning process was continuing, and many members of the community, including over 1000 faculty, have now submitted comments ranging from 1 sentence to several pages. Earlier in the day, 160 people viewed a “Facebook Live” event on the Strategic plan which will be archived online.

Dr Ono reminded Senate that several executive searches were underway. The Provost Search Committee met earlier in the day and we hope be successful in recruiting an outstanding Provost in the new few months. The pool of candidates for Vice-President Research are also coming together.

Recently, Reuters ranked the innovation of Universities and UBC was the only Canadian university in the top 50. Times Higher Education also recently ranked universities for their international appeal and global footprint. We went from 12th to 1st in North America and Number 12 in the world.

The President noted that government relations work has been quite robust; he reminded Senate that UBC received around \$700 million in annual grant funding from the Province of British Columbia and around \$600 million from the Federal government. Dr Ono noted that as a result, a substantial component of his position was advocating for continued government support. He advised that UBC was cautiously optimistic for TriCouncil funding support and has been advocating as strongly as we can for the sciences, arts, and humanities in Ottawa. At the Provincial level we have tremendous connectivity with the Province, noting that Premier Clark had named him as an advisor on Innovation. UBC is well positioned to become even stronger with regards to provincial support in areas such as clean technology/energy, artificial intelligence, sustainability, machine learning, and advanced manufacturing.

The President noted that he recently attended Rideau hall for the NSERC awards where UBC had a presence with 1/3rd of the award with the top prize being awarded to a UBC alumnus.

Finally, Dean Parlange has been elected to the National Academy of Engineering.

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

CHANGE IN NAME OF THE FACULTY OF LAW

Paul Harrison	}	<i>That, while remaining a faculty of the University, the Faculty of Law be renamed the Peter A. Allard School of Law effective 2 December 2014 and that all official references to the name of the Faculty be amended to reflect the new name in accordance with the gift agreement signed between the University and Mr Allard on 7 December 2014; and</i>
John Gilbert		

That the Senate resolutions of 21 January 2015 and 20 April 2016 regarding the alternative use of the name “Peter A. Allard School of Law” for the Faculty be rescinded, and that the minutes of those meetings be amended to include a note referencing the renaming of the Faculty as the Peter A. Allard School of Law.

By general consent, the Senate resolved to move in camera.

By general consent, the Senate resolved to move out of camera.

Main Motion
Approved

Abstentions: T. Ahmed, P. Loewen, R. Anstee, T. Schneider, A. Richardson, M. Huron, W. Dunford, P. Adebar, S. Forwell, H. Leong.

GRADUATE ACADEMIC REGULATIONS FOR THE FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

Paul Harrison	}	<i>That Senate approve the academic regulations for professional masters degrees proposed by the Faculty of Commerce and Business Administration as set out in the attached two-column form</i>
Robert Helsley		

Dr P. Harrison noted that generally faculties that administer their own graduate programs adopt the regulations of the Faculty of Graduate and Postdoctoral Studies. Over time, the Faculty of

Commerce and Business Administration has found that it needs to vary from those regulations and thus is proposing its own set of program regulations to administer its programs.

Senator Ruitenberg noted a potential duplication of material between Section 6.1 (b) and 6.6 (a) for professionalism.

Senator Lo advised that it was duplicated for context; section 6.6 (b) needed (a) to be understood

Associate Registrar Eaton noted that there was a slight difference in applicability relating to non-Commerce students enrolled in Commerce classes.

Dr P. Harrison agreed to review the language with the Faculty and make any needed changes for clarity.

Approved

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented.

2017-2018 ADMISSIONS TARGETS

Robert Sparks	}	<i>That Senate approve and forward to the Board of Governors for approval the 2017/2018 Enrolment Targets as set out in the attached document.</i>
Richard Anstee		

Dr Sparks briefly described how the enrolment targets were prepared each year with a consultation process between the deans, Provost's Office, Enrolment Services, Planning and Institutional Research, and the International Student Initiative. The report is prepared by Vice-Provost Pamela Ratner.

Dr Forwell noted that it was important to know that we are admitting more domestic students than we are funded for, but that we were increasing our number of international students by 7.8% while decreasing our domestic enrolment by 0.5% (while still remaining above our funded numbers). She cautioned the Senate on how this may be taken in the media and by the public and expressed a need for this to be explained properly as it could incorrectly give the impression that international students were taking seats from domestic students.

Senator McKee noted that we've never had a discussion around graduate admissions or graduate enrolment targets.

With permission of Senate, Dr Ratner noted that there was a lot of strategic planning around undergraduate enrolment but not nearly the same for graduate students. In part

this is because of how Ministry funding works. We are starting to have these conversations now.

Senator Anstee added that individual departments and individual faculty member make such decisions so the idea of targets didn't make much sense. Graduate enrolment has not been out of control so to date that has not been a need for the broader University to be prescriptive.

Dr Ratner added that it was important to understand both demand and capacity for graduate programs.

Senator Johnson asked how there was an international student in Medicine

Dr Ratner suggested that this may be an error in the data.

Associate Registrar Eaton suggested that it may be a Bachelor of Medical Laboratory Sciences student and agreed to follow up with Medicine.

Approved

Awards Committee

See Appendix A: UBC Tuum Est Experiential Awards

Dr Claudia Ruitenbergh presented on behalf of Dr Lawrence Burr, Chair of the Committee.

UBC TUUM EST EXPERIENTIAL AWARD PROGRAM

Claudia Ruitenbergh	}	<i>That Senate approve the Tuum Est Experiential Award Program as presented in the description below</i>
Susan Forwell		

Dr Ruitenbergh explained that these were a new type of award for UBC and asked for Senate to allow Mr Andrew Arida, Associate Registrar for Undergraduate Admissions to present.

Mr Andrew Arida spoke, explaining that these new awards would be for 200 students entering UBC from secondary school or CEGEP. He explained that the idea was to provide access and support for enriched curricular or co-curricular learning at UBC. This could include go-global co-operative education, undergraduate research, design competitions and other activities with the approval of a student's faculty. The funding is provided once a student confirms that they are undertaking the supported activity. The award is strategically designed to highlight UBC's strengths in areas that research tells us are the most significant variables in how top students choose a post-secondary institution. The purpose of the proposed award program is to attract top domestic direct-entry students to UBC by a) underscoring the richness of the UBC learning experience and b) removing uncertainty among admitted students as to whether such opportunities will be available. In doing so, the pilot should have a positive impact in yielding a

higher proportion of top direct-entry domestic students to UBC. Mr Arida advised that it was important to note that what is being guaranteed is access to the program at UBC, not placement. An award winner's preferred placement for Go Global, a co-operative education job, and/or an international service learning opportunity are not guaranteed; only program access is.

Senator Lam said that as a student leader they were advocating for ways to improve access to experiential learning. He asked if there was any consideration of adding international or transfer students so that they could be supported in similar activities.

Mr Arida replied that the sources for funding specifically available were for domestic students. For international students, a larger proportion than domestic students already earn scholarships. For Transfer students, it was more complicated because much of our adjudication criteria is from the direct entry admission process, and many of the experiential learning activities are difficult to access for those who are not UBC students from Year 1.

Senator Anstee asked what the source of funding was.

Mr Arida replied that roughly half was coming from student recruitment funding and the other half from the UBC Excellence fund.

Senator Sterling asked about the adjudication process given only 200 would be awarded. How do we ensure opportunities across programs and students, and if this award would just be given to the top students like many existing awards.

Mr Arida replied that the students must be in the top quartile of grades and profiles, which is a wider band than major entrance scholarships. Beyond that, faculty can target specific groups of students who they are interested in recruiting such as award or competition winners, students from smaller communities, or student leaders. The awards will be proportionally assigned to faculties based on the size of the incoming classes.

Senator Coughtrie raised an equity issue for faculties who did not admit direct-entry students.

Mr Arida replied that non-direct entry faculties did not benefit from these awards, but noted that they were designed for secondary school applicants as their behaviour can be swayed by awards more than transfer or second degree students and the admissions process allowed them to be compared.

Senator Singh noted capacity issues in areas such as science labs for taking undergraduate students. He suggested that faculty members needed to be given incentives for undergraduate research support.

Senator Sapollnik noted that programming and financial support will be provided in the first two years; why not for the upper years?

Mr Arida replied that the support was more about information workshops and sessions for students in the lower years so that they can think about and meet requirements that

will allow them to take action in their upper years and pass along insights to new students.

Senator Williams said that the use of high school performance to adjudicate students didn't give a sense of equal opportunity for all students, as many improved over time at UBC. She suggested that it would be better to assess students after some time at UBC as well.

Mr Arida replied that he agreed in principle; however, this particular award was designed as a recruitment tool for the University.

Senator Huron, noting its prototype status, asked what the plan was for assessing the program.

Mr Arida replied that we would primarily assess the program by comparing award recipients to earlier groups of students. We will also be looking at how we can enrich support in earlier years if students are not able to undertake or are not interested in or finding opportunities.

Approved

NEW AND REVISED AWARDS

See Appendix B: Awards Report

Claudia Ruitenber	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Ian Sapollnik		

Dr Ruitenber noted that roughly \$28 000 in new annual student funding was proposed this month.

Approved

Curriculum Committee

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

See Appendix C: Curriculum Report

FEBRUARY CURRICULUM REPORT

Peter Marshall	}	<i>That the new courses, new course code creation, program deletion and revised programs and calendar entries brought forward by the faculties of Applied Science, Arts, Commerce, Forestry, Graduate and Postdoctoral Studies (Applied Science,</i>
Santokh Singh		

Arts, Commerce, Education, Land and Food Systems, Medicine, Science), Land and Food Systems, and Science be approved.

Dr Marshall briefly described the proposals. He highlighted the Forensic Science proposal with BCIT as an excellent proposed collaboration between UBC and BCIT.

Senator Sapollnik noted that the students objected to proposals being proposed with consultation being completed.

A student senator stated that a consultation process for the Forensic Science program was underway and wouldn't be completed until 17 March.

Dr Harrison said that he didn't understand why a tuition consultation was being undertaken by the administration when this program had the normal Bachelor of Science tuition.

With permission of Senate, Dr Warren Williams of the Department of Biochemistry and Molecular Biology replied confirming that there was no differential fee and that this was important to the proponents.

The Provost said that for all new programs where consultation was being undertaken but there was no differential fee being considered in that process so she did not expect concerns to be raised.

Senator Sapollnik suggested that we should still wait until that process is completed to ensure there are no concerns raised.

Dr Marshall stated that as chair of the curriculum committee he was neutral in a debate regarding fee consultations, but there was presently no rule or regulation that required student fee consultation to be completed prior to material being brought to the Senate. Senators could of course propose such a rule but this has not occurred. The curriculum approval process was lengthy and the more we can do things in parallel the faster things can move. Finally, he noted that there was not a direct 1:1 relationship between program costs and tuition and that tying curricular approval to fee consideration could give that impression incorrectly.

Senator Sapollnik said that this was an issue raised by student senators many times in the past and while there is not a formal policy on this matter, he suggested that it was still something Senate should consider.

The Provost suggested that this should be a matter discussed between the Board and Senate Committee chairs at their meeting in April.

Senator Forwell noted that in the Forensic Science proposal there was a reference to interviews with stakeholders and asked if this information was taken into consideration in drafting the curriculum and admission requirements.

Dr Williams replied that yes it was by both UBC and BCIT. BCIT reviewed its programs every 5 years and a component of that was considering employability of graduates.

Senator Knight asked about the inclusion of social responsibility and legal material in programs. He noted two programs last year where inclusion would have been reasonable but such information was not included. Dr Knight noted that some of the proposed courses seemed bereft of material because they were not actually UBC courses but rather BCIT courses being shadowed into UBC's system.

Dr Williams advised that this was based on the pre-existing system of courses used for UBC and BCIT for the Biotechnology program. These courses would also be useful if students had to transfer out of the program.

Dr Marshall confirmed that the UBC-taught courses had full documentation.

The Registrar advised that the “shadow” courses were for administrative convenience in tracking students between the two campuses.

Dr Knight suggested that this was more an accreditation exercise.

Approved

Admissions and Curriculum Committees

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

BACHELOR OF DESIGN IN ARCHITECTURE, LANDSCAPE ARCHITECTURE AND URBANISM

See Appendix D: Bachelor of Design

Peter Marshall	}	<i>That the new Bachelor of Design in Architecture, Landscape Architecture and Urbanism degree program, to be administered by the Faculty of Applied Science, and its associated new courses be approved.</i>
Carol Jaeger		

MOTION TO POSTPONE

Samantha So	}	<i>That consideration of this proposal be postponed to the next meeting of Senate.</i>
Ian Sapollnik		

Senator Jaeger said that we were here to consider the academic merits of this program and that we should consider those aspects.

Senator Anstee spoke in favour of the academic merits of the program but said that we should postpone to allow the students to opine on the financial aspects.

Senator Sparks noted that these proponents have been very responsive to feedback and completed a full student consultation.

Marshall noted again that tuition is not under senate's jurisdiction. He did agree that there was a tie between fees and content but the process understood by the proponents was that they could have academic approval and tuition consultation occur in parallel.

Motion to
Postpone Not
Approved

Peter Marshall
Carol Jaeger

}

That the new Bachelor of Design in Architecture, Landscape Architecture and Urbanism degree program, to be administered by the Faculty of Applied Science, and its associated new courses be approved.

Main Motion
Approved

Abstentions: Senators Sapollnik and Tse

MASTER OF GLOBAL SURGICAL CARE

See Appendix E: Master of Global Surgical Care

Peter Marshall
John Gilbert

}

That the new Master of Global Surgical Care degree program, to be administered by the Faculty of Graduate and Postdoctoral Studies (Medicine), and its associated new courses be approved

Senator Marshall noted that this was a small but important program that broke new ground globally. There is a related certificate, and there are some consequential changes proposed to that certificate to allow students to ladder into the Master's degree. A large component of the program would be taught by distance to allow students to complete many of its requirements globally.

Approved

Abstentions: Senators Lam, So, Sapollnik and Speidel

Nominating Committee

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

VICE-PROVOST INTERNATIONAL SEARCH COMMITTEE

Richard Tees	}	<i>That Dr Paul Evans, Dr Merje Kuus, and Mr Shahid Abrar-ul-Hassan, be appointed to the President's Advisory Committee for the Selection of a Vice-Provost International.</i>
Robert Sparks		

Approved

TRIENNIAL REVIEW OF SENATE COMMITTEES AND PROCEDURES

Dr Tees advised that as noted last month, the Senate Nominating and Agenda Committees have established a website to aid in this triennium's review of Senate and Committee operations. This site can be found at <http://facultystaff.students.ubc.ca/vtriennial>. Individual Senate Committees will also be contacted to prompt them to consider their own operations.

In response to a question from Senator Knight, Dr Tees confirmed that the intent was to present to the Senate in May.

Reports from the Provost

ANNUAL REPORT ON REVIEWS OF ACADEMIC UNITS

The President introduced Vice-Provost Eric Eich to present the annual report on Reviews of Academic Units.

Vice-Provost Eich noted that 16 reviews were completed last year, a summary of which is in the Senate materials and the full copied filed with the Secretary to Senate. 3 were accreditation reviews and the remaining 13 part of our normal review process. The modal format was key findings, key recommendations, and finally the unit response. The plan is 2 to 3 years from now each unit will be contacted and asked for a progress report on how they have addressed these recommendations.

Senator Sterling suggested that the reviews also be shared with the Board of Governors.

The Associate Registrar advised that they were created at the direction of the Senate and so are not currently shared with the Board of Governors.

Ms Sterling noted that she raised this recommendation because many of the comments from reviewers and units related to funding.

Senator Ahmed noted that Asian Studies noted an equity concern regarding service teaching. He asked if anything further was happening to address those concerns.

Vice-Provost Eich replied that this was not being looked at as part of the Review process, but as part of Faculty Association bargaining we are looking at offering more ongoing employment for sessional lecturers.

The Acting Dean of Arts replied that Asian studies had a large number of 12-month lecturers that deliver lower division language courses. This is an improvement over sessional lectures but still an issue. We would like to move to multi-year appointments.

Senator Gilbert noted that in his experience, nothing happens with review recommendations.

Vice-Provost Eich replied that in 3 years' time we will ask departments what, if anything, they have done in response to reviews rather than doing a new review. We want to see if they have lived up to what they have promised and this could inform the next review.

Dr McKee said that what was missing from reviews were mentions of teaching, learning, and curriculum. He was curious when the review processes would focus more on those issues. At the last Senate, Dr Giltrow presented on program outcomes; Dr McKee said that this was not represented in these reviews and asked to what extent the university work to include those elements.

Vice-Provost Eich noted that these were just a summary of issues, the full reviews do often contain information on teaching and curriculum.

Senator Knight noted that MOOC only appeared once in all of these review summaries but that flexible learning wasn't well defined.

Reports from the Registrar

RESULTS OF THE 2017-2020 ELECTION OF CONVOCATION SENATORS

Further to the call for nominations for members of Convocation to fill the twelve (12) positions for representatives of the Convocation on the Vancouver Senate issued in November 2016 and closing on January 31st, 2017 twelve (12) valid nominations have been received. Therefore pursuant to Section 15 of the University Act the following convocation members are acclaimed as elected as representatives of the Convocation on the Vancouver Senate for terms beginning on September 1st, 2017 and ending August 31st, 2020 and thereafter until successors are elected:

- Tariq Ahmed – LLB 2008

- Lawrence Burr – BA 1958, MSc 1961, MD 1964
- Andrea Dulay – BA 1993, B. Ed. 1997, M.Ed. 2001
- Benjamin Fischer - BSc 2009, BScN 2011
- John H.V. Gilbert - Professor Emeritus
- Séan Haffey - BA 1990
- Haymen Leong – BA 2011, BEd 2008, MA 2011
- William B. McNulty – BPE 1968, MPE 1970, MA 1984
- Sarah T. Ngo – BA 2003
- John D. Shepherd – BSc 1976
- Mike C. Stewart – JD 2014
- Richard C. Tees – Professor Emeritus

Other Business

CANDIDATES FOR DEGREES

Richard Anstee
William McKee

}

That the candidates for degrees, as recommended by the Faculty of Graduate and Postdoctoral Studies,, be granted the degrees for which they were recommended, effective February 2017 and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of Senate be empowered to make any necessary adjustments. (2/3 majority required).

Approved

Adjournment

There being no further business, the meeting was adjourned at 8:10 p.m.

Appendix A: Tuum Est Experiential Awards

New Award:

UBC TUUM EST Experiential Award – One-time entrance awards valued up to \$3,500 are available for outstanding domestic students entering the university directly from secondary schools (or CEGEP in Quebec) to support their participation in experiential learning opportunities. Eligible students must demonstrate excellent academic ability, a strong UBC applicant personal profile, and a high level of engagement in the community and extracurricular activities. In addition to these criteria, faculties may specify additional demographic criteria to encourage applications from specific groups (e.g., Aboriginal student, students from smaller towns and communities in British Columbia). The award is adjudicated through the admissions process and awarded upon entry to UBC; however, funds are released in-course upon confirmation of participation and/or registration in an approved experiential learning activity at UBC including co-operative education, international exchange, international service learning, undergraduate research, and other experiential learning activities as approved by the student's Faculty. Recipients are identified by Enrolment Services in conjunction with the entering student's Faculty. (First Award Available in the 2017/2018 Winter Session)

Appendix B: Awards Report

New Awards:

N. G. CHAKRABARTI and Indra N. Chakrabarti Memorial Student Scholarship in Oncology – Scholarships totalling \$1,300 have been made available through an endowment established by Swaraj K. and Gayatri Chattopadhyay in memory of Mrs. Chattopadhyay's father N.G. and her brother Indra for students in the Faculty of Medicine who are specializing in Oncology. N. G. Chakrabarti (1912-1984) devoted many years of his life as an "Expert Foundry Engineer" all over the world on behalf of the United Nations Industrial Development Organization (UNIDO). Indra Chakrabarti (1947-2015) was born in Calcutta, India and made his way to Canada in 1981. Indra had many years of experience in Foundry Engineering and was an expert in ferrous metal casting. He dedicated his life to making other people happy. Preference will be given to students who have demonstrated financial need. The awards are made on the recommendation of the Faculty of Medicine and in the case of a graduate student in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/18 Winter Session)

DABROWSKI and Shepherd Environmental Engineering Bursary – Bursaries totalling \$10,000 are offered annually by Barbara Dabrowski (BASc 1978, MASc 1981) and Robert Shepherd (BASc 1969, MEng 1979) to support graduate students studying Environmental Engineering, with a specialization in Pollution Control and Waste Management. Barbara and Robert met at UBC and both dedicated their careers to Environmental Engineering. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

DARKVISION Technologies Engineering Co-op Achievement Award – Five awards in the amount of \$1,000 each are offered annually by DarkVision Technologies to undergraduate students in the UBC Engineering Co-op Program in the third or fourth year of their studies. The

recipients must have completed a minimum of two co-op work terms and have demonstrated high levels of achievement in their work terms. To apply for this award, students must submit a cover letter and a current resume. The award is made on the recommendation of the Faculty of Applied Science Engineering co-op program. m(First Award Available in the 2016/17 Winter Session)

GERVIN Métis Award for Distinguished Advocacy and Leadership – A \$1,000 award is offered annually to a student who self-identifies as Métis entering their second or third-year of the J.D. program at the Peter A. Allard School of Law. The recipient must demonstrate a connection and commitment to strengthening their Indigenous community at home, where they reside during the academic year, or within the University. Preference will be given to applicants in financial need who express an interest in criminal law, social justice, Aboriginal law or law reform. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2016/2017 Winter Session)

LA ROCHE-POSAY Canada Prize in Pharmaceutical Sciences – A \$1,000 prize is offered annually by La Roche-Posay Canada to the top undergraduate student in the subject of dermatology. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2016/2017 Winter Session)

Dr. John R. SCARFO Bursary – Bursaries totalling \$3,500 have been made available through an endowment established by Dr. John R. Scarfo for students who have demonstrated financial need and are committed to a healthy lifestyle. Successful applicants will demonstrate a commitment to good health and wellbeing, such as precluding the use of tobacco and illicit drugs. Dr. Scarfo came from a family with twelve children and would not have been able to receive his MD at UBC without the generosity of Dean Walter Gage. Having been the recipient of the generosity of others, Dr. Scarfo wishes to support UBC students and honour those who had supported him. These bursaries will be adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Henry SCHEIN Outstanding Leadership Award – A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a third year DMD student who demonstrates inspirational and engaged leadership in the areas of social responsibility and community volunteerism, as well as producing clinical work of the highest calibre. In addition to the financial component, Henry Schein Canada will sponsor the recipient to attend the Chicago Dental Society's mid-winter meeting the following spring, and will cover all associated expenses. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session)

Jerry WASSERMAN Scholarship in English and Theatre – A \$1,000 scholarship is offered annually by friends, colleagues and former students in honour of Jerry Wasserman's 44 year career as a Professor of English and Theatre at UBC. The scholarship is given to an undergraduate student in the third or fourth year majoring in English, Theatre, or both, who has demonstrated academic excellence as well as promise in the performing arts (through practical activities such as acting, directing, dance, design, scriptwriting, etc.). Preference will be given to

double majors in English and Theatre. The scholarship is made on the recommendation of the Department of English in even years, and the Department of Theatre and Film in odd years. (First Award Available in the 2017/2018 Winter Session)

Edmund T. WONG Memorial Bursary – Four bursaries of \$175 each have been made available through an endowment established by the Estate of Edmund T. Wong for students enrolled in any faculty and in any year. Mr. Wong was a graduate of UBC (BASc 1959) and was a long-time resident of the Lower Mainland. Mr. Wong passed away in 2014. (First Award Available in the 2017/2018 Winter Session)

Greg YEN Scholarship for Excellence in Accounting - A \$2,000 scholarship is offered by Greg Yen, BCom 1987, and past president of the Commerce Undergraduate Society, to support a third year student specializing in accounting at the Sauder School of Business. The recipient will be selected based on top academic standing and extracurricular involvement. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

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

#140 Roman M. Babicki Fellowship in Medical Research – Two \$25,000 fellowships are offered **annually** by Roman M. Babicki. The awards are to support doctoral candidates in any academic department, provided that their supervisor has a primary appointment in the Faculty of Medicine. Candidates must be undertaking cancer research **and be either** Canadian Citizens or Permanent Residents. Awards may be renewed for a second consecutive year, but no individual or project will receive support from this fund for more than two years. The awards are made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: upon donor’s request, we are removing the “with preference” wording to make Canadian Citizenship or Permanent Resident status a mandatory requirement.

#1033 Jack and Mary Stone Award for Women in Business – A \$4,000 award **has been made available through an endowment established** by Jack Stone **and his daughter Ann** to a female student enrolled in the Bachelor of Commerce program at the Sauder School of Business. Preference is given to a candidate specializing in marketing or finance who has demonstrated leadership in the community. Jack and his late wife Mary believed strongly in the importance of education to enable women to have successful careers. They have contributed throughout their lives to higher education and want to encourage the recipient of this award to consider this spirit of giving once they are secure in their careers. The award is made on the recommendation of the Sauder School of Business.

Rationale for Proposed Changes – Type of Action: we are changing the calendar description to reflect the change in award funding from annual to “endowed”; upon donors’ request, we are also adding the name of Ann Stone.

#1034 Mullen Family UBC Sauder School of Business Rowing Award – Awards totalling \$5,000 are offered annually by the Mullen Family to students enrolled at the Sauder School of Business who are also members of the Varsity Thunderbird Rowing team in any year of study. This award may be renewable provided the award winning student(s) maintain membership on the Varsity Rowing team. The award is made on the recommendation of the Sauder School of Business in consultation with UBC Athletics.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Faculty Development unit, we are changing description to clarify conditions of award renewability.

#1037 Maili Wong Award in Finance – A \$2,000 award is offered annually by Maili Wong for an outstanding undergraduate student enrolled in the Bachelor of Commerce degree program in the Sauder School of Business with preference to a student who demonstrates an interest in specializing in Finance. This award is to recognize the competitive nature and the caliber of students who apply to the Sauder Portfolio Management Program, but are not admitted to the program. Preference will be given to a female student who has shown strength in the face of adversity, upholds the values of honesty and integrity, and shows commitment to both personal and professional growth. The award is made on the recommendation of the Sauder School of Business in consultation with the Sauder Portfolio Management Foundation Program.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Faculty Development and Awards units, we are changing the award eligibility/selection criteria to add preference language.

#2005 Jean Barman Prize in Aboriginal Education – Prizes totaling \$1,000 are offered annually to students of Aboriginal ancestry pursuing graduate or teacher education degrees based on a project related to Aboriginal people. The award is named in honour of Dr. Jean Barman, an outstanding professor who taught and worked in this area. The award is made on the recommendation of the Native Indian Teacher Education Program (NITEP) in consultation with the Associate Dean of Indigenous Education and in case of graduate students, the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: upon Faculty's request, in collaboration with Enrolment Services, we are changing the recommending body.

#2507 Mary Graham Holland Scholarship for Home Economics – A \$700 scholarship has been made available through an endowment established with a bequest made by the late Mrs. Mary Graham Holland. The scholarship is awarded to a female student entering the Bachelor of Education, Secondary Option in Home Economics. The award is made on the recommendation of the Faculty of Education.

Rationale for Proposed Changes – Type of Action: Human Ecology is no longer offered in the Faculty of Land and Food Systems. Upon request from Enrolment Services, and in collaboration with the Office of the University Counsel and the Faculty of Education, we are changing back the award title to the original one, and we are also changing eligibility criteria in compliance with the original terms of the endowment fund.

#4012 Frank Read Thunderbird Rowing Award – One or more awards, ranging up to a maximum amount of \$1,000 each, 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 award is made on the recommendation of the Rowing coaches.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Faculty Development unit, we are changing the award monetary value available.

#4013 Sauder School of Business UBC Rugby Award – Awards totalling \$5,000 are offered annually to undergraduate students enrolled at the Sauder School of Business in any year of study who are also members of the Men's or Women's Varsity Thunderbird Rugby teams, with the total award value to be assigned equally between the Men's and Women's teams. This award may be renewable provided the award recipient(s) maintain and membership on the Varsity Rugby team. If there is no Sauder School of Business student on one of the teams in any given year, the full award value will be made available to the other team. The award is made on the recommendation of the Sauder School of Business in consultation with UBC Athletics.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Faculty Development unit, we are changing description to clarify conditions of award renewability.

#4014 Sauder School of Business UBC Soccer Award – Awards totalling \$5,000 are offered annually to undergraduate students enrolled at the Sauder School of Business in any year of study who are also members of the Men's or Women's Varsity Thunderbird Soccer teams, with the total award value to be assigned equally between the Men's and Women's teams. This award may be renewable provided the award winning student(s) maintain membership on the Varsity Soccer team. If there is no Sauder School of Business student on one of the teams in any given year, the full award value will be made available to the other team. The award is made on the recommendation of the Sauder School of Business in consultation with UBC Athletics.

Rationale for Proposed Changes – Type of Action: upon donor's request, and in collaboration with the Faculty Development unit, we are changing description to clarify conditions of award renewability.

#5015 Sauder School of Business UBC Swimming Award – Awards totalling \$7,000 are offered annually to students enrolled at the Sauder School of Business in any year of study who are also members of the Varsity Thunderbird Swimming team. This award may be renewable provided the award-winning student(s) maintain participation in the swimming team. The award is made on the recommendation of the Sauder School of Business in consultation with UBC Swimming.

Rationale for Proposed Changes – Type of Action: upon donor’s request, and in collaboration with the Faculty Development unit, we are changing description to clarify conditions of award renewability.

#8303 Scudamore Bursary – A \$980 bursary has been made available through an endowment established by Owen Salisbury Scudamore, BA 1950, BASc 1951, in loving memory of his brother Lieutenant John Trelawny Scudamore, killed in action October 28, 1944, and of his wife Nancy Florence Scudamore (nee Harvey), BA 1950. The bursary is awarded based on financial need, with first preference given to a student in the Bachelor of Education program (Secondary or Middle Years) who is majoring in Physical Education. If, in any given year, no suitable candidate is identified in that program, the bursary will be given to an undergraduate student in engineering. Adjudication is made by Enrolment Services.

Rationale for Proposed Changes – Type of Action: we are changing the calendar description to reflect the change in award funding from annual to “endowed”.

Rationale for Proposed Changes – Type of Action: The following revisions are being submitted upon the donor’s request and in collaboration with the Faculty Development Team. Bull Housser & Tupper LLP has recently merged with Norton Rose Fullbright and they have requested to change the title of their named awards accordingly. No other changes are being made:

#2601 Norton Rose Fullbright Prize in Advanced Business Law
#2602 Norton Rose Fullbright Prize in Corporations II
#2603 Norton Rose Fullbright Prize in Technology Law
#2604 Norton Rose Fullbright Prize in Torts
#2826 Norton Rose Fullbright Prize in Administrative Law
#5852 Norton Rose Fullbright Prize in Succession
#5889 Norton Rose Fullbright Entrance Award
#5912 Norton Rose Fullbright Prize in Labour Law

Appendix C: Curriculum Report

FACULTY OF APPLIED SCIENCE

Revised program:
Bachelor of Science in Nursing

FACULTY OF ARTS

New Courses:

ANTH 435 (3) The Japanese Tea Ceremony: Ethnography of Performance, Practice, and Ritual; ASIA 333 (3) Contemporary South Asian Gender and Sexuality Studies; PUNJ 403 (3) Modern Punjabi Literature; CRWR 302 (3) Writing for Podcast; SPAN 498 (306) c Directed Reading; SOCI 387 (3) Druga and Society; ACAM 300 (3) Dis/Orienting Asian Canada; VISA 101 (3) BFA Studio Practice; VISA 280 (3) Contemporary Art: Ideas as Practice II; ARTH 358 (3) Chinese Art for the Afterlife; ASIA 311(3) Tibetan Buddhism; ASIA 313(3) Tibetan and Himalayan Culture and Society; CRWR 310 (3) Video Game Writing and Narrative; ECON 485 (3) Political Economy; FREN 346 (3) French at Work; ITAL 325 (3) Italian Translation; FNEL 483 (3) Indigenous Languages of BC: Diversity and Vitality; LING 170 (3) Introduction to How to Learn a Language; LING 270 (3) Introduction to Studies in Second Language Acquisition; PSYC 216 (3) Questioning Psychological Science in the Media

Revised calendar entries:

ARTS>BFA>Degree Requirements
ARTS>BFA>Credit Requirements and Regulations ARTS>BFA>Degree Program Options
ARTS>BFA>Registration

FACULTY OF COMMERCE & BUSINESS ADMINISTRATION

New courses

COMM 483 (6) Leadership and General Management; COMM 484 (3) Sustainability Marketing; COMM 485 (3) Social Entrepreneurship

FACULTY OF FORESTRY

CONS 452 (12) Global Perspectives Capstone

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

BMEG 557 (I) Statistical Methods for Evaluating Medical Technologies; EECE 555 (3) Renewable and Efficient Electric Power Systems; MINE 521(3) Advanced Flotation Technology

Arts

New program, new course, revised calendar entries
Ph.D. in Cinema and Media Studies; ASIA 562 (3) Buddhism, Modernity, and the Nation
State in Asia; STS emphases in English. History and Philosophy; STS emphasis in
Sociology

Commerce

Program deletion

Joint MBA/MAAPPS

Education

New courses

EDCP 524 (3) Technology, Virtual Worlds, and Digital Visual Culture in Art Education;
EDCP 542

(3) Theorizing Pedagogy; EDCP 530 (3) Continuing Professional Education and
Learning

Land and Food Systems

New course code creation, new courses, revised calendar entry

LWS; LWS 501 (3) Advanced Soil Processes; LWS 510 (3) Land and Water Seminar;
LWS 515 (3)

Integrated Watershed Management; LWS 517 (3) Land and Water Resource Evaluation;
LWS 548

(6) Major Project; LWS 550 (3) Professional Communications Strategies; G+PS>Degree
Programs>Soil Science>Master of Land and Water Systems>Program Requirements;
FRE 522

(1.5) Environmental Externalities in the Global Economy

Science

New course

CPSC 513 (3) Introduction to Formal Verification and Analysis

LAND AND FOOD SYSTEMS

New course

APBI 319 Aquaculture and the Environment

SCIENCE

New program:

Bachelor of Science (Combined Honours) in Biochemistry and Forensic Science

Appendix D: Bachelor of Design

FACULTY OF APPLIED SCIENCE

New program:

Bachelor of Design in Architecture. Landscape Architecture and Urbanism

Appendix E: Master of Global Surgical Care

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

MEDICINE

New program:

Master in Global Surgical Care



3 March 2017

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

The Tributes Committee has prepared memorial minutes for the following individual:

Rev. Dr. Brian Stelck

Motion: *That Senate approve the Memorial Minutes for the Reverend Dr. Brian Stelck, that they be entered into the Minutes of Senate and copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



Reverend Dr. Brian Stelck

Rev. Dr. Stelck was a graduate of the North American Baptist Seminary and earned several degrees from the University of Alberta. Over the course of his career, Dr. Stelck served as church pastor, missionary and educator, devoting much of his life to academia and ministerial formation.

He spent eight years as a missionary with Canadian Baptist Ministries in Kenya, where he was involved in developing partnerships with Kenyan Christian denominations. The initiatives he led helped train hundreds of African pastors and church leaders.

Rev. Dr. Stelck worked as a member of the executive staff of the Canadian Baptists of Western Canada and developed expertise in international and intercultural education and development, missiology, evangelism and theological education and went on to become president of organization.

He served almost 20 years as a trustee of Taylor Seminary College in Edmonton, one of the longest in that school's history, and was both a senator and frequent visiting professor at Regent College.

In 1994, Rev. Dr. Stelck became president of Carey Theological College, serving in this capacity until his retirement in 2013. His leadership of the College was entrepreneurial and innovative and under his vision and care, the institution underwent dramatic and unprecedented growth. Dr. Stelck led efforts to secure accreditation for the College by the Association of Theological Schools, increased the number of Carey faculty and endowment funding for faculty chairs. He was instrumental in the planning and construction of Carey Hall at the UBC Vancouver campus. He also advanced the academic offerings of the College and led the development of several graduate degree programs, including the Carey certificate, Bachelors, Master, and Doctoral degree programs offered at affiliated seminaries and colleges in Africa. Dr. Stelck was regarded by his colleagues and students as a sensitive and insightful teacher and mentor, and someone who regularly thought 'outside the box' to respond effectively to the needs of the Carey College constituency.

In 1999, under Dr. Stelck's leadership, Carey Theological College was admitted to affiliation with the University. Dr. Stelck served as a member of the Senate for 13 years, from 2000 until his retirement in 2013. As a member of Senate, he was longstanding member and chair of the Awards Committee and a member of the Academic Policy Committee. His measured and thoughtful contributions were appreciated by his fellow committee members and the Senate.

From 2005 until 2010, Dr. Stelck was a member of the Baptist World Alliance Academic and Theological Education Workgroup and of the Commission on Theological Education between 2010 and 2015.

To his family and friends, the Senate and the University of British Columbia offer their sincere condolences and heartfelt thanks.

3 March 2017

From: Senate Academic Policy Committee

To: Senate

Re: Change of name and mandate for the Division of Continuing Studies

The Associate-Provost, Academic Innovation has brought forward a proposal to change the mandate of the Division of Continuing Studies and change its name to the Division of Extended Learning (UBC ExL). The proposal forms part of the implementation of the Career and Personal Education (CPE) strategy under which the primary mandate of Extended Learning will be to support faculties in offering credit-based and non-credit CPE programs in areas including the administration, registration, or student services associated with these programs.

The Senate Academic Policy Committee has reviewed the attached proposal and recommends the following:

Motion: *“That Senate approve changes to the mandate of the Division of Continuing Studies as set out below;*

and,

That the name of the Division of Continuing Studies be changed to “the Division of Extended Learning” as of July 1st, 2017.”

This change in name and mandate is the first step in an ongoing process that will require further approvals of Senate. First, any certificate programs that were approved by Senate or its committees and are currently being offered by Continuing Studies via the Centre for Continuing Education will need to be either transferred to Faculties or discontinued. The particular arrangements for each program will be negotiated over the coming months and then proposed to the Senate via the Curriculum Committee. When no Senate-approved Certificate programs remain, a motion will be brought through the Academic Policy Committee to disestablish the element of the Division that is an academic unit, namely the Centre for Continuing Education. Once this unit has been disestablished, the Division of Extended Learning will be a purely administrative unit as set out in the attached proposal.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee

Proposal to rename Continuing Studies “Extended Learning” (UBC ExL), to expand its mandate to supporting Faculties

Motion: *That Senate approve changes to the mandate of the Division of Continuing Studies as set out below;*

and,

That the name of the Division of Continuing Studies be changed to “the Division of Extended Learning” as of July 1st, 2017.

This change in name and mandate is the first step in an ongoing process that will require further approvals of Senate. First, the 25 Senate-approved Certificate programs currently offered through Continuing Studies will either be transferred to Faculties or discontinued. The particular arrangements for each program will be negotiated over the coming months and then forwarded to the Senate via the Curriculum Committee. When no Senate-approved Certificate programs remain in the Division of Extended Learning, a motion will be brought through the Academic Policy Committee to disestablish the element of the Division that is an academic unit, namely the Centre for Continuing Education. Once this unit has been disestablished, the Division of Extended Learning will be a purely administrative unit as set out below.

Background:

The University Act

The University Act 47 (2) (e) defines the responsibilities of universities for adult education: “provide a program of continuing education in all academic and cultural fields throughout British Columbia”. The Act also defines “director of continuing education” to mean “the officer of the university whose duty it is to direct the university’s continuing education program” and designates this person as an ex officio member of the Senate. However, the University Act does not specify the administrative structure to support continuing education.

History of Continuing Education at UBC

Continuing education has been a feature of North American universities for over a century. Continuing education was considered an important aspect of community engagement, and thus was adapted to the needs of the local community. UBC has a long tradition of supporting lifelong learning both in the Faculties and in Continuing Studies, and is recognized among peer institutions in North America for innovation and excellence.

Extension at UBC began in the Faculty of Agriculture, which offered lectures and courses to promote the development of farming, and in the Faculty of Applied Science, which offered courses in mining. A university extension committee organized public lectures by UBC professors from all Faculties across the province. In 1936 UBC created the department of University Extension, whose goals were to contribute enduring benefits to the educational and social welfare of the province. It is unlikely that the Department was an academic unit, because in May 1970, Senate approved the creation of the Centre for Continuing Education (CCE) as an academic unit. The Director of the CCE

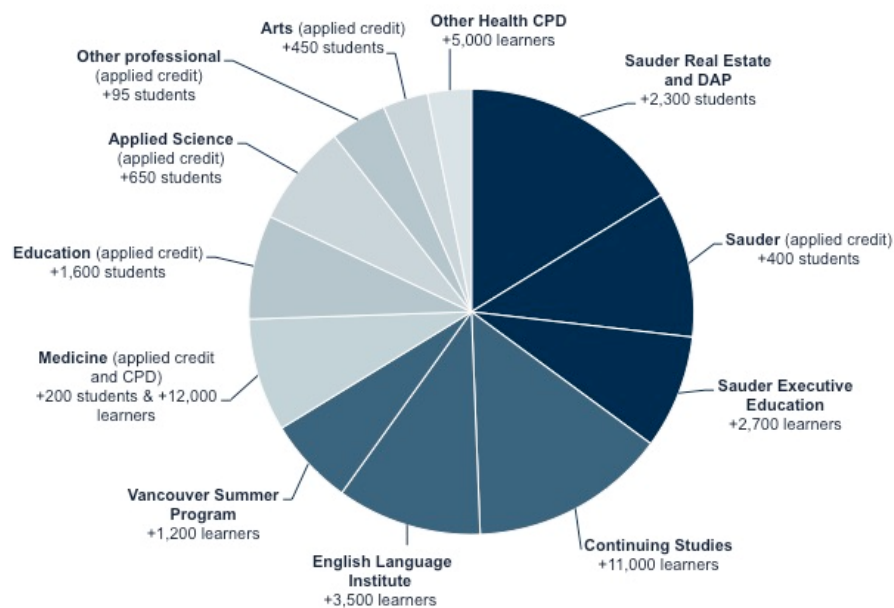
was the director of continuing education specified in the University Act, and was a member of Senate. The 1970 motion notes that all professional Faculties have “Divisions of Professional Continuing Education”. After the passage of the new University Act in 1974, the Faculty Association became a special bargaining unit, and the position of “Program Director” in the CCE was eligible for membership in the Faculty Association.

In May 1990, Senate approved a motion to alter the mandate of the CCE, required it to assist faculties; to generate a dividend; and recommended creation of the position of Associate Vice-President Continuing Education. Consistent with the University Act, the 1990 motion affirmed that the Faculties were responsible for for-credit courses. This motion also established the principle that Senate would oversee non-credit courses. In 1991 an Associate Vice-President Continuing Education was appointed, and the title of "Director of Continuing Education" was transferred to this position. At this point, the Associate Vice-President joined the Dean's table, and his unit was thought to be “more like an academic faculty”. In 1992, the Centre for Continuing Education merged with the Office of Extra-Sessional Studies, and with UBC Access Guided Independent Study, and merged unit was named the Division of Continuing Studies (CS). In 2007, the position of Associate Vice-President was discontinued, and the position of Director of Continuing Education reverted to the Executive-Director of Continuing Studies. However, the Executive Director of CS retained a position on the Committee of Deans. On July 1, 2016, the Provost transferred the position of Director of Continuing Education to the Associate-Provost, Academic Innovation.

Currently faculties offer about 70% of the continuing education at UBC, and the remainder is offered by Continuing Studies (see the figure below). Only faculties may offer applied for-credit programs, and both faculties and Continuing Studies offer non-credit programs.

OVERVIEW OF CPE DISTRIBUTION AT UBC

2015/16 revenue by Faculty / unit (100% = \$78m*)



Note: Excluding Non-Degree Studies tuition revenue

UBC Career and Personal Education Strategy

Amidst many far-reaching changes impacting universities, there is growing demand in society, industry and government for continuing education that is relevant, modular, flexible, and high quality. UBC alumni identify professional development and personal growth as two primary motivators of greater engagement with the University. Coincident with increased demand for more career-focused life-long learning, many universities are changing the names of the units that deliver continuing education from Continuing Studies, Continuing Education, Extension School or similar to names that reflect the evolution of the mission of universities, such as School of Professional Studies.

Over the past 4 years, the university has developed a comprehensive plan to better support career and personal education (CPE), UBC's term for "continuing education". CPE is one of the 6 pillars of UBC's Flexible Learning Strategy. CPE is an opportunity for the University to strengthen its contributions to learners, society and industry, helping UBC fulfill its academic mission and its public mandate. CPE will also serve as an incubator for innovation in pedagogy, learning delivery, support systems and student services, and this experience could in time yield broader benefit across the University.

The Office of the Provost began development of the CPE strategy in January 2013 and underwent continuous refinement until May 2014. During this period, the Provost's office consulted multiple times with the Executive, the Research and Teaching committee of the Board of Governors, Deans, Associate-Deans Academic, business officers for major faculties, with enrolment services, at an open forum for members of Senate Curriculum, Teaching and Learning, and Academic Policy Committees, and with an advisory group of continuing educators or continuing professional development staff from the faculties.

The team from the Office of the Provost worked with CS in the autumn of 2013 through to spring 2014 on a visioning exercise designed to help CS imagine a different future, but this exercise was unsuccessful. From November 2014-February 2015, the team also worked with Cs on identifying program closures and staff reductions to deal with the ever increasing debt (currently \$4.8M on an income of \$20M-the largest debt of any unit at UBC). These interactions, plus the strategy work for CPE, identified many of the same issues for CS that were highlighted previously in the May 1990 motion to Senate: namely that CS was isolated from or competing with faculties; that CS was consistently in financial deficit; that its programs were missing opportunities to bring UBC excellence to the community; and that faculties would benefit from additional support for CPE.

During 2014-2016, a small team in the Office of the Provost assisted the Faculties of Applied Science, Arts, and Science with the development of applied masters in engineering leadership, health leadership, public policy and global affairs, and data science respectively. This information revealed the areas for which faculties most needed help, and confirmed the need for a faculty-facing support unit. In particular they identified the need for different financial models to apply to programs planned and instituted by faculties (continuing professional development in entry to practice faculties), programs developed with central assistance (applied masters), programs developed centrally but whose academic content was determined by faculties (Vancouver summer program), and programs run by CS.

This three-year planning process has identified principles for CPE that were approved by the committee of Deans in March 2016. These principles include:

- Highest levels of academic integrity, quality and professionalism;
- Faculty autonomy in program development, curriculum design and faculty management;
- Faculty content 'ownership' in areas of domain expertise;
- Programming in areas of sustained (often inter-disciplinary) advantage;
- Market coherence, both in programming and messaging;
- Consolidated support to complement faculty capability and capacity in both Vancouver and Okanagan, generating economies of scope and scale where possible;
- Clarity in accountabilities across faculties, CPE support team and UBC;
- Clear scope for (at least) recovery of investment.

The CPE strategy has been posted on the website of the Vice-President, Academic may be found here: <https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/CPE%20strategy%20overview%20.pdf>

Implementation of these plans was slowed during leadership transition at the presidential and provost level, but planning for operational changes (learning and information technology, registration, customer relationship management, marketing) continued to occur from 2015 to the present. During this time, the Office of the Provost twice presented financial updates on CS to the Senate budget committee (April 2016, January 2017). Implementation of the CPE strategy did not fully begin until October 2016 following approval by Professor Ono. The plans to change the name and mandate, and to disestablish CS were approved by the Executive on February 16, 2017.

CPE at UBC will be led by the Associate-Provost, Academic Innovation, who will work closely with units engaged in CPE activities to shape the overarching strategy, consolidate cross-campus organizational support, and build institutional capabilities for sustained success.

Proposal

We propose that effective July 1, 2017:

1. The name of Continuing Studies be changed to "Extended Learning" (UBC ExL). Research shows that the name "Continuing Studies" is associated with a narrow range of traditional activities that does not reflect the UBC CPE strategy. Conversely, Extended Learning has been very well received across the university and externally. CPE will be retained as the descriptor for pan-university activity in continuing education and life-long learning.
2. That the primary mandate of UBC ExL will be to support Faculties in offering credit-based and non-credit CPE programs in areas such as development of online strategy, pedagogy for adult learners, development of non-credit courses and programs, administration, registration, or student services associated with CPE programs. UBC ExL will also help faculties with development of business cases, market research and marketing strategy.

UBC ExL will continue to offer non-credit programs of high institutional value that align with at least two of the following criteria:

- academic excellence and supported by a faculty, but which the faculty itself does not want to administer or operate;
 - interdisciplinary programs that cross multiple Faculty boundaries;
 - bring UBC excellence to the community and align with UBC's community engagement strategy; and,
 - have demonstrated demand from learners.
3. To eventually disestablish Continuing Studies as an academic unit, and for UBC ExL to become an administrative unit (e.g. like the Centre for Teaching and Learning Technology, or Enrolment Services). This change to an administrative unit is consistent with an extended role for UBC ExL in supporting Faculties in offering credit and non-credit courses, certificates, diplomas and degrees in areas where faculties may lack expertise or resources.

Administrative Consequences

Before CS is disestablished as an academic unit, the 25 Senate-approved certificates (including those approved by delegated authority to the Senate Curriculum Committee) offered by CS must be transferred to faculties or discontinued. All current CS programs are now being evaluated in light of the criteria above as to whether they should receive further investment, be closed, or transferred to faculties. Where transfer is recommended, it will be necessary to negotiate with faculties about the conditions of transfer, and this may take some time. One Program Director and 25 staff were transferred to the Sauder School of Business effective December 7 2016, but the negotiations necessary to accomplish this took nearly a year. It is not yet known which of the programs will be retained, closed or transferred to Sauder, or when this will occur. Senate approval will be necessary where the programs concerned are Senate-approved.

With support from the Faculty Association, four Program Directors have signed severance packages and one has been transferred to the Sauder School of Business. Seven Program Directors remain. It is not known at this time whether any Program Director transferred to a faculty; however, there are no further reductions in the number of Program Directors planned at this time. Discussions will soon commence with Faculties of Law and Arts along these lines. There is one precedent for a Program Director having been transferred to a non-academic unit. In that case, the Faculty Association agreed to "red circle" this position until the incumbent stepped down. This may be the most practical solution for all transfers of Program Directors from CS to another unit, faculty or non-academic.

APPENDIX: *Senate-approved certificates*

Aboriginal Health and Community Administration
Agile Business Analysis Fundamentals
Business Analysis
Content, Media, and Story Telling
Cultural Planning
Digital Analytics
Digital Content and Communications
Digital Content and Experience
Digital Strategy
English Language Intensive
French Language and Culture
Immigration: Laws, Policies and Procedures
Intercultural Studies
International Development
Liberal Studies
Multimedia and Web Development
Network Systems and Security Professional
Peer Counselling
Program Management
Project Management
Spanish Practical and Business
Translation and Interpretation (Chinese, Korean)
Web Design Fundamentals
Web Intelligence



3 March 2017

To: Vancouver Senate

From: Admissions Committee

Re: **Master of Physical Therapy – Changes in Admission Requirements (approval)**

The Senate Admissions Committee has reviewed and recommends for approval changes in admission requirements for applicants to the Master of Physical Therapy program, effective for admission to the 2017 Winter Session. The proposed changes remove Chemistry as a prerequisite requirement and update the English requirement. The revised calendar entry also includes required English language proficiency requirements for admission to the program. These requirements are published on the program's website and now also included in the Calendar entry.

***Motion:** That Senate approve changes to admission requirements for applicants to the Master of Physical Therapy program, effective for admission to the 2017 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks, Chair
Senate Admissions Committee

UBC Admission Proposal Form Change to Course or Program

Faculty: Medicine Department: Physical Therapy Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2017	Date: May 4 2016 Contact Person: Sheila Williamson Phone: 604 822 7050 Email: sheila.williamson@ubc.ca
<p>Proposed Calendar Entry:</p> <p>Master of Physical Therapy</p> <p>Admission Requirements</p> <p>Candidates must meet <u>minimum entry requirements</u> established by Graduate and Post-Doctoral Studies</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> <p>Completion of a recognized bachelor's degree in any field and the successful completion of the following post-secondary prerequisites:</p> <ul style="list-style-type: none"> • 3 credits of any university level Physics *; • ENGL 112 (or equivalent); • Human Anatomy (3 credits; UBC CAPS 391 or equivalent), • Human Physiology (6 credits; UBC CAPS 301 or equivalent), • Psychology (3 credits or equivalent) • Statistics (3 credits or equivalent). <p>*This requirement can also be fulfilled by Physics 12 (or out of province equivalent Grade 12 Physics)</p>	<p>URL:</p> <p><u>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,880,0</u></p> <p>Present Calendar Entry:</p> <p>Admission Requirements</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size are limited. Admission requirements include:</p> <p>Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites: a minimum of Physics 12 or equivalent (3 credits or equivalent),, a minimum of English 12 or equivalent basic human anatomy (3 credits; CAPS 391 or equivalent), basic human physiology (6 credits; CAPS 301 or equivalent), psychology (3 credits or equivalent), statistics (3 credits or equivalent).</p>

<p>An academic standing of at least 72% (B) final mark is required in each pre-requisite course.</p> <p>Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level)</p> <p>A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.</p> <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding English Language Proficiency Requirements. Required minimum English language proficiency scores for admission to the program are:</p> <ul style="list-style-type: none"> • TOEFL: 100 (iBT) • MELAB: overall 85 • IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component • CAEL: overall 80 • PTE (Academic): overall 70 • CELP (Academic): 4L <p>See program website for additional information on admission</p>	<p>Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level)</p> <p>Academic standing of at least 72% (B) final mark in all pre-requisites.</p> <p>A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.</p> <p>Type of Action:</p> <p>Removal of Chemistry 12 or higher as prerequisite requirement for application to the MPT program. This is to be replaced by English 112 or equivalent. The changes also include addition of required English language proficiency standards and other editorial changes for clarity.</p> <p>Rationale for Proposed Change:</p> <p>The program's Admissions Committee finds that prior knowledge of Chemistry is not required and did not impact an applicant's success in the program. English language proficiency was found to be a better indicator of sufficient academic preparation for success in the program. A higher level of English comprehension and writing skills are critical for effective communication with patients, health services and other health professionals</p>
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3 March 2017

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (February 2017)

The Senate 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 Awards

BMO Entrance Award for Aboriginal Students in Commerce – A \$10,000 award is offered annually by Bank of Montreal to an Aboriginal student entering the Bachelor of Commerce degree program. The award may be renewed for an additional three years or until the first undergraduate degree is obtained (whichever is the shorter period), provided the recipient remains in good academic standing. Selection will be based on admission scores. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

Dr. Peter M. BROWN Choral Award – Awards totalling \$12,000 are offered annually by Dr. Peter M. Brown and his friends and colleagues. Dr. Brown (Hon. LL.D. '05) founded Canaccord Financial Inc. in 1968 and was a member of UBC's Board of Governors from 1984 to 1990, and Chair from 1988 to 1990. To honour Dr. Brown's passion for choral music, the awards will be given to undergraduate or graduate students enrolled in a School of Music choral ensemble who demonstrate commitment and exceptional aptitude for choral singing, and/or leadership skills and potential as a choral conductor or educator. The awards are made on the recommendation of the School of Music and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Sheila EDDIN Award in Business Technology Management - A \$5,000 award is offered annually by Sheila Eddin to a student entering their third year in the Business Technology Management Option of the Bachelor of Commerce program at the UBC Sauder School of Business. . Ms. Eddin has planned, designed, and implemented business transformation across various industries for the past 20 years. In adjudicating the award overall GPA, leadership, initiative, and the potential for a successful career in business technology management are considered. The award is made on the recommendation of the UBC Sauder School of Business. (First Award Available in the 2017/2018 Winter Session)

FINGER Food Bursary – A \$1,000 bursary is offered annually by Finger Food Studios for undergraduate students enrolled in the computer science or computer engineering program who demonstrate an interest in bleeding-edge technology and/or innovation. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Maria GALLO Women's Rugby Award – One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations have been made available through an endowment established by supporters of the UBC Women's Rugby Team in honour of Maria Gallo. The award celebrates Gallo's outstanding commitment to rugby and her many triumphs on the international stage representing Canada as a player and a coach. Awards are offered to the best rugby players UBC can attract and outstanding members of the Thunderbirds Women's Rugby Team in any year of study. Awards are made on the recommendation of the Head Coach with review and approval by the Athletics' Awards Committee. (First Award Available in the 2017/2018 Winter Session)

Jamaloddin KHANJANI Family Scholarship – A \$5,000 scholarship has been made available through an endowment established by Farid Rohani in honor of Jamaloddin Khanjani, a successful businessman who, because he was Baha'i, lost his business after the 1979 Islamic revolution in Iran. The scholarship is in honor of Mr. Khanjani's commitment to and support of education and human rights. The scholarship will support a graduate student whose studies focus on human rights and related aspects of public policy and global affairs, with preference given to students in the Masters of Public Policy and Global Affairs program. Candidates are to be nominated by the UBC School of Public Policy and Global Affairs and selected by the Faculty of Arts Associate Dean, Research in consultation with the Faculty of Graduate and Postdoctoral studies. (First Award Available in the 2017/2018 Winter Session)

Elizabeth LAMBERTON Scholarship in Musicology – Scholarships totalling \$5,250 have been made available through an endowment established by the Estate of Elizabeth Jean Lamberton. The scholarships are available to graduate students in the School of Music studying historical musicology. Dr. Lamberton (1954-2016) was a Musicologist who began her piano studies at the age of 4 with her mother and achieved her A. Mus. at age 18, winning the silver medal. After completing her B. Mus. at the University of Regina, Dr. Lamberton continued her studies at UBC. She completed her M.A. thesis on Brahms' piano quintet in 1978 and her Ph.D in 1988, with a dissertation on the writings of 19th century French music critic Ernest Reyer. Dr. Lamberton's life was shaped by her profound commitment to teaching. She taught music history at Kwantlen Polytechnic University from 1993 to 2012. The awards are made on the recommendation of the School of Music in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Elizabeth LAMBERTON Scholarship in Voice – Scholarships totalling \$5,250 have been made available through an endowment established by the Estate of Elizabeth Jean Lamberton. The scholarships are available to students in the School of Music studying vocal performance or

opera. Dr. Lamberton (1954-2016) was a Musicologist who began her piano studies at the age of 4 with her mother and achieved her A. Mus. at age 18, winning the silver medal. After completing her B. Mus. at the University of Regina, Dr. Lamberton continued her studies at UBC. She completed her M.A. thesis on Brahms' piano quintet in 1978 and her Ph.D in 1988, with a dissertation on the writings of 19th century French music critic Ernest Reyer. Dr. Lamberton's life was shaped by her profound commitment to teaching. She taught music history at Kwantlen Polytechnic University from 1993 to 2012. The awards are made on the recommendation of the School of Music and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

MASTER of Data Science International Scholarship – A \$5,000 entrance scholarship is offered annually to an international student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

MASTER of Data Science Domestic Scholarship – A \$5,000 entrance scholarship is offered annually to a domestic student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Shawn OLSON Football Award – One or more awards, which may range from a minimum value of \$500 to the maximum allowable under the athletic association rules, have been made available through an endowment established by Peter Bull to outstanding members of the UBC Varsity Men's Football Team, with a preference for multi-sport athletes in the tradition of the Bobby Gaul Award. This award acknowledges the achievements of former UBC head coach Shawn Olson, team captain, National Champion, and university coach of character. Awards are offered to students who have demonstrated excellent leadership skills and have maintained good academic standing, with a preference for students who also participate on another UBC athletics team, and are made on the recommendation of the Head Coach with review and approval by the Athletics' Awards Committee. (First Award Available in the 2017/2018 Winter Session)

Ray ROBAZZA Memorial Forestry Award – A \$1,000 award is offered annually by Western Forest Products in recognition of Ray Robazza to celebrate his integrity, *joie de vivre* and his commitment to developing the next generation of foresters. The award is offered to students registered in the Forest Resources Management or Forest Operations Program with preference to students who have graduated from secondary school in communities where Western Forest

Products operates or to students who have worked for or have a direct family member who works for Western Forest Products. Consideration is given to students with demonstrated passion for forestry and intent on a career in the BC coastal forest industry upon graduation. If there are no students that meet the eligibility criteria, the award will be open to all students with unmet financial need in Forest Resources Management or Forest Operations Program. The award is made on the recommendation of Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

Richard STACE-SMITH Memorial Scholarship – A \$1,000 scholarship has been made available through an endowment established by family and friends in honour of Dr. Richard Stace-Smith, for an undergraduate or graduate student in the Faculty of Land and Food Systems. The award is offered to an outstanding student with a demonstrated interest in or commitment to some aspect of sustainable agri-food systems. Dr. Richard Stace-Smith (BSA, 1950) worked as a research plant pathologist specializing in viruses with Agriculture Canada for 39 years and was also an adjunct professor at UBC. Internationally recognized for his work, his findings have been important to British Columbia's agricultural industries and human health. In 1999, Dr. Richard Stace-Smith was honoured with the Order of British Columbia for his community leadership in the protection of biodiversity and the conservation of the environment. The award is made on the recommendation of the Faculty of Land and Food Systems and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

Bryan Wayne STATT Bursary in Physics – Bursaries totalling \$31,500 have been made available through an endowment established by the Estate of Violette Julia Statt in memory of Mrs. Statt's son Bryan. Bryan Statt (1954-2004) was a graduate of UBC (B.Sc. 1976, M.Sc. 1979 and Ph.D 1984). Dr. Statt went on to a successful career as a physicist at Los Alamos National Laboratory and at the University of Toronto. The bursaries are available to undergraduate and graduate students majoring in Physics. The awards are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

VISIERS Service Award for Women in Computer Science – A \$1,250 award is offered annually by Visier to a female undergraduate student pursuing a degree in Computer Science. Visier, an Applied Big Data cloud technology business, provides Workforce Intelligence solutions that support the world's best brands. The award is intended for a student in good academic standing who has demonstrated excellence in fields such as community service, student leadership, and volunteerism. Preference is given to a student who is engaged in activities and projects in the non-profit sector or that encourage other young women to pursue an education in computer science. The award is made on the recommendation of the Department of Computer Science. (First Award Available in the 2017/2018 Winter Session)

VISIER Service Award in Computer Science – A \$1,250 award is offered annually by Visier to an undergraduate student pursuing a degree in Computer Science. Visier, an Applied Big Data cloud technology business, provides Workforce Intelligence solutions that support the world's best brands. The award is intended for a student in good academic standing who has demonstrated excellence in fields such as community service, student leadership, and volunteerism. The award is made on the recommendation of the Department of Computer Science. (First Award Available in the 2017/2018 Winter Session)

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

#689

Present Award Title and Description: Mary M. Young Global Citizen Award —~~Three awards valued at \$12,600 each~~ have been made available through an endowment established by Mary M. Young and The University of British Columbia. ~~The award is~~ offered to outstanding international students who would otherwise be financially unable to pursue post-secondary education. Preference is given to ~~the students recruited through the United World College system~~. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, or commitment to community service.

Proposed Award Title and Description: Mary M. Young Global Citizen Award – **Awards totalling \$37,800** have been made available through an endowment established by Mary M. Young and The University of British Columbia. **The awards are** offered to outstanding international students **from one of the United World Colleges** who would otherwise be financially unable to pursue post-secondary education. Preference is given to **graduates of Pearson College UWC**. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, or commitment to community service.

Rationale for Proposed Changes – Type of Action: Revised the number of awards to provide flexibility in assigning it based on the candidate pool. This revision better aligns with the donor's original intent. Defined the criteria to clarify that the award is meant for international students from one of the United World Colleges and that preference will be given to graduates from Pearson College UWC.

#3995

Present Award Title and Description: McTavish ~~Olson~~ Award ~~in Athletics~~ – One or more awards, ~~ranging~~ from a minimum value of \$500 to the maximum allowable under athletic association, ~~are provided for potentially impactful student athletes identified by coaches of the UBC varsity football and UBC varsity rugby programs with special emphasis on~~ multi-sport athletes in the tradition of the Bobby Gaul Awards ~~provided as follows: firstly, a student who is on or will be on both UBC football and rugby teams; secondly, a player who is on or will be on~~

~~either the UBC football or UBC rugby team who plays another UBC sport. This award, established by Blenheim Trust, recognizes UBC's sports legacy and in particular acknowledges the achievements of UBC head coaches Spence McTavish and Shawn Olson, team captains, Provincial and National Champions, national and international players and university coaches of character. If there are no suitable candidates in the first and second category, then thirdly, a player on either team, or a recruit, who has the potential to be a team captain. Recommendations are made by the Department of Athletics.~~

Proposed Award Title and Description: **Spence McTavish Rugby Award** – One or more awards, **which may range** from a minimum value of \$500 to the maximum allowable under the athletic association rules, **have been made available through an endowment established by Peter Bull to outstanding members of the USC Varsity Men's Rugby Team, with a preference for** multi-sport athletes in the tradition of the Bobby Gaul Award. This award acknowledges the achievements of former UBC head coach Spence McTavish, team captain, provincial champion, national and international player and university coach of character. **Awards are offered to students who have demonstrated excellent leadership skills and have maintained good academic standing, with a preference for students who also participate on another USC athletics team, and are made on recommendations by the head coach to the Athletic Awards Committee.**

Rationale for Changes – Type of Action: due to the complexity of administering the McTavish Olson Award in Athletics, in collaboration with the donor, the Faculty Development team, and the Office of the University Counsel, we are splitting the original award into two new awards, the Spence McTavish Rugby Award, supporting rugby, here submitted to Senate as a revision of the old award, and the Shawn Olson Football Award, supporting football, and here submitted to Senate as a new award.

#4822

Present Award Title and Description: **David L. Vaughn QC Memorial Scholarship** – A \$1,000 scholarship has been ~~endowed~~ by family and friends in memory of David L. Vaughan, Q.C., a friend, colleague and teacher. ~~The award is offered to a graduate student in Law who has demonstrated excellence in the fields~~ of Corporate or Commercial Law and is made on the recommendation of the Faculty of Law in consultation with the Faculty of Graduate Studies.

Proposed Award Title and Description: **David L. Vaughn QC Memorial Scholarship** – A \$1,000 scholarship has been **made available through an endowment established** by family and friends in memory of David L. Vaughan, Q.C., a friend, colleague and teacher. **The scholarship is provided to an outstanding graduate student enrolled in the research-based graduate program. Preference will be given to a student who is completing research in the areas** of Corporate and Commercial Law. The award is made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: upon donor's request and in collaboration with the Faculty Development team, we are changing the award criteria to focus on graduate students performing academic research.

#6410

Present Award Title and Description: Universal Buddhist Temple Graduate Scholarship - ~~A scholarship of \$5,000 is~~ offered by the Universal Buddhist Temple to outstanding graduate student pursuing a ~~masters or~~ doctoral degree in Buddhism Studies. ~~No recipient shall receive this scholarship for more than two years.~~ Awards are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: Universal Buddhist Temple PhD Scholarship – Scholarships totalling \$6,500 are offered **annually** by the Universal Buddhist Temple to outstanding graduate students pursuing a doctoral degree in Buddhist Studies. **Preference is given to students who have completed at least four years of study in the PhD program. Recipients may receive this scholarship twice, or in unique situations, a third time. Recipients are invited to deliver a lecture at the Universal Buddhist Temple.** Awards are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Proposed Changes – Type of Action: upon donor's request to support PhD students in the later years of their study, to extend the number of years that scholars may receive the award, and also invite them to speak at the Temple, we are proposing, in collaboration with the Faculty of Arts Development Team, to change number of awards available, dollar value, and eligibility/selection criteria.

#6499

Present Award Title and Description: Future Forests Fellowship – An annual \$60,000 fellowship has been established by the Moss Rock Park Foundation. This prestigious fellowship will be awarded to an incoming PhD student in the Faculty of Forestry whose intended studies fit within one of the following areas of excellence within the Faculty: Forest Products Biotechnology / Bioenergy; ~~Business Operations and Management; Forest Genetics /~~ Forest Genomics; ~~Belowground Ecology; River and Landscape Ecology;~~ Climate Change ~~and Advanced Landscape Planning;~~ Forest Management. The fellowship holder will receive this funding for up to four years and only one student may be in receipt of the fellowship at a time. The fellowship will be awarded on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title and Description: Future Forests Fellowship – An annual \$70,000 fellowship has been established by the Moss Rock Park Foundation. This prestigious fellowship will be awarded to an incoming PhD student in the Faculty of Forestry whose intended studies fit within one of the following areas of excellence within the Faculty: Forest Products Biotechnology; Bioenergy; Forest Genomics; Climate Change; **Urban Forestry**; Forest Management; **Conservation; Forested Landscapes; Salmon Ecology; Forest Health; Forests and Indigenous Peoples; Forests and Human Health**. The fellowship holder will receive this funding for up to four years and only one student may be in receipt of the fellowship at a time. The fellowship will be awarded on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Rationale for Changes – Type of Action: upon donor's request, in collaboration with the Faculty Development team, we are increasing the award value and revising the eligibility criteria.



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

15 March 2017

To: Vancouver Senate
From: Senate Curriculum Committee
Re: March 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 and revised program brought forward by the faculties of Forestry, Graduate and Postdoctoral Studies (Applied Science and Arts), and Medicine be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

FACULTY OF FORESTRY

New course

UFOR 449 (1-6) c Directed Studies in Urban Forestry

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

EECE 567 (3) Power System Dynamics and Stability; PLAN 591 (3) Land Use and Environmental Policy

Arts

New courses

ASIA 591 (3) Critical Issues in Asian Studies; THTR 555 (3) Structural Design for the Stage I; THTR 556 (3) Structural Design for the Stage II

MEDICINE

Revised program

Bachelor of Midwifery

New course

PHTH 301 (3) Physical Therapy Foundations

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: 8 November 2016 Effective Session (W or S): W Effective Academic Year: 2017	Date: 11/16/2016 Contact Person: Rob Kozak Phone: 604-822-2402 Email: rob.kozak@ubc.ca
Proposed Calendar Entry: UFOR 449 (1-6) c Directed Studies in Urban Forestry In special cases and with the approval of the instructor concerned, a student may carry out directed studies on a specific topic/problems in Urban Forestry and related greenspace planning, management, or governance.	URL: n/a Present Calendar Entry: n/a Type of Action: Create a new Directed Studies course Rationale for Proposed Change: A generic course number is needed to allow for students with initiative to explore and deepen their knowledge in the area of Urban Forestry so that individual students can better customize their UBC degree to their career goals/needs as well as for instructors to pilot concept courses that they can eventually roll out as full pledged UFOR courses.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical & Computer Eng. Faculty Approval Date: March 3, 2016 Effective Session (W or S): W Effective Academic Year: 2017	Date : 2016-09-19 Contact Person: Christine Chen Phone: (604)827-4238 Email: chen@ece.ubc.ca
Proposed Calendar Entry: EECE 567 (3) Power System Dynamics and Stability	Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is currently being offered as EECE 571D. The current proposal aims to include this course as a permanent offering in future years. The course is intended for graduate students in the power and energy systems area as well as those who are interested in research related to power system monitoring, operations, and control. The course provides students with an overview of the mathematical modelling required to simulate and predict power system dynamic behaviour during and after disturbances. The modelling includes the dynamics of synchronous generators, excitation systems, turbine-governors, and loads. Due to the wide range of time-scales involved with the devices and disturbances in power systems, emphasis is placed on choice of appropriate models with varying degree of detail and complexity for different time-scales of interest. Both linear and nonlinear stability analyses are presented in conjunction with time-domain simulation of the differential-algebraic power system models. X Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: N/A <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community and Regional Planning Faculty Approval Date: 10 Nov. 2016 Effective Session (W or S): W Effective Academic Year: 2017</p>	<p>Date: 19 December 2016 Contact Person: Cate Palmer Phone: 604 822-5326 Email: cate.palmer@ubc.ca</p>
<p>Proposed Calendar Entry: PLAN 591 (3) Land Use and Environmental Policy</p> <p>(1) negative impacts of human land use activities on environmental systems; (2) policies in place at various levels of government in Canada (and elsewhere) intended to reduce those impacts; and (3) different approaches to promoting compliance with those policies.</p> <p>There are no prerequisites. This course is not eligible for Credit/D/Fail grading.</p> <p>This is not a Pass/Fail or Honours Pass/Fail grading</p>	<p>URL: http://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=PLAN</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: After offering this course under PLAN 548I as a topics course for multiple sessions it has become clear that students would be well served by the creation of a permanent course offering. The focus of the course has been directed specifically to issues relating to land use and the environment in order to address a critical gap in SCARP's course offerings.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



THE UNIVERSITY OF BRITISH COLUMBIA

ASIA: Asian Studies

<p>Category: (1) Faculty: Arts Department: Asian Studies Faculty Approval Date: 2016 Nov 29 Effective Session (W or S): S Effective Academic Year: 2017</p>	<p>Date: October 24, 2016 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 591 (3) Critical Issues in Asian Studies</p> <p>Proseminar introducing major methodological and conceptual themes in the contemporary study of Asia, modern and pre-modern. Required of all Asian Studies PhD students, normally in their first year.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p> <p>Present Calendar Entry:</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This proseminar introduces current topics in methodology and theory application to the study of the languages, literatures, history and cultures of Asia. It will focus on the development of Asian Studies as a field of humanistic inquiry and examine major works in the field and current topics of interest and controversy, through readings, in-class discussion, and presentations by students and guest faculty.</p> <p>This course has already been taught, and required of PhD students, for several years, under the course code ASIA 570A-001. It is required for all PhD students in Asian Studies. It is intended for incoming doctoral students in the Asian Studies program; it may be taken by other students, including PhD students in other departments and MA students in Asian Studies with the permission of the instructor. There are no prerequisites and all readings are in English.</p> <p>The course has shared the ASIA 570 designation with other classes and had no separate calendar entry, complicating course planning and often confusing</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>students. This proposal will create a new entry to reflect a course that is already part of the program and make the curriculum clearer to students.</p> <p>Because this class has already been taught for many years, there should be no impact on the overall graduate curriculum and no new demands on departmental resources. Rather, it will reduce the administrative demand on staff because it will be less necessary to adjust course codes for students enrolled in other ASIA 570 sections, and will help balance overall enrolment numbers because there will be less need to place students in low-enrolment ASIA 580 placeholder classes.</p>
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THTR: Theatre and Film Studies – Theatre Design

Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: 2016 Nov 29 Effective Session (W or S): W Effective Academic Year: 2017	Date: October 24, 2016 Contact Person: Brad Power for Tom Scholte Phone: 7-5593 Email: Tom.Scholte@ubc.ca
Proposed Calendar Entry: THTR 555 (3) Structural Design for the Stage I <i>This course is not eligible for Credit/D/Fail grading.</i> THTR 556 (3) Structural Design for the Stage II <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> THTR 555	URL http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=THTR Present Calendar Entry: n/a Type of Action: New Courses Rationale for Proposed Change: While we offer an MFA in Design and Production, our current curricular offerings are almost exclusively focused on the creative processes of theatrical design rather than the technical demands of theatrical production. To address this issue, the Department of Theatre and Film hired Assistant Professor Brad Powers in 2012 with the expectation that he would expand our curricular offerings at both the graduate and undergraduate levels and allow us to actively recruit a type of graduate student that is not currently being served by any theatre program in Canada. As the co-author of Structural Design for the Stage, which will serve as the textbook for this course, Professor Powers is a leading expert in the field who is perfectly suited to augment our Departments current offerings and solidify our position as the leading Canadian program in this field.

Department of Family Practice | Midwifery Program

Curriculum Working Group

Application for Senate approval

For

Changes to the Bachelor of Midwifery (BMW) Program

(Proposed for September 2017)

University of British Columbia
Department of Family Practice
3rd Floor David Strangway Building
320–5950 University Boulevard
Vancouver BC V6T 1Z3

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

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APPENDIX 1: PROPOSED CHANGES - BEFORE AND AFTER **I**

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APPENDIX 3: CONSULTATION **ERROR! BOOKMARK NOT DEFINED.**

Introduction

The UBC Midwifery Program is seeking approval for a range of changes to the undergraduate midwifery (BMW) program to address continuity issues in Year 3, to refine existing course descriptors to bring them into line with changes required to the delivery of the program, to respond to student interest and changes in midwifery practice, and to bring greater coherence to the program.

Background

Midwifery was established as a regulated profession in BC in 1998 and demand for care from a midwife continues to grow – in 2015, 21% of women had care with a midwife¹. The midwifery philosophy emphasizes pregnancy and birth as normal and profound life experiences and the role of the midwife in keeping birth normal.² Midwives in BC work as autonomous primary care providers and the midwifery model of care emphasizes continuity of care and informed choice, including choice of place of birth.³

The Bachelor of Midwifery (BMW) program was first introduced at UBC in 2002. This four-year degree program is the only midwifery undergraduate education program in BC and once completed, students are eligible to take the Canadian Midwifery Regulators Examination in order to register with the College of Midwives of BC. They will also be eligible to register as a midwife in any of the Canadian provinces where midwifery is regulated. The BMW program is funded by the BC provincial government and the original 10 seats were increased to 15 in 2010 and to 20 in 2012. UBC graduated its 101st BMW candidate in 2014.

¹ Perinatal Services BC. Midwifery Report. Vancouver, BC; 2016 May pp. 1–51

² ICM International Definition of the Midwife. Revised and adopted by ICM Council June 15, 2011. <http://www.internationalmidwives.org/assets/uploads/documents/Definition%20of%20the%20Midwife%20-%202011.pdf>.

³ CMBC Midwifery Scope and Model of Practice Review – Final, Vancouver: College of Midwives of BC. <http://cmbc.bc.ca/wp-content/uploads/2015/10/Jurisdictional-Review-Midwifery-Scopes-and-Models.pdf>.

Curriculum model

The BMW program uses a spiral curriculum, moving from foundation sciences, principles and skills in Year 1, to progressively revisiting and applying these topics to midwifery practice in subsequent years, and from a focus on normal pregnancy, birth, and newborn care in Year 2, to variations from normal in Year 3, and in Year 4, adding the management of more complex and complicated maternity cases to the care during normal, physiologic childbearing year. Experiential learning in clinical placements is an important component of the program and from Year 2, students spend more than 50% of their time working under the guidance and supervision of midwives in practice. Students also have the opportunity to take elective courses in global midwifery (with placements in Nepal or Uganda) and/or an interprofessional placement in Year 3 of the program. By Year 3 of the program, students are expected to be actively involved in midwifery care and by Year 4 of the program students are expected to be able to manage care. The program culminates in a clerkship where students effectively act out the role of the midwife, making decisions with minimal supervision, in preparation for their role as an autonomous practitioner upon graduation and registration.

Teaching and assessing

The program uses a range of teaching approaches including face-to-face lectures, on-line/blended learning, case-based/problem-based learning, simulation, seminars, discussion groups, and reflective exercises. This is a distributed program with students relocating each term to locations across BC from Year 2 of the program. To facilitate this relocation, the face-to-face context of courses is front-loaded at the first few weeks of each term (“intensives”) and students participate in workshops and tutorials using videoconferencing one day per week while they are out in placements. Students are also assigned specific readings and engage with on-line interactive materials during this time. Before going into practicums, students are introduced to clinical skills, including emergency skills and drills, using state-of-the-art clinical simulation facilities at BC Women’s Hospital and Victoria General Hospital. They will continue to hone these over the program through low- and high-fidelity simulation and in clinical placements.

A range of methods is also used to evaluate student performance, including written examinations, course assignments, clinical evaluation and objective structured clinical examinations (OSCEs). Students must pass all components and may retake any course (theory or clinical) once only.

The BMW program is the only undergraduate midwifery education program offered in BC and currently approved by the College of Midwives of BC (CMBC) (the statutory regulators of midwifery in BC). Midwifery programs are not yet subject to accreditation. However, a working group of the Canadian Association of Midwives, Educators (CAM Ed) is currently preparing a framework for the accreditation of all midwifery education programs.

Curriculum development

The original BMW curriculum was adapted from the program developed at McMaster University, introduced there in the late 1990s. The original curriculum was revised in 2011 to provide additional foundation courses and to address issues identified in a program evaluation.

The midwifery program Curriculum Committee meets regularly in term-time to consider ideas for curriculum development in response to changes in midwifery practice, opportunities for program growth and collaboration with other programs, issues identified by students, midwives (preceptors), or faculty, or requests or directives from CMBC or other regulators. In 2014 the Committee identified that a number of students were struggling in Year 4 of the program. This issue also came up in end of term evaluations and through feedback from students. They identified their concerns about the potential to have a considerable gap in midwifery practice in Year 3 of the program. Students felt this gap took place at a point where they were just beginning to build competence and confidence and the gap resulted in the loss of momentum. Four students in that cohort required remediation. The issue occurred again in 2015 and students provided similar

feedback. The proposed changes aim to address this issue, to provide a formal mechanism for remediation, and to facilitate other program enhancements.

Proposed changes

1. Continuity in year 3

This change is proposed to address the issue identified in relation to the continuity of clinical experience in year 3. This gap in clinical practice was the result of a curriculum change that was implemented in 2012 and issues only became apparent as students entered the third year of the revised program in 2015. Two changes are proposed:

i. Introduction of an additional core (mandatory) course in Year 3.

Students currently begin clinical placements in Year 2 (Fall) with a 10-12 week midwifery clinical placement per term in Year 2 and Term 1 in Year 3. There is no midwifery clinical placement in Term 2 of Year 3 but students take an elective interprofessional or global placement, before progressing to Year 4. This may result in a gap in midwifery clinical experience of up to 9 months between years 3 and 4. In Year 4, students are required to work semi-autonomously in Term 1 and almost independently in Term 2. The feedback that we have had from students suggests they begin to build competence in Year 3, Term 1 and the interruption to clinical placements does not allow this momentum to continue into Year 4.

ii. Shortening the first clinical placement in Year 2 and extending the precursor course.

The additional placement in Year 3, allows scope to shorten the first second year placement (MIDW 220) and to extend the theoretical and skills training course that precedes it (MIDW 221). MIDW 221 is currently taught as both an “intensive” requiring students to cover a lot of skills preparation over 2.5 weeks and is followed by a weekly 3 hour problem/cased-based learning session over the duration of the term. This course is a vital precursor to beginning clinical practice. Extending this course to six weeks will enhance its pedagogical foundations and add to the quality of the student experience.

2. New course – self-directed

This course provides a mechanism for students on the program to undertake unique self-directed elective opportunities, or to meet specific additional learning needs, to re-join the program following a leave, or to meet remediation requirements. Before commencing the course, the student will meet with the course leader to prepare a learning plan, drawing on previous evaluations, and identifying specific learning needs and appropriate opportunities to address them. This plan may be based on a remediation plan. The student will be required to demonstrate that they have met the objectives set out in the learning plan before progressing. The course can be taken at any stage of the program and the length of the program will vary depending on the objectives to be achieved. Depending on the length of the course (hours or weeks), the student effort involved and the purposes of this course, this course will be awarded between 0 and 15 credits (1 credit equates to approximately one week in practice or 10 hours of direct student contact).

3. Splitting MIDW105 into three separate courses.

Currently MIDW105 is a 13-credit course offered over both terms in Year 1. It has three clear thematic units: reproductive physiology, physical assessment, and foundations for midwifery practice. Should a student fail the course they are required to retake the entire course, at considerable expense. Splitting the course into 3 distinct courses would address this issue, provide greater coherence to this part of the program, and enable separate faculty to take responsibility for their specialist areas.

4. New elective course in Year 3

The program aims to prepare students for the full range of midwifery contexts in BC and students undertake 5 placements over the program. The aim of this new elective course is to enable students to explore in more detail how midwives can support women from special populations beyond the range of experiences they would routinely have on the program. The proposed course would be offered in Year 3 as a third elective option (alongside the Global placement and the interprofessional placement). The student will write a proposal for the placement and how it will enhance their learning outcomes,

establish contact with potential supervisors in the context to explore the potential for the placement and working with the Course Leader and Student Services Manager, begin to make arrangements for the placement (license, insurance). Following an 8 week placement, the student will write a reflective essay to outline the nature of the special context, the contribution of the midwife to enhancing maternity care within this setting, and the particular skills required to work in this context.

5. Moving three theory courses to a flexible blended-learning platform

We currently use a distributed model for students from years 2 to 4 of the program but students are required to attend classes in Vancouver and Victoria at the beginning of each term. We aim to confine the content offered at the beginning of each term to content that is essential for face-to-face delivery, and to cover the other content over the remainder of the term using newly developed on-line and blended content that is suitable for remote learning of core theoretical content. This will begin with MIDW 215 Ethics, MIDW110 Evidence-Informed Midwifery (previously Critical Appraisal)), and MIDW 325 Professional Issues in Midwifery. There will not be any substantive change to the learning outcomes, content and assessments for these courses.

6. Realigning research courses

We have identified that some students taking the program have some or considerable research experience before applying to the program whereas others have only minimal exposure to research. Students with considerable prior learning and experience in research in the area of midwifery or women's health can request an exemption from the research methods course. However, some of these students would like to undertake the senior research project anyway and to include data collection and analysis. Our primary objective is to ensure that all students, at the very least, have a basic understanding of research methods, that they can make sense of published research and apply the findings appropriately to their practice, and that they can conduct basic research to audit and evaluate their practice as midwives. To reflect the differences amongst our students, we would like to offer two different research courses: one that will provide students who

have minimal prior exposure to research with a good grounding in research methods in year 1 of the program, and another that will enable more experienced students to undertake fieldwork under supervision in the third year of the program. Also, in order to bring greater coherence to the program (see Fig. 1), we wish to move MIDW110 (Critical Appraisal – to be renamed “Evidence-Informed Midwifery”) to Year 2 of the program. This will build on the learning outcomes of the research methods course in Year 1.

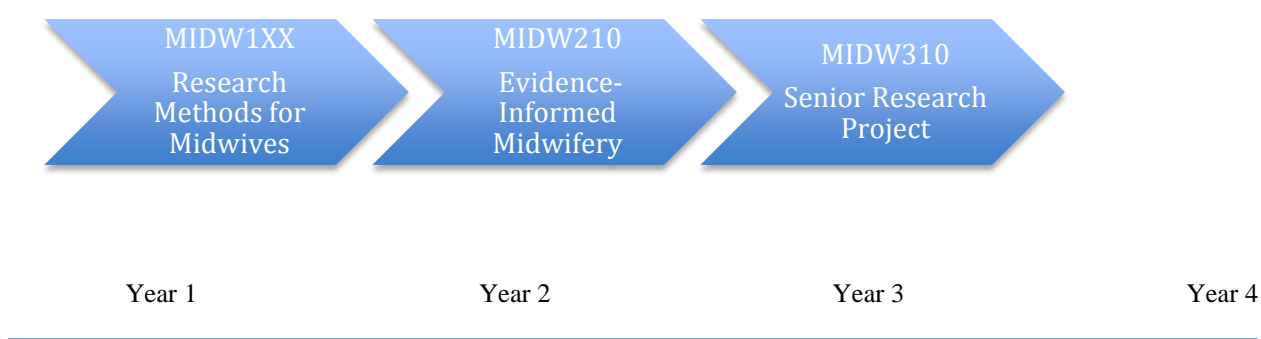


Fig. 1: Proposals for research course alignment

7. Revisions to course credits and titles

Revisions made in 2012 and those proposed in this iteration mean that changes are required to ensure the numbering of courses is sequential and that the title of the course properly reflects the focus of the course and core content (see Appendix 1). The credits assigned to the following courses also need to be adjusted to accommodate changes proposed or to more accurately reflect the length of the course or student effort: MIDW220, MIDW221, MIDW205, MIDW320, and MIDW430. It is also proposed to change the credits for MIDW350 from 12 to 4-12 to allow more flexibility in relation to the duration of this elective course.

Budgetary impact

The proposed changes have been assessed by the Faculty of Medicine Finance team and the proposals will be budget neutral for the department (see Appendix 2). Overall, the

changes will result in an additional 3 credits, which will mean a slight increase in student tuition fees. When asked about this, students unanimously felt it was a small price to pay for a stronger curriculum. The changes will result in students having an additional four weeks in clinical placements overall, resulting in higher costs for preceptorship. However, the additional student tuition fees will offset these. The additional faculty time required for new courses will be absorbed within the current program establishment.

Consultation

The consultation process has involved students, faculty, the library, and staff involved in room bookings. The continuity issue first came to light in feedback from students who were struggling to meet learning outcomes in Year Four and also in routine course evaluations and feedback from end of year consultations with the program director. All changes have been discussed with faculty and developed by members of the Midwifery Curriculum Committee.

In consultation with the Library, they have confirmed that they are happy to support the proposal. Consultation was also sought from Anil Patel in relation to the implications for changing room bookings to facilitate the extension of time in class from 2.5 weeks to 6 weeks for MIDW221 (see Appendix 3).

Transition

The proposed curriculum revisions will be implemented in September 2017 and will be undertaken by all new applicants to the program. Students entering the fourth year of the program in September 2017 will not be affected by the changes and will complete the original program. Students entering the third year of the program in 2017 and in 2018 will be offered the option of taking MIDW222 as an elective (see Figure 2). MIDW499 (Self-directed), MIDW380 and the revised MIDW350 (flexibility to take between 4 and 12 weeks) will be available to students from September 2017.

Students who commence the Bachelor of Midwifery program prior to September 2017 and who fall out of sequence with their cohort will be required to meet with an academic advisor or the Program Director who will develop and approve a degree completion plan for the student. The degree completion plan will employ elements of the existing and proposed curriculum to ensure that the student has the opportunity to learn all required content and is not disadvantaged academically or professionally by the change in curriculum.

Class	Year 1	Year 2	Year 3	Year 4
Academic Year				
2017/8	R	O	O*	O
2018/9	R	R	O*	O
2019/10	R	R	R	O
2010/11	R	R	R	R

* MIDW322 as an elective T2, Y3
 R = Revised program
 O = Original program

Fig. 2: Transition to revised program

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Medicine Department: Family Practice Faculty Approval Date: 11/23/2016 Effective Session (W or S): N/A Effective Academic Year: 2017	Date: 12/12/2016 Contact Person: Dr. Michelle Butler/ Allison Campbell Phone: 604 822 0771/ 604 827 2146 Email: Allison.campbell@ubc.ca
Proposed Calendar Entry: MIDW499 (1-15) Midwifery Self-Directed Course Unique self-directed elective learning opportunities.	Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course provides a mechanism for students on the program to undertake unique self-directed elective opportunities, or to meet specific additional learning needs, to re-join the program following a leave, or to meet remediation requirements. Not available for Cr/D/F grading <input checked="" type="checkbox"/> (undergraduate courses only) Rationale for not being available for Cr/D/F: <i>The Students must pass this course to rejoin/continue on the program. This course is only available to students in the Bachelor of Midwifery program.</i> <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

<p>Proposed Calendar Entry:</p> <p>MIDW322 (8) Midwifery Primary Care</p> <p>Clinical course focusing on consolidation of skills and knowledge of all aspects of midwifery care.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action:</p> <p>New course</p> <p>Rationale for Proposed Change:</p> <p>Provides continuity of <i>midwifery</i> clinical practice, and to bridge students' learning from skills acquisition to consolidation and cohesion, in preparation for the final year of the program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Core midwifery practice component only available to students in the Bachelor of Midwifery program – student must pass to continue on the program</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW380 (10) Midwifery in Special Contexts</p> <p>Clinical course providing opportunity to study midwifery in contexts beyond those usually offered on the program. Students select context and provide rationale for how the context will enhance their learning.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action:</p> <p>New course</p> <p>Rationale for Proposed Change:</p> <p>The program aims to prepare students for the full range of midwifery contexts in BC and students undertake 5 placements over the program. The aim of this new elective course is to enable students to explore in more detail how midwives can support women from special populations beyond the range of experiences they would routinely have on the program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This is a clinical course only available to students in the Bachelor of Midwifery program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW115 (3) Research Methods for Midwives</p> <p>Research designs used in midwifery research, types of studies reported in the midwifery and health care literature, research methodology and basic principles of epidemiology, biostatistics and social research.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course will provide students who have minimal prior exposure to research with a good grounding in research methods in year 1 of the program</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Core component only available to students in Bachelor of Midwifery program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Medicine Department: Family Practice Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2017	Date: Contact Person: Dr. Michelle Butler/ Allison Campbell Phone: 604 827 2146 Email: allison.campbell@ubc.ca
Proposed Calendar Entry: MIDW106 (3) Reproductive Anatomy and Physiology Physiology of conception, pregnancy, lactation, fetal growth, labour, birth, transition to extra-uterine life, postpartum. A series of lectures and lab sessions. MIDW107 (3) Physical Assessment Principles of physical assessment, physical and psychological assessment of the mother and neonate. A series of lectures and clinical lab sessions. MIDW108 (7) Foundations for midwifery practice Scope of practice of a midwife, regulatory framework, skills for basic midwifery practice. A series of lectures and clinical lab sessions.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MIDW Present Calendar Entry: MIDW105: Introduction to Theory and Practice Normal pregnancy, labour, birth, the newborn, and puerperium with an emphasis on prenatal and postnatal midwifery care. A series of lectures and lab practice sessions. Type of Action: Split course (MIDW105) into 3 separate courses (MIDW106, 107, 108). Rationale for Proposed Change: To reflect discrete thematic units within the current course, to provide greater coherence in terms of instruction and student evaluation, and to situate courses within single terms. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: Core midwifery content, Critical to competence as a midwife. Open only to students in the Bachelor of Midwifery program. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

<p>Proposed Calendar Entry:</p> <p>MIDW 201 (3) Clinical Skills for midwifery practice</p> <p>Online situation-based learning tutorials occurring simultaneously with MIDW 200 clinical placement.</p>	<p>Present Calendar Entry:</p> <p>MIDW 221 (1) Clinical Skills</p> <p>Online situation-based learning tutorials occurring simultaneously with MIDW 220 clinical placement. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change title Change credits to 3</p> <p>Rationale for Proposed Change: To reflect extension of duration of course from 2.5 weeks to 6 weeks. To reflect student contact time and student effort.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Core midwifery content, critical precursor to clinical placements. Available only to students in the Bachelor of Midwifery program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW 210 (3) Evidence-Informed midwifery</p> <p>Principles of evidence-informed midwifery, what counts as evidence? Making sense of the evidence, applying the evidence in practice.</p>	<p>Present Calendar Entry:</p> <p>MIDW 110 (3) Critical Appraisal of the Literature <i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i></p> <p>Type of Action: Change title Move from Year 1 to Year 2 Change course code to reflect changes Add course description</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Core component. Available only to students in the Bachelor of Midwifery program.</p> <p>Pass/Fail or Honours/Pass/Fail grading</p>
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Proposed Calendar Entry:**MIDW 200 (6) Introduction to Midwifery Clinical Care**

Clinical care of women experiencing normal pregnancy, labour, birth, and puerperium. Clinical education experiences in preventative and therapeutic midwifery care with emphasis on prenatal and postnatal midwifery care. Clinical practice education opportunities within the province.

Present Calendar Entry:**MIDW ~~220 (10)~~ Introduction to Midwifery Clinical Care**

Clinical care of women experiencing normal pregnancy, labour, birth, and puerperium. Clinical education experiences in preventative and therapeutic midwifery care with emphasis on prenatal and postnatal midwifery care. Clinical practice education opportunities within the province. Pass/Fail. *This course is not eligible for Credit/D/Fail grading.*

Type of Action:

Shorten duration of course to 6 weeks

Reduce credits from 10 to 6

- ☒ **Not available for Cr/D/F grading (undergraduate courses only)**

Rationale for not being available for Cr/D/F:

Core component. Available only to students in the Bachelor of Midwifery program.

- ☒ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

<p>Proposed Calendar Entry:</p> <p>MIDW230 (6) Midwifery Theory for Primary Care Care of normal pregnancy, labour, birth, and puerperium with an emphasis on the intrapartum period and assessment and management skills. Includes a four-week intensive session in Vancouver, a series of online tutorials, and simulation and skills lab practice.</p>	<p>Present Calendar Entry:</p> <p>MIDW-205 (8) Midwifery Theory for Primary Care Care of normal pregnancy, labour, birth, and puerperium with an emphasis on the intrapartum period and assessment and management skills. Includes a four-week intensive session in Vancouver, a series of online tutorials, and simulation and skills lab practice. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change course code from MIDW205 to MIDW230 Reduce credits from 8 to 6</p> <p>Rationale for Proposed Change: Current code is out of sequence Credit change to reflect course hours and student effort</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Core component. Available only to students in the Bachelor of Midwifery program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW 350 (4-12) Inter-Professional Placement Opportunities to explore health professions that partner with midwives to care for the childbearing family within the province.</p>	<p>Present Calendar Entry:</p> <p>MIDW 350 (12) Inter-Professional Placement Opportunities to explore health professions that partner with midwives to care for the childbearing family within the province. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change credits from 12 to 4-12</p> <p>Rationale for Proposed Change: Allow for great flexibility for duration of course (from 12 weeks to between 4 and 12 weeks)</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Available only to students in the Bachelor of Midwifery program.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Proposed Calendar Entry:</p> <p>MIDW 435 (4) Comprehensive Midwifery Theory and Practice Theoretical principles and evidence basis for comprehensive midwifery care. Tutorials are carried out in an online live classroom setting.</p>	<p>Present Calendar Entry:</p> <p>MIDW 430 (5) Comprehensive Midwifery Theory and Practice In-depth review of the theoretical principles and evidence basis for comprehensive midwifery care. Tutorials are carried out in an online live classroom setting. <i>This course is not eligible for Credit/D/Fail grading.</i> [4-0-2]</p> <p>Type of Action: Reduce credits from 5 to 4</p> <p>Rationale for Proposed Change: To better reflect student workload</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Available only to students in the Bachelor of Midwifery program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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Category: (1)

Faculty: Medicine Department: Family Practice Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2017	Date: Contact Person: Allison Campbell Phone: 604 827 2146 Email: allison.campbell@ubc.ca																																																																												
Proposed Calendar Entry: Degree Requirements Elective Requirements Midwifery maintains a list of suggested electives. These are the preferred electives which students are encouraged to take in order to meet the elective requirements. Midwifery Education Program: Curriculum Overview <i>For Students Commencing the Program in September 2016 or earlier</i> Year 1 <table> <tr><td>GRSJ 310</td><td>3</td></tr> <tr><td>MIDW 101</td><td>3</td></tr> <tr><td>MIDW 102</td><td>4</td></tr> <tr><td>MIDW 103</td><td>3</td></tr> <tr><td>MIDW 104</td><td>3</td></tr> <tr><td>MIDW 105</td><td>13</td></tr> <tr><td>MIDW 110</td><td>3</td></tr> <tr><td>MIDW 125</td><td>3</td></tr> <tr><td>Total Credits</td><td>35</td></tr> </table> Year 2 <table> <tr><td>MIDW 205</td><td>8</td></tr> <tr><td>MIDW 215</td><td>2</td></tr> <tr><td>MIDW 220¹</td><td>10</td></tr> <tr><td>MIDW 221¹</td><td>1</td></tr> <tr><td>MIDW 240</td><td>9</td></tr> <tr><td>Elective</td><td>3</td></tr> <tr><td>Total Credits</td><td>33</td></tr> </table> Year 3 <table> <tr><td>MIDW 305</td><td>8</td></tr> <tr><td>MIDW 310²</td><td>2</td></tr> <tr><td>MIDW 320</td><td>10</td></tr> </table>	GRSJ 310	3	MIDW 101	3	MIDW 102	4	MIDW 103	3	MIDW 104	3	MIDW 105	13	MIDW 110	3	MIDW 125	3	Total Credits	35	MIDW 205	8	MIDW 215	2	MIDW 220 ¹	10	MIDW 221 ¹	1	MIDW 240	9	Elective	3	Total Credits	33	MIDW 305	8	MIDW 310 ²	2	MIDW 320	10	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,493,1289 Present Calendar Entry: Degree Requirements Elective Requirements Midwifery maintains a list of suggested electives. These are the preferred electives which students are encouraged to take in order to meet the elective requirements. Midwifery Education Program: Curriculum Overview Year 1 <table> <tr><td>GRSJ 310</td><td>3</td></tr> <tr><td>MIDW 101</td><td>3</td></tr> <tr><td>MIDW 102</td><td>4</td></tr> <tr><td>MIDW 103</td><td>3</td></tr> <tr><td>MIDW 104</td><td>3</td></tr> <tr><td>MIDW 105</td><td>13</td></tr> <tr><td>MIDW 110</td><td>3</td></tr> <tr><td>MIDW 125</td><td>3</td></tr> <tr><td>Total Credits</td><td>35</td></tr> </table> Year 2 <table> <tr><td>MIDW 205</td><td>8</td></tr> <tr><td>MIDW 215</td><td>2</td></tr> <tr><td>MIDW 220¹</td><td>10</td></tr> <tr><td>MIDW 221¹</td><td>1</td></tr> <tr><td>MIDW 240</td><td>9</td></tr> <tr><td>Elective</td><td>3</td></tr> <tr><td>Total Credits</td><td>33</td></tr> </table> Year 3 <table> <tr><td>MIDW 305</td><td>8</td></tr> <tr><td>MIDW 310²</td><td>2</td></tr> <tr><td>MIDW 320</td><td>10</td></tr> </table>	GRSJ 310	3	MIDW 101	3	MIDW 102	4	MIDW 103	3	MIDW 104	3	MIDW 105	13	MIDW 110	3	MIDW 125	3	Total Credits	35	MIDW 205	8	MIDW 215	2	MIDW 220 ¹	10	MIDW 221 ¹	1	MIDW 240	9	Elective	3	Total Credits	33	MIDW 305	8	MIDW 310 ²	2	MIDW 320	10
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MIDW 305	8
MIDW 310 ²	2
MIDW 320	10
MIDW 322	8³
MIDW 325	1
MIDW 350 OR MIDW 360 and 370 ⁴	4-12
MIDW 380	10⁶
Total Credits	38
 Year 4	
MIDW 405	8
MIDW 420	2
MIDW 430	10
MIDW 440 ⁵	1
Total Credits	33
Total Program Credits	139
 MIDW 499 1-15⁶	
 ¹ Option to take in summer between Years 1 and 2.	
² Starts in Year 3, finishes in Year 4.	
³ Optional	
⁴ Offered in Summer Session between Years 3 and 4.	
⁵ To be taken in Term 2, Year 4.	
⁶ Optional/remediation	
 <i>For Students Commencing the Program in September 2017 or later</i>	
 Year 1	
GRSJ 310	3
MIDW 101	3
MIDW 102	4
MIDW 103	3
MIDW 104	3
MIDW 106	3
MIDW 107	3
MIDW 108	7
MIDW 115¹	3

MIDW 325	1
MIDW 350 OR MIDW 360 and 370 ³	12
Total Credits	38
 Year 4	
MIDW 405	8
MIDW 420	2
MIDW 430	10
MIDW 440 ⁴	1
Total Credits	33
Total Program Credits	139
 ¹ Option to take in summer between Years 1 and 2.	
² Starts in Year 3, finishes in Year 4.	
³ Offered in Summer Session between Years 3 and 4.	
⁴ To be taken in Term 2, Year 4.	
 Type of Action:	
Add degree requirements for revised program, applicable to students commencing the program in September 2017 or later.	
 Add MIDW 380 as a third-year option.	
 Rationale for Proposed Change:	
The revised program requirements will apply to all students who commence the program in September 2017 or later. The Calendar will list requirements for both the current and proposed programs until students to whom the current requirements apply have completed the program.	

MIDW 125	3	
Total Credits	35	
Year 2		
MIDW 200	6	
MIDW 201	3	
MIDW 210	3	
MIDW 215	2	
MIDW 230	6	
MIDW 240	9	
Total Credits	29	
Year 3		
MIDW 305	6	
MIDW 310 ¹	5	
MIDW 320	12	
MIDW 322	8	
MIDW 325	3	
MIDW 350 OR MIDW 360 and 370 OR MIDW 380 ²	4-12	
Total Credits	39-41	
Year 4		
MIDW 405	3	
MIDW 420	12	
MIDW 435	4	
MIDW 440 ³	13	
Total Credits	32	
Total Program Credits	133-137	

¹ Students must take one of MIDW 115 or MIDW 310

² Offered in Summer Session between Years 3 and 4.

³ To be taken in Term 2, Year 4.

Appendix 1: Proposed changes - before and after

Current program					New iteration of program (Sept 2017)				Changes in red text * T= theory; P=clinical/placement
Year	Course code	Course Title	Type*	Credits	Course code	Course Title	Type*	Credits	Proposed changes
1	GRSJ310	Issues in gender and health	T	3	GRSJ310	Issues in gender and health	T	3	No changes
1	MIDW102	Birth and its Meaning	T	4	MIDW102	Birth and its Meaning	T	4	No changes
1	MIDW103	Applied Health Sciences for Maternity Providers	T	3	MIDW103	Applied Health Sciences for Maternity Providers	T	3	No changes
1	MIDW105	Introduction to Midwifery Theory and Practice	T	13	MIDW106	Reproductive Anatomy and Physiology	T	3	Split into 3 courses, change titles & codes
					MIDW107	Health assessment for midwifery care	T	3	
					MIDW108	Foundations of midwifery practice	T	7	
1	MIDW101	Counselling in Midwifery	T	3	MIDW101	Counselling in Midwifery	T	3	No changes
1	MIDW104	Lactation Consultation for Maternity Care Providers	T	3	MIDW104	Lactation Consultation for Maternity Care Providers	T	3	No changes
1	MIDW110	Critical Appraisal of the Literature	T	3	MIDW115	Research methods for midwives	T	3	MIDW110 renamed and moved to year 2, replaced with research methods course
1	MIDW125	Pharmacology for Maternity Care Providers	T	3	MIDW125	Pharmacology for Maternity Care Providers	T	3	No changes
2	MIDW215	Ethics in Maternity Care	T	2	MIDW200	Introduction to Midwifery Clinical Care	P	6	Move to blended learning format
2	MIDW221	Clinical Skills	T	1	MIDW201	Clinical Skills for midwifery practice	T	3	Change Title. Extend over 6 weeks, Increase credits
2	MIDW220	Introduction to Midwifery Clinical Care	P	10	MIDW210	Evidence-informed midwifery	T	3	Reduce placement to 6 weeks, reduce credit to 6
					MIDW215	Ethics in Maternity Care	T	2	Moved from Year 1
2	MIDW205	Midwifery Theory for Primary Care	T	8	MIDW230	Midwifery Theory for Primary Care	T	6	No changes
2	MIDW240	Core Midwifery Clinical Care	P	9	MIDW240	Core Midwifery Clinical Care	P	9	No changes
3	MIDW305	Midwifery Theory for Variations in Primary Care	T	6	MIDW305	Midwifery Theory for Variations in Primary Care	T	6	No changes
3	MIDW310	Senior Research Project	E	5	MIDW310	Senior Research Project	E	5	Only available for students with prior research track record; others take new RM course in Year 1
3	MIDW320	Variations in Midwifery Clinical Care	P	12	MIDW320	Variations in Midwifery Clinical Care	P	10	Reduce placement to 10 weeks, reduce credits to 10
					MIDW322	Midwifery Primary Care	P	8	New additional mandatory course
3	MIDW325	Professional Issues in Midwifery	T	3	MIDW325	Professional Issues in Midwifery	T	3	Adapt to a blended course
3	MIDW350	Interprofessional Placement	E - P	12	MIDW350	Interprofessional Placement	E - P	4-12	Change credits from 12 to 4-12
3	MIDW360	Global Maternal Infant Care	E - T	3	MIDW360	Global Maternal Infant Care	E - T	3	No changes
3	MIDW370	Global placement	E - P	9	MIDW370	Global placement	E - P	9	No changes
					MIDW380	Midwifery in special contexts	E - T	10	New elective course
4	MIDW405	Advanced Topics in Midwifery Theory and Practice	T	3	MIDW405	Advanced Topics in Midwifery Theory and Practice	T	3	No changes
4	MIDW420	Advanced Midwifery Clinical Care	P	12	MIDW420	Advanced Midwifery Clinical Care	P	12	No changes
4	MIDW430	Comprehensive Midwifery Theory & Practice	T	5	MIDW435	Comprehensive Midwifery Theory & Practice	T	4	Reduce credits to 4
4	MIDW440	Midwifery Clinical Clerkship	P	13	MIDW440	Midwifery Clinical Clerkship	P	13	No changes
Total Credits				136	133-137				Credits tied to options/electives
					MIDW499	Midwifery Self-directed	Any	1-15	New flexible elective or remediation course; not assigned to a particular term

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Physical Therapy Faculty Approval Date: January 28, 2016 Effective Session (W or S): Winter Effective Academic Year: 2017</p>	<p>Date: December 14, 2015 Contact Person: Cailen.ogley@ubc.ca Phone: 604-827-4958 Email: Cailen.ogley@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHTH 301 (3) Physical Therapy Foundations Builds on prerequisite concepts in anatomy, physiology, and physics taken at undergraduate and high school level to apply basic theories and principles of anatomy, human physiology, pathophysiology, biomechanics, and physics to essential rehabilitation concepts.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=PHTH</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>The goal of this course is to prepare students for entry into the UBC Master of Physical Therapy (MPT) program by building on concepts learners have already covered in anatomy, physiology, biomechanics and physics, and applying these to concepts in rehabilitation. This course is designed to “even the field” within the MPT cohort with regards to pre-requisite knowledge, and to begin to link prior concepts to rehabilitation contexts.</p>



15 March 2017

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Ph.D. in Cinema and Media Studies (approval)

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

The following is recommended to Senate:

Motion: *“That the new Doctor of Philosophy in Cinema and Media Studies degree program and its associated new course be approved.”*

Respectfully submitted,

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

Doctor of Philosophy in Cinema and Media Studies (CIMS)

Proposal (Version 1.0.0)

Department of Theatre and Film Studies
Faculty of Arts
University of British Columbia
October 31, 2016

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1. Executive Summary

1.0 One Page Summary

The name of the program and credential awarded:

Ph.D. in Cinema and Media Studies

Required number of program credits:

Nine coursework credits, plus comprehensive examinations and dissertation.

Expected time to completion:

4-5 years

Delivery methods:

Faculty taught courses and workshops; individual faculty and Graduate committee supervision.

Targeted students:

Students who have completed a master's degree in Cinema Studies, Film Studies or Media Studies, either in North America or elsewhere in the world. Based on our master's applications in 2016 (45 in all), we received 33% domestic and 66% international applications. We expect this balance of applications at the Ph.D. level.

Learning outcomes:

By the end of the program, students will be able to be recognized as an expert in their field of research; be confident in presenting their work to a range of academic and non-academic audiences; be proficient in editing academic work for publication; be familiar with course and module design to enhance knowledge mobilization; be sufficiently prepared to take positions as programmer at film festivals, or researcher for organizations concerned with the cultural industries.

Employment prospects of graduates:

We expect graduates to find employment in the teaching sector at both college and university level; in administrative posts for cultural producers, such as for Electronic games, Film and TV production companies; in research positions covering cultural policy development, such as at Creative BC, Telefilm, NFB, or the provincial or federal civil service; in journalism, freelance writing, cinemathèque curation management; various posts in the field of marketing communications for both corporations and non-profits.

1.1 Overview

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. This analytic research culture creates opportunities for students and faculty to challenge convention, synthesize data, and lead discovery while also exploring new ways of learning.

The Department of Theatre and Film within the Faculty of Arts has offered film studies credit courses since 1966. The Film Studies Program in the Department of Theatre and Film has awarded a two-year with thesis Master of Arts in Film Studies since 1984. A BA in Film Studies followed in 2002. The Department now proposes to introduce a Ph.D. in Cinema and Media Studies to begin coursework in September 2018¹. The 2012-2013 External Department Review Team agreed that the film studies faculty “possesses the research bona fides, graduate administration expertise and teaching skills to mount a Ph.D. program.” The Review Team also reported “The current M.A. students enthusiastically endorse such a step, citing the quality and positive experience of the current graduate program.” No other institution in BC nor in the western provinces or in Washington State or Oregon offers a Ph.D. in Cinema and Media Studies.

By its very nature, film studies, and the wider context of Cinema and Media Studies, is a multi-disciplinary endeavour, often combining intellectually with the disciplines of Art History, Asian Studies, History, Literary Studies, Music, Philosophy, Politics, Psychology, Sociology, and Theatre. Generally speaking, “Cinema” here refers to the aesthetics and history of film in all its forms, while “Media” refers not just to television but to the multiple visual platforms of consumption. In addition to the core film studies faculty, some twenty faculty in the Faculty of Arts at large research or teach film and media studies courses.

1.2 Credential

Credential awarded will be the **Ph.D. in Cinema and Media Studies**. The degree will provide training in advanced film and media criticism and theory leading to a doctoral dissertation.

1.3 Location

The Vancouver Point Grey Campus of UBC is the main location for classroom education and administration.

1.4 Faculty Offering Program

The Program will be formally offered by the UBC Point Grey Campus, Faculty of Graduate and Post-Doctoral Studies and the Faculty of Arts.

¹ In addition to the proposed PhD in Cinema and Media Studies, we have also proposed re-naming the existing MA in Film Studies to the MA in Cinema and Media Studies. For continuity, this proposal is included with the PhD request.

1.5 Program Start Date

The Program will begin in the 2018/19 academic year.

1.6 Program Completion Time

Anticipated time for completion of the program is four to five years of full-time academic study.

1.7 Objectives

The overarching goal of the program is to develop educational leaders who are knowledgeable of current research and scholarship in Cinema and Media Studies, and the implication of this knowledge in an increasingly diverse multi-cultural environment in which technology frames the discussion of key issues in society.

The specific objectives of this new Ph.D. program are to:

- Provide opportunities for students to excel at research on topics related to the audiovisual cultural industries.
- Enhance the current training of film and media studies educators to better prepare them for careers in post-secondary institutions in B.C. and beyond.
- Foster multi and interdisciplinary collaboration with a diverse range of UBC Departments, Institutes and Centres, incorporating the work of the twenty-odd affiliated faculty members linked to this new program.
- Produce highly-trained Cinema and Media experts who are able to take positions of policy leadership in the BC and global media industries.

1.8 Program Learning Outcomes

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

- Be recognized as an expert in their field of research
- Be confident in presenting their work to a range of academic and non-academic audiences
- Be proficient in the editing of academic work for publication
- Be familiar with course design and teaching practice for undergraduate students of cinema and media studies.
- Be prepared to take positions as curator or programmer at film festivals and within organizations and institutions as policy advisors.

1.9 Contribution to UBC's Mandate and Strategic Plan

UBC's Place and Promise Strategic Plan (updated August 2012) sets out specific goals for the university. This proposed program will contribute to the realization of excellence in research, community engagement, intercultural understanding and international engagement. In terms of research excellence, courses will be taught and the students will be supervised by tenure stream faculty members engaged in cutting edge research that is supported by internal and external competitive funding (e.g. SSHRC). The program will increase the impact of UBC Research through increased capacity and effectiveness in knowledge generation and mobilization in communities, institutions and organizations. One of the strongest aspects of a film and media studies program is that students are exposed to a wide range of cultures and practices across World Cinema and Media. It serves to help prepare them to be truly global citizens, sensitive to the extreme inequalities and different value systems evident in human societies. The dissertation experience will enhance students' capacity in knowledge creation and inquiry, knowledge exchange and mobilization, and thus will positively impact communities and society in general. The Ph.D. program will also allow UBC to be a Pacific Rim leader in this field of study and serve to attract international students by offering an opportunity to complete their education at UBC before seeking employment. The Ph.D. will complete the trajectory of the BA and MA degrees by adding a terminal degree. It will enhance local and national community engagement by providing a cohort of highly trained students who will be sought out for their cinema and media expertise.

1.10 Delivery Methods

The program consists of coursework, comprehensive examinations as part of advancement to candidacy, dissertation proposal, and a dissertation. Students will be able to take courses within the Department and electives outside the Department or through the Western Deans Agreement.

1.11 Linking Learning Outcomes and Curriculum Design

The curriculum is designed to produce an excellent researcher, but also to produce a superior teacher, writer, researcher, public speaker, and film policy analyst. Students will have the opportunity to take courses in Research Methods, Advanced Film and Media Theory and Advanced Film and Media Criticism, work on an in-house refereed film journal *Cinephile*, gain teaching experience as a teaching assistant before being admitted to candidacy, attend workshops on course syllabus development as preparation for their comprehensive examinations, and will be encouraged to speak at conferences and symposia and in the general community. There will be a monthly colloquium directed at promoting these skills and developing professionalization and proficiency in public modes of knowledge mobilization.

Budget allowing, Ph.D. students admitted to candidacy will have the opportunity to teach a senior undergraduate class on their specialty.

1.12 Program Strengths

The UBC Faculty of Arts has the broadest range of coverage of any Arts Faculty in British Columbia. In addition to the Department of Theatre and Film's academic and

production professors, faculty with a research interest in Film Studies can be found in Art History, Asian Studies, English, French, Hispanic and Italian Studies, and Central, Eastern and Northern European Studies. The Film Studies Program has been awarding the MA with thesis degree for thirty years and has developed a mature graduate student culture with experienced tenured faculty supervisors, a Centre for Cinema Studies through which visiting researchers interact with graduate students, and a major film collection. UBC is also one of only two universities in Canada that produces a graduate film studies refereed journal. All current tenured faculty (Lisa Coulthard, Ernest Mathijs and Brian McIlroy) have been Ph.D. External Examiners for students at other universities and have served on Ph.D. committees at UBC. All three faculty have received either SSHRC Insight or SSHRC Insight Development Grants for their research in the last four years. Through these grants numerous graduate students have been hired and trained. With strengths in contemporary cinemas and media culture, the current faculty offer a program that highlights media and film theory, cult cinema, documentary studies, feminist and post-feminist media studies, American, Canadian and European cinemas, television studies, and sound studies. There are particular strengths in contemporary Anglophone cinema and television products and cultures within a global context.

B.C.'s favourable position as a hub for the international film and media production industry will allow opportunities for research topics and case studies not easily available elsewhere. UBC Library is the home of the 30,000 plus Videomatica collection recently purchased and catalogued, a unique resource.

1.13 Support and Recognition from Other BC Post-Secondary Institutions

The following institutions in B.C. have provided feedback on this proposal.

- Capilano University
- Centre for Digital Media
- Emily Carr University of Art and Design
- Kwantlen Polytechnic University
- Simon Fraser University
- University of Victoria

The following organizations have provided feedback:

- Canadian Journal of Film Studies/Film Studies Association of Canada
- Society for Cinema and Media Studies (USA)

All institutions and organizations contacted were highly supportive, often mentioning the fact there are no Ph.D. study opportunities in this field currently East of Toronto or North of San Francisco; that UBC has the expertise and experience to run a successful program; that the growth of the audiovisual industry in British Columbia is an important economic sector and deserves an intellectual support structure both in idea generation and knowledgeable and qualified people to contribute to the cultural industries. See Appendix VI for the letters and email communications in full.

1.14 Related Programs at UBC or other BC Post-secondary Institutions

UBC currently does not offer any formal training at the PhD level in Cinema and Media Studies. Individual students have been able on occasion to write on cinema topics in other programs, such as Theatre and Comparative Literature or Interdisciplinary Studies.

There are no Cinema and Media Studies PhD programs at other BC Post-secondary institutions nor in any of the Western Provinces. The opening of the Bachelor of Media Studies program at the university in 2015, to which Film Studies contributes courses and instructors, further positions UBC as a major centre for the study of Cinema and Media Studies.

1.15 Institutional Contact:

Brian McIlroy, Ph.D.

Professor, Film Studies

Department of Theatre and Film

Email: Brian.McIlroy@ubc.ca

Tel: (604) 822-9194

2.0 Appendix to the Executive Summary (for internal use)

2.1 Resources Needed

Briefly describe the resources that will be required for the program:

- **Budget (including proposed tuition fee):** The proposed domestic and international tuition fee would be the same as fees for other Ph.D. Humanities and Social Sciences programs in the Faculty of Arts. We aim to rebalance our intake of graduate students (gradually take fewer Masters students as the doctoral program takes hold). The Department as a whole in Theatre Studies and Cinema and Media Studies will concentrate more at the Ph.D. level.
- **Space:** Current space in the Department is adequate to accommodate up to eight students after four years in the program.
- **Library:** The UBC Library has indicated that it can support the program with current resources.
- **Other – Internal Consultations:** We have consulted widely within the Humanities and Fine Arts Departments. Many faculty members teach and/or research in cinema and media studies. The following faculty members have agreed in writing to serve on potential student committees:

Dr. Kyle Frackman (CENES)
 Dr. Ilinca Iurascu (CENES)
 Dr. Kirsty Johnston (Theatre Studies)
 Dr. Bozena Karwowska (CENES)
 Dr. Steven Liu (Theatre Studies)
 Dr. Hallie Marshall (Theatre Studies)
 Dr. Toph Marshall (CENERS)
 Dr. Miguel Mota (English)
 Dr. John O'Brian (AHVAT)
 Dr. Sharalyn Orbaugh (Asian Studies)
 Dr. Christopher Rea (Asian Studies)
 Dr. Alessandra Santos (FHIS)
 Professor Tom Scholte (Theatre and Film Production)
 Dr. T' ai Smith (AHVAT)
 Dr. Catherine Soussloff (AHVAT)
 Dr. Steven Taubeneck (CENES)
 Dr. Carlo Testa (FHIS)
 Dr. Sandra Tomc (English)
 Dr. Shannon Walsh (Film Production)

3.0 Program of Study, Coursework, Exams, Dissertation

3.1 PhD Timeline

A typical progress through the degree would be as follows:

3.1.1 Year One

- Student takes nine credits of coursework. Six credits will be FIST courses, normally FIST 510 and FIST 520. Three credits will be taken outside of FIST, either at the graduate level or the senior undergraduate level, to be chosen in consultation with the Graduate committee.
- Student works as a teaching assistant September-April.
- Student satisfies language requirement.
- Student develops reading and film lists for two comprehensive Exams
- Student may assist on editing *Cinephile* (and in future years as available)

3.1.2 Year Two

- Student sits comprehensive exams in September followed by an oral defense.
- Student works as a teaching assistant and takes CTLT teaching workshop(s)
- September to December: Student works on dissertation proposal
- January-February: Dissertation proposal defended and approved by Graduate Committee after a formal meeting with student. A dissertation committee of three is approved.

3.2 Year Three and Year Four

Student concentrates on research/writing, meeting regularly with Dissertation committee.

- Student works as teaching assistant and/or teaches one course
- Student takes all opportunities to attend conferences and symposia to give papers on the research.
- Student completes writing and defends dissertation

3.3 Coursework and Language Requirement

We currently have seven graduate courses on the books (FIST 500, 510, 520, 531, 532, 534, 547). Two to three courses are offered each year as graduate seminars. Students will take a minimum of six Graduate Film Studies credits, and for reasons of breadth three credits outside the Department, which may be at the third or fourth year undergraduate level. The student may be required by the Graduate Admissions committee to take more than nine credits depending on the student's level of preparation. Along with this Ph.D. proposal we have included a new course proposal for FIST 649 (Ph.D. Dissertation).

All PhD students are required to demonstrate a reading knowledge of a second language. The Graduate Chair, in consultation with the Pro tem Supervisor, will determine whether a student, upon entering the PhD program, has already met the second-language requirement. Students who have not met the requirement may do so by completing an

approved language or literature course or by passing an examination, provided that an examiner acceptable to the Department is available.

3.4 Comprehensive Exams

There will be two exams – the General Exam and the Specific Exam:

- The General Exam will be chosen from (a) Cinema Studies and (b) Media Studies and will demand a sophisticated knowledge of seminal visual, theoretical, critical and historical texts. The General exam will comprise a sit-down exam of six hours during which the student will write two essays.
- The Specific Exam will require students to develop a course syllabus in the area of their research expertise, and present an oral defense of it to the Comprehensive Committee.

Efforts will be made to tie the research interests of the student with the most useful comprehensive exams. We would expect our entering students to have achieved broad general film and media studies knowledge. The exams will be graded by at least three faculty members on a pass/fail basis; the faculty members adjudicating the comprehensive exams are likely to continue as the student's dissertation committee. Once the student has passed the written exams and the oral defense, the student will work on the dissertation proposal.

3.5 Dissertation Proposal

The student will work with the faculty supervisor on this 15-20 page proposal and once defended successfully in a formal meeting with the dissertation committee and subsequently approved by the program's Graduate Committee, is free to write and research on the topic. Once approved, the student is admitted to candidacy.

3.6 Dissertation Supervision

Best practice dictates that the student and research supervisor meet once a month during the academic term to monitor progress and to ensure adequate intellectual and moral support. The Dissertation Committee will meet as a group with the student in September and February of each year to provide general feedback on the student's progress.

4.0 Proposals

4.1 Proposal, PhD in Cinema and Media Studies

<p>Category: (1) Faculty: Arts Department: Theatre & Film Faculty Approval Date: 2016 Oct 20 Effective Session: 2017 WINTER</p>	<p>Date: September, 2016 Contact Person: Brian McIlroy Fac. Contact: Lois.Nightingale@ubc.ca Phone: 604-822 9194 Email: Brian.McIlroy@ubc.ca</p>
<p>Proposed Calendar Entry: Doctor of Philosophy in Cinema and Media Studies</p>	<p>Present Calendar Entry New PHD Degree program</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Create a new PhD in Cinema and Media Studies • To be administered jointly between G+PD and the Theatre and Film Department, Faculty of Arts.
<p>The Faculty of Graduate and Postdoctoral Studies > Degree Programs > Cinema and Media Studies</p> <p>Proposed Calendar Entry:</p> <p>Cinema and Media Studies</p> <p>Degrees Offered: Ph.D., M.A.</p> <p>Members</p> <p>Professors</p> <p>E. Mathijs, B. McIlroy.</p> <p>Associate Professors</p> <p>L. Coulthard.</p> <p>Affiliated Members</p> <p>K. Frackman, I. Iurascu, K. Johnston, B. Karwowska, S. Liu, H. Marshall, C.W. Marshall, M. Mota, J O'Brian, S. Orbaugh,</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1346</p> <p>Present Calendar Entry: <i>Note: This calendar entry assumes the proposal to rename the MA in Cinema and Media Studies was approved and updated in the calendar for 2017Summer.</i></p> <p>Cinema and Media Studies</p> <p>Degree Offered: M.A.</p> <p>Members</p> <p>Professors</p> <p>E. Mathijs, B. McIlroy.</p> <p>Associate Professors</p> <p>L. Coulthard.</p>

<p>C. Rea, A. Santos, T Scholte, T. Smith, C. Soussloff, S. Taubeneck, C. Testa, S. Tomc, S. Walsh.</p> <p>Program Overview</p> <p>The Department of Theatre and Film offers a Master of Arts (M.A.) in Cinema and Media Studies, and, proposed for the 2018 Winter session, a Doctor of Philosophy (Ph.D.) in Cinema and Media Studies. Both programs require a dissertation/thesis.</p> <p>The UBC Library and the Program's Visual Resources Centre have extensive academic Cinema and Media studies and audiovisual holdings.</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> <p>Prerequisites for admission to the Ph.D. in Cinema and Media Studies program include a master's degree (or equivalent) in a related field, normally film studies or cinema studies.</p> <p>Applicants must meet the minimum admission requirements of the Faculty of Graduate and Postdoctoral Studies. Applicants who do not meet the academic requirements stated above, but who have had other significant formal training, relevant professional expertise, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the graduate program, may be granted admission on the recommendation of the program Director and the approval of the Dean of Graduate and</p>	<p>Program Overview</p> <p>The Department of Theatre and Film offers a Master of Arts (M.A.) in Cinema and Media Studies. The program requires a dissertation/thesis.</p> <p>The UBC Library and the Program's Visual Resources Centre have extensive academic Cinema and Media studies and audiovisual holdings.</p> <p>Master of Arts in Cinema and Media Studies</p> <p>Admission Requirements</p> <p>Students will be considered for acceptance into the program from any recognized degree in film studies, or who have at least 18 credits in film studies courses at the third- or fourth-year level with A standing in a degree with a major or honours in another subject. Applicants must meet the minimum admission requirements of the Faculty of Graduate and Postdoctoral Studies. For specific application requirements, please visit the Program.</p> <p>Contact Information:</p> <p>Cinema and Media Studies Graduate Program 6354 Crescent Road Vancouver, BC V6T 1Z2 Tel: 604.822.3880 x. 0 Fax: 604.822.5985 Web: www.theatrefilm.ubc.ca Email: thtr.sec[at]ubc.ca</p> <p>Type of Action:</p>
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<p>Postdoctoral Studies.</p> <p>Transfer from the M.A. to the Ph.D. program is permitted under Faculty of Graduate and Postdoctoral Studies regulations. For specific application requirements, please visit the Program.</p> <p>Program Requirements</p> <p>The Ph.D. program requires 6 graduate credits of coursework in Film Studies, and 3 elective graduate or senior undergraduate credits of coursework in a Department outside the Department of Theatre and Film, all chosen in consultation with the program's Graduate Committee. Comprehensive examinations, a language requirement, and a dissertation proposal are also required. The major requirement for the Ph.D. is completion of a research dissertation meeting Faculty of Graduate and Postdoctoral Studies requirements.</p> <p>All students in the Ph.D. program are expected to apply for funding to support their studies.</p> <p>Master of Arts in Cinema and Media Studies</p> <p>Admission Requirements</p> <p>Students will be considered for acceptance into the program from any recognized degree in film studies, or who have at least 18 credits in film studies courses at the third- or fourth-year level with A standing in a degree with a major or honours in another subject. Applicants must meet the minimum admission requirements of the Faculty of Graduate and Postdoctoral Studies. For specific application requirements, please visit the Program.</p>	<p>Incorporate the new PHD into the calendar webpage.</p> <p><i>Note: This calendar entry assumes the proposal to rename the MA in Cinema and Media Studies was approved and updated in the calendar for 2017Summer.</i></p> <p>Rationale:</p> <p>This proposed entry outlines the general requirements for the new Ph.D. in Cinema and Media Studies.</p> <p>We believe this is an opportune time to introduce a Ph.D. Over the last twelve years, the film studies faculty have solidified and improved upon our popular two-year Masters program with thesis, initiated the graduate student journal <i>Cinephile</i> (est. 2005) and created the research focused Centre for Cinema Studies (est. 2007). In terms of resources, in addition to the research library UBC offers, the 30,000 plus Videomatica collection recently purchased and catalogued in 2011 provides a treasure trove for many possible unique research topics. The opening of the Bachelor of Media Studies program in 2015 to which Film Studies contributes credit courses and instructors is a response to the increasing importance of the study of technology and media. The three core tenured film studies faculty comprise two full professors and one associate professor, with a broad range of experience as graduate supervisors, mentors, university examiners, Ph.D. External Examiners, and Ph.D. committee members. Dr. Coulthard is managing editor and chair of the Editorial Board of the major academic journal in Canada devoted to film studies, <i>The Canadian Journal of Film Studies</i>; Dr. Mathijs currently edits two</p>
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<p>Contact Information:</p> <p>Cinema and Media Studies Graduate Programs</p> <p>6354 Crescent Road</p> <p>Vancouver, BC V6T 1Z2</p> <p>Tel: 604.822.3880 x. 0</p> <p>Fax: 604.822.5985</p> <p>Web: www.theatrefilm.ubc.ca</p> <p>Email: thtr.sec[at]ubc.ca</p>	<p>book series and is the director of the Centre for Cinema Studies, and Dr. McIlroy with over fifteen years experience as the graduate film studies advisor was recently awarded the Killam Excellence in Mentoring Award, Senior Category, by the Faculty of Graduate and Postdoctoral Studies. Numerous faculty across Departments in the Faculty of Arts teach and also research in the area of Cinema and Media Studies, such as Sharalyn Orbaugh and Chris Rea in Asian Studies, Kyle Frackman, Steven Taubeneck, and Bozena Karwoska in CENES, Alessandra Santos and Carlo Testa in FHIS, Miguel Mota, and Sandra Tomc in English, and Toph Marshall in CNERS to name but a few.) In short, there is a wealth of people resources at hand for potential PhD committee membership and who have agreed to serve in that capacity.</p> <p>Ph.D. education in Film Studies has come late to Canada. The first pure Ph.D. program emerged in Quebec at the Université de Montréal in 2007 (Ph.D. in Cinema Studies) soon followed over the next five years with programs at Concordia University (Ph.D. in Film and Moving Image Studies), York University (Ph.D. in Cinema and Media Studies) and The University of Toronto (Ph.D. in Cinema Studies). We believe a Ph.D. in Cinema and Media Studies would fill a gap not just in British Columbia's educational institutions but regionally as well, since neither in the Western provinces nor in Washington State or Oregon does such a program exist. We also see ourselves as positioned on the Pacific Rim as a potential destination for high achieving students from Australia, China, India, Japan, Korea and New Zealand. In 2016, we received 45</p>
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	<p>applications for our two-year with thesis MA, which based on 2014 Graduate and PostDoctoral Studies website statistics places the program in application numbers 16th out of the 50-odd different Masters programs offered in the Faculty of Arts. As we can only accept on average four students, applicants have this year a one in ten chance of acceptance. We are regularly asked about Ph.D. Cinema and Media Studies opportunities from potential students, and the growth of institutions in B.C. requesting transfer credit in film studies from UBC indicates that those centres of learning are developing their offerings in the discipline for which they will need qualified instructors. It is natural that we would want to compete for the best students and offer a terminal degree. A Ph.D. in Cinema and Media Studies is also good training for occupations as writers and critics, festival programmers, archivists and curators, arts administrators, and cultural policy researchers.</p> <p>The degree itself would be a research-focused enterprise, including coursework, two comprehensive examinations, a language requirement, a dissertation proposal, and a 250-300 page dissertation. Since we foresee the majority of the students graduating from the program employed in Colleges and Universities both in B.C. and out of province, we will work closely with CTLT to ensure each student undertakes professional development in teaching practice and lesson and course design, and that students are offered opportunities to teach after they are admitted to candidacy. Such ABD students could teach either in the BA Film Studies program or in the Bachelor</p>
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	<p>of Media Studies program stream recently begun in 2015.</p> <p>Admission to the program would require a MA in Film Studies, Cinema Studies or Media Studies. We will likely only admit 1-2 students each year. As a small program, close mentorship will be a key feature.</p> <p>This proposal indicates the title of the new PHD is Cinema and Media Studies. This is in line with the recently renamed MA from “Film Studies” to MA in “Cinema and Media Studies” (2017 Summer).</p> <p>We have chosen the term “Cinema and Media Studies” instead of “Film Studies” because we believe it is a more inclusive and accurate term to balance both the discipline’s history and recent technological developments. We still have cinemas around us; however, like video stores, they have been impacted negatively by the digital revolution. We now watch films and television programs on laptops, phones, ipads; the materiality of celluloid film has given way to digital film and digital projection; digital platforms, such as Netflix dominate consumers’ minds, and yet Imax screenings, 3-D, and the use of cinemas for digitally shot opera productions continue to be popular. Cinema here then refers to institutional history and use, while Media refers not just to television but to the new and developing web and screen based platforms. The largest scholarly association in the field of study is called “The Society of Cinema and Media Studies,” with over 3,000 members world-wide, and thus the degree name would be consistent with the</p>
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	<p>professional association with which we most identify. Such a designation would also assist graduates in their search for employment in colleges, universities, governmental agencies and cultural institutions.</p> <p>We accept that the “Media Studies” is defined differently across the University, and this proposal in no way seeks to preclude the use or future use of the term in other programs and Departments at the graduate level. Students currently in the Masters program regularly write theses on television drama, web series, Netflix streaming, and YouTube postings in addition to regular cinematic fare, and we are likely in the future to see the study of electronic games and Virtual Reality, so the name change provides more accurate nomenclature.</p>
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4.2 Proposal, FIST 649

Category: (1) Faculty: Arts & GPS Department: Theatre & Film Faculty Approval Date: 2016 Oct 20 Effective Session: 2018W	Date: September 1, 2016 Fac. Contact: Lois Nightingale Dept. Contact: Brian McIlroy
Proposed Calendar Entry: FIST 649 (0) Doctoral Dissertation	Present Calendar Entry: N/A Type of Action: Create New Course Rationale: The proposed thesis number provides the course number for the dissertation for the new Ph.D. Program in Cinema and Media Studies proposed to begin admitting students for the 2018 Academic Session.

	<i>This proposal is linked to the proposed New Program, PhD in Cinema and Media Studies.</i>
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4.3 Memo, Change to UBC Degree parchment (PhD)

Category: (1) Faculty: Arts Department: Theatre & Film Faculty Approval Date: 2016 Oct 20 Effective Session: 2018 Winter	Date: September, 2016 Fac. Contact: Lois.Nightingale@ubc.ca
<p> To: Senate Graduate Curriculum Committee From: Associate Dean – Academic, Dr. Stefania Burk Date: October 20, 2016 </p> <p>The following proposal was approved today at the meeting of the Faculty of Arts.</p> <p>RE: Change to UBC degree parchment for students in the Faculty of Graduate and Postdoctoral Studies, Doctor of Philosophy in Cinema and Media Studies</p> <p>Background and Rationale: The Faculty of Arts, is proposing. <i>Therefore</i>, whereas Senate has allowed for a Faculty that wishes to change what appears on the parchment for an existing degree to make a proposal to the Senate Curriculum Committee for consideration and approval by Senate, <i>and whereas</i> Senate has allowed for “inclusion of information about the field of study” on the second line of the parchment (recommendation #8 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),</p> <p>PROPOSAL The Faculty of Arts respectfully requests approval to use two available lines on the parchment, as follows:</p> <ul style="list-style-type: none"> • Line 1: “Doctor of Philosophy” (unchanged) • Line 2: “Cinema and Media Studies” 	

5.0 Background and Rationale

5.1 Background

The first credit course in film studies at UBC appeared in the Department of Theatre in 1966. We propose to complete the fifty-year academic progress of the film and related media studies discipline here at UBC (an MA began in 1982 followed by a BA in 2002) with a Ph.D. in Cinema and Media Studies accepting students for the first time in 2017.

5.2 Rationale

We believe this is an opportune time to introduce a Ph.D. Over the last twelve years, the film studies faculty have solidified and improved upon our popular two-year Masters program with thesis, initiated the graduate student journal *Cinephile* (est. 2005) and

created the research focused Centre for Cinema Studies (est. 2007). In terms of resources, in addition to the research library UBC offers, the 30,000 plus Videomatica collection recently purchased and catalogued in 2011 provides a treasure trove for many possible unique research topics. The opening of the Bachelor of Media Studies program in 2015 to which Film Studies contributes credit courses and instructors is a response to the increasing importance of the study of technology and media. The three core tenured film studies faculty comprise two full professors and one associate professor, with a broad range of experience as graduate supervisors, mentors, university examiners, PhD External Examiners, and PhD committee members. Dr. Coulthard is managing editor and chair of the Editorial Board of the major academic journal in Canada devoted to film studies, *The Canadian Journal of Film Studies*; Dr. Mathijs currently edits two book series and is the director of the Centre for Cinema Studies, and Dr. McIlroy with over fifteen years experience as the graduate film studies advisor was recently awarded the Killam Excellence in Mentoring Award, Senior Category, by the Faculty of Graduate and Postdoctoral Studies. Numerous faculty across Departments in the Faculty of Arts teach and also research in the area of Cinema and Media Studies, such as John O'Brian, Catherine Soussloff and T'ai Smith in Art History, Sharalyn Orbaugh and Chris Rea in Asian Studies, Kyle Frackman, Steven Taubeneck and Bozena Karwowska in CENES, Alessandra Santos and Carlo Testa in FHIS, Miguel Mota and Sandra Tomc in English, to name but a few.) In short, there is a wealth of people resources at hand for potential Ph.D. committee membership and who have agreed to serve in that capacity.

The Department has had a Ph.D in Theatre Studies for many years, and although it is rare for these graduate students to overlap with Cinema and Media Studies, the introduction of more Ph.D. students will elevate the Department's academic culture as a whole, encouraging the ongoing advancement of recent initiatives, such as symposiums and workshops, to become more standardized. As the culture and numbers at the Ph.D. level changes, we expect to find more positive interaction between the various programs in the Department beyond the sharing of a graduate administrator, TA training, and professionalization workshops. For example, the Theatre Studies Ph.D. is also interested in giving its students practice at course syllabus design, and it would be natural to combine on this topic.

Ph.D. education in Cinema and Media Studies has come late to Canada. The first pure Ph.D. program emerged in Quebec at the Université de Montréal in 2007 (Ph.D. in Cinema Studies) soon followed over the next five years with programs at Concordia University (Ph.D. in Film and Moving Image Studies), York University (Ph.D. in Cinema and Media Studies) and The University of Toronto (Ph.D. in Cinema Studies). We believe a Ph.D. in Cinema and Media Studies would fill a gap not just in British Columbia's educational institutions but regionally as well, since neither in the Western provinces nor in Washington State or Oregon does such a program exist. We also see ourselves as positioned on the Pacific Rim as a potential destination for high achieving students from Australia, China, India, Japan, Korea and New Zealand. We are regularly asked about Ph.D. Cinema and Media Studies opportunities from potential students, and the growth of institutions in B.C. requesting transfer credit in film studies from UBC indicates that those centres of learning are developing their offerings in the discipline for

which they will need qualified instructors. A Ph.D. in Cinema and Media Studies is also good training for occupations as writers and critics, festival programmers, archivists and curators, arts administrators, and cultural policy researchers.

We have chosen the term “Cinema and Media Studies” instead of “Film Studies” because it is a more inclusive and accurate term to balance both the discipline’s history and recent technological developments. We still have cinemas around us; however, like video stores, they have been impacted negatively by the digital revolution. We now watch films and television programs on laptops, phones, ipads; the materiality of celluloid film has given way to digital film and digital projection; digital platforms, such as Netflix dominate consumers’ minds, and yet Imax screenings, 3-D, and the use of cinemas for digitally shot opera productions continue to be popular. Cinema here then refers to institutional history and use, while Media refers in addition to television to the new and developing platforms of audiovisual consumption. The largest scholarly association—some 3,000 members-- in the field of study is called “The Society of Cinema and Media Studies,” and thus the degree name would be consistent with the professional association with which we most identify. Such a designation would also assist graduates in their search for employment in colleges, universities, governmental agencies and cultural institutions.

As part of the consultation process, we were asked to offer a clarification on the use here of the term ‘media studies.’ There are two aspects to this clarification: a disciplinary clarification that provides an explanation for the usefulness of the term to identify the proposed program, and a philosophical clarification that offers an explanation for how the term should be defined, for the purposes of this proposal, and also as an interpretation of the ideas and research fields underpinning it.

The disciplinary aspect is that the term ‘media studies’ has been an integral part of the content, and pedagogy, of the Film Studies program for more than a decade. Simply put, as scholars and instructors, and in our interactions with students, peers, and administrations, we have noticed how curricula, research projects, and discussions about governance always include media other than film. In the various institutions where we have taught and done research or served as a reviewer all have asked about media other than film. Similarly, movie magazines write about other media than film, and no one has a problem with that. It is a practical reality of the evolution of film studies, and the main reason (as we noted before) that the most important professional and scholarly organization devoted to the study of film renamed itself the Society for Cinema and Media Studies more than a decade ago. As such, we use the term in accordance with the field we do research in, teach in, *are perceived to be executing research and instruction in*, and in the way programs, projects, and curricula are viewed internationally. As we look at peer institutions, we observe ‘media studies’ is a term they un-problematically apply, and as we develop this program we expect to be able to do so as well.

The philosophical aspect concerns the definition of ‘media studies.’ We recognize that at this point in time no traditional discipline can lay claim to it (though several have tried: historically, we can point to English (see Noel Carroll’s illuminating summary of the rise of film analysis in English departments in the 1960-70s in his *Interpreting the Moving*

Image (1998), mass communication studies (the Annenberg School), sociology and cultural studies (the Frankfurt School and Birmingham's Centre for Contemporary Cultural Studies), psychology (effect studies), studies of technology (MIT's media lab), and to Library and Archival Studies (especially through the burgeoning branch of Digital Humanities's interest in digital preservation)).

If one looks at all attempts to define media studies, three features stand out.

1) Generally speaking, 'media' means audiovisual media. It involves sound and sight (or *Sight and Sound*, as the title of one of the field's most significant publications goes – it has been around since the 1930s).

2) Electronic production, delivery and consumption is a second defining feature. Cinema and media depend on systems and networks that produce and bring to audiences shapes and noises amplified by electrically powered technology. It is a major way in which 'cinema and media studies' are different from, say, performance and theatre studies.

3) The third defining feature concerns 'cinema', and that is why we use the term advisedly in our proposal. Cinema, as the traditional form of audiovisual media that has grand-mothered much of what we now call 'media', remains the *anchor point*, the tent-pole attraction, the umbrella discussion term, in this cultural endeavor (an art *and* a business). Video games may be a bigger economic deal than Hollywood, but cinema maintains its place in the spotlight.

There are grey areas, and there always have been. This proposal therefore exerts no exclusivity over the term 'media studies'. 'Documentary' is claimed as a form of practice and research by Departments of Anthropology, Ethnography, Social Work, and Medicine as well as by Cinema and Media Studies programs. If universities and their governing bodies can live with that, surely, the term 'media studies' can be employed similarly.

'Media studies', as used in our proposal, involves the study of the production, textuality and reception of audio-visual media commonly related to narrative film: television, video, digital storytelling media. At times, it may include video games (*Grand Theft Auto*'s reception as similar to the Video Nasties), digital preservation (Chaplin on Youtube), or audio-visual testimony (Rodney King's trial, or 'snuff movies'). It excludes, usually, radio, publishing, and journalism.

We accept therefore that the term "Media Studies" is not set in one corner of the academy, that other Departments and programs, such as in AHVAT, CENES, Journalism, and the current BA in Media Studies define the term differently and may proceed with the use of the term for their purposes. However, the term is understood within our discipline as the analysis of audiovisual material, which is our main academic activity. It is not uncommon for our students to write theses on television drama, web series, Netflix streaming content, YouTube postings as well as traditional cinematic fare. In the future, it is likely students will write on electronic games and VR.

The degree itself would be a research-focused enterprise, including coursework, two comprehensive examinations, a language requirement, a dissertation proposal, and a 250-300 page dissertation. Since we foresee the majority of the students graduating from the program employed in Colleges and Universities both in B.C. and out of province, or in non academic high level leadership positions employment in government or related institutions, we will work closely with CTLT to ensure each student undertakes professional development in teaching practice and lesson and course design, and that students are offered opportunities to teach after they are admitted to candidacy. Such ABD students could teach either in the BA Film Studies program or in the Bachelor of Media Studies program stream recently begun in 2015.

Admission to the program would require a MA in Film Studies, Cinema Studies or Media Studies. We will likely only admit 1-2 students each year. The MA numbers should remain relatively consistent. Therefore, the addition of the PhD will increase the overall numbers within the graduate programs. As a small program area, close mentorship will be a key feature.

6.0 The Faculty of Arts Program Development Process

6.1 The Academic Context of the Program

Why is the program needed? What will it bring to the Faculty, the unit(s), and students?

The program is needed to provide a terminal degree in the evolving discipline of Cinema and Media Studies. UBC has had a successful MA in Film Studies for over thirty years, and this new program will provide a natural development and pathway to career opportunities for superior students from within UBC and from afar. It will bring high-level research students to the Faculty, Department and program, and thereby enhance the research culture for faculty and students. Though now a popular degree in North America and Europe, no such degree can be obtained in B.C., or indeed in Western Canada. Externally, we believe the program is needed to provide instructors for colleges and universities in B.C. and beyond. Cinema and Media Studies modules are regular course offerings now at a range of B.C.'s colleges, for example, and are likely to develop and grow further in the future, as evidenced by the many requests for transfer credit we see. We also believe the degree announces and prepares individuals for leadership positions in the cultural sector generally, whether as arts administrators, festival directors, film policy analysts, even broadcasters and journalists.

How will the program support and/or enhance the learning objectives of the Faculty or Faculties, your unit(s) and/or your program(s)?

The program will support the unit's learning objectives of fostering superior independent research and communication of that research at the highest level.

It will provide undergraduate students with enhanced instruction initially at the teaching assistant level, and then occasional individual courses tailored by Ph.D. students admitted to candidacy.

A wider variety of learning objectives will also be achieved. Film Studies scholars in training are often required to speak to a wide variety of audiences—introducing a film at a screening, handling a question and answer post-screening session, contributing on occasion as expert witnesses to radio, print and television reporting., assisting with festival film selection and adjudication, to name but a few activities that branch out to the community. It is important to train /give experience to Ph.D. students of these activities within the academy before they set foot outside.

How will the proposed program go beyond the norms and expectations of standard approaches to the delivery of content and design? How will it provide an example of leadership in curriculum development and teaching at UBC and beyond?

Although the norms of required coursework at the Ph.D. level in the humanities can be as much as 18 credits, we have decided to limit coursework to nine credits, since nearly all students now come from a course-load heavy master's degree. These nine credits are required and will normally include FIST 510 and FIST 520. If students have taken similar courses beforehand, students will take alternate courses after consultation with the Graduate Committee. Faculty will thus be able to focus on the overall development of the Ph.D. student and offer teaching experience first as a TA, and then as an instructor once admitted to candidacy in courses in both the BA in Film Studies and the Bachelor of Media Studies.

The program is designed to streamline the training both for an academic career and for non-academic careers by developing research and communication skills to prepare students for a range of non-university or college careers in such fields and areas as management and marketing in Cinematheques or Museums with film programs, media marketing for various companies, public policy research for governmental cultural agencies and councils, journalism and broadcasting..

How does the program contribute to student understanding of the discipline, interdisciplinary field, profession or other learning objectives of your unit or program?

The specialized faculty within the program and associated with the program in other Departments naturally allow students to be exposed to a wide range of geographical and conceptual approaches to cinema and media studies. There are particular strengths in Anglophone cinemas, cult cinema. Documentary studies, feminist and post-feminist television studies, film theory, film

reception, genre criticism and sound studies. In the Faculty of Arts at large, there are additional strengths in Asian Cinema in Asian Studies and European cinema in CENES and FHIS, Canadian and American cinema interests in the Department of English. Most faculty have interests in film and media theory.

How will this program add to the curriculum of the Faculty? How will this program complement existing programs?

The Ph.D. in Cinema and Media Studies will first complete the trajectory of the BA and MA Film Studies programs, allowing students who come to UBC for an MA an opportunity to proceed to the Ph.D. We believe this, in turn, will improve and increase our MA applications (usually 30-45 applications from which we select four each year on average). It is a fact that our main competitors at Toronto, York and Concordia in Canada and the Californian universities are reducing their MA to one year and advancing students more speedily to Ph.D. status. We will simply receive stronger and more applications at the MA level if it is known that there is a possibility to transfer to a Ph.D. both after completing an M.A. or, in special circumstances, after completing the first year of M.A. coursework (12 credits). Most of our MA students come from elsewhere as we encourage our own BA students to move provinces or countries to develop their prospects. 50% of our MA graduates go on to Ph.D. study.

As interest and growth in other Departments in film studies and cultural studies advances, we may become a preferred graduate pathway for some students from many different programs—Asian Studies, CENES, FHIS, Interdisciplinary Studies, English, History, and Philosophy. It is likely that the Ph.D. students may become involved in the teaching of Bachelor of Media Studies courses as well as the Bachelor of Arts Film Studies courses.

What is the projected enrollment of the program?

We would admit on average two students each year, so that a cohort of 8 to 10 students would be present after four or so years.

Who will be the students in the program?

The students will most likely be ones with an MA in Cinema and Media Studies or Film Studies. Students with degrees in other disciplines but with cinema and media studies modules may be admitted with the condition of further coursework. We receive a fair number of international applications for our MA, and so we would expect good interest from the international student body in a UBC PhD. We share, for example, an instructor with Asian Studies, and all our current efforts are focused on a new faculty position in Global Cinemas, with expertise in Chinese, Korean or Japanese cinema.

Do you envision the program, or courses or components of the program, being offered through Distance Education?

There are no plans at present for this at the graduate level. We do offer a senior undergraduate course online.

6.2 The learning objectives/outcomes of the program

What knowledge will students have gained in the program? How is this different from existing programs?

Given that the Ph.D. would not at present be in competition with any program West of Toronto it is important that we provide the region with a program identifiable by students as one which covers the foundational critical frameworks and historical perspectives most widely recognized in the field as a whole. At the same time, our particular curricular and research expertise in cult cinema and reception theory, sound studies and representations of violence, genre studies and Anglophone cinema, with proposed moves into Asian Cinema will be an attractive prospect for Ph.D. students. By the end of their program, students will have gained knowledge not just in their subject area of interest, but the whole professionalization process of solid research skills, writing papers for conferences, editing and contributing to an academic journal, the promotion of one's work in traditional and new social media forms, pedagogical practice as a teaching assistant and instructor. They will have the opportunity to edit a special issue of the film journal *Cinephile* on their research area.

What capacities and skill-sets will students acquire in the program?

Research skills, writing skills, speaking skills, teaching skills, presentation skills.

What learning activities will students have undertaken in the program?

The main learning activities will involve independent research and writing skills; how to present the research to different forums of publication and the media, and how to present material to undergraduate students and the general community.

In what shape or form will students conduct research in the program?

The main form of conducting research may involve singular approaches or a combination of textual analysis, archival work, quantitative and qualitative social science methodologies or theoretically grounded analyses. The specific

form of the research will depend on the topic at hand. Unlike some disciplines, Cinema and Media Studies is a large tent with multiple methodologies.

6.3 The curriculum design of the proposed program

What will be the core and required courses in the program? What is the curriculum “spine” or “core” of the program?

The curriculum spine is nine credits of required courses, six of which must be Film Studies graduate courses. We have seven graduate courses on the books already, but it is most likely students will take FIST 500 Research Methods, FIST 510 Advanced Film and Media Theory and FIST 520 Advanced Film and Media Criticism. We require for reasons of breadth three credits outside the Department. A language requirement should be satisfied in the first year of the program in a language other than English. This requirement may be met by taking a senior undergraduate course in any language geared for reading knowledge. Close mentorship by a faculty advisor as the student navigates comprehensive exams, dissertation proposal and dissertation are essential aspects of the degree.

Will the program require the creation of new courses? Will there be a capstone experience for the students?

The new program will only require one new PhD thesis course FIST 649.

Do you envision/have you considered a Research Intensive or Writing Intensive component for the program?

The program is fully research and writing intensive.

What are the credit expectations for admission and degree completion?

A completed master's degree in a cognate area for admission. Successful completion of 9 credits, six credits of which must be FIST graduate courses. Completion of FIST 649 [zero credit].

Will there be any admissions requirements for the program, including prerequisites, TOEFL scores, or a minimum GPA?

Minimum master's degree. TOEFL score 600.

6.4 Creative and Innovative curriculum design and instructional techniques

What is innovative about the program design?

The advantage of a relatively small program is that students get to experience all aspects of running a program. They will be able to TA for two Bachelor degree programs and work on an edited journal. We believe the close mentorship will allow the student to enter the research life directly.

What Creative teaching techniques are envisioned to enrich the student experience in the program?

The goal of our small program will be to create a supportive graduate student culture. This is achieved by mentorship and general encouragement at all stages of the process. The writing workshop manner in which the *Cinephile* editorial Board works will help to develop an esprit de corps, a community of academic writers and editors.

6.5 Enriched Educational Experiences

Do you envision/have you considered incorporating a Community Service Learning component into the program?

We would have to see what the topic of the student's thesis area would be first before following up on this possibility. However, we have good relations with the two art-house cinemas in Vancouver and the Norm Theatre on campus, and we would expect our graduate students to take advantage of introducing and handling after-screening panels on selected films for these organizations.

Do you envision/have you considered incorporating an international Learning component into the program?

We would expect any student whose research involves international topics would seek out research trips abroad, and we would endeavour to assist that on a case by case basis.

Would workplace based learning in various employment settings complement the classroom learning for this program? Consider incorporating co-operative education into the program.

n/a (but see following question)

Do you envision/have you considered any internship or practicum opportunities that might be connected to the program?

We do see the value of a Ph.D. student gaining experience in curating a film series at one of the two local cinemathèques, or events related to the various film festivals in the city. We will naturally encourage students to be involved with the many film festivals in the city. Many of these organizations have an ephemeral life, so it is not generally possible to guarantee placements. However, again, although we must wait until we know what the students' areas of interest are before proposing placement, we will actively seek to introduce them to the leaders in the film festival community.

Do you envision/have you considered incorporating alumni of your unit/program into the program, perhaps as guest speakers or mentors?

Many of our MA graduates went on to undertake PhD study elsewhere and now teach at universities and colleges across Canada and internationally, so while the local alumni base is not large, we are hopeful to incorporate visiting alumni professors in the mentorship process. This can be achieved through our Centre for Cinema Studies which attracts many visiting researchers.

Do you envision engaging with other faculty members teaching in other programs, to develop some shared classroom experiences for your students?

We strongly believe that this is one of the potential strengths of the proposed program, as we have faculty in the FOA in many Departments who teach film or media studies courses and could teach directed studies courses to students in addition to serving on committees. Tenure stream faculty include John O'Brian in Art History, Sharalyn Orbaugh, Stefania Burk, Anne Murphy and Christopher Rea in Asian Studies, Geoffrey Winthrop-Young, Steven Taubeneck, Bozena Karwoska and Kyle Frackman in CENES, Alessandra Santos, Carlo Testa and Alain-Michel Rochelau in FHIS, Richard Cavell, Miguel Mota and Sandra Tomc in English, to name but a few.

6.6 Enrollment goals and expectations

How many students do you envision enrolling in the program?

Two per year

What are the admission requirements of the program, if any?

The admission requirements will be a master's degree in Cinema and Media Studies or Film Studies.

What are the possible student constituencies for the program? Will students come from Arts? From other Faculties? What programs are students who might enroll in your new program currently taking?

The students will mostly come from Arts, Creative Arts, and Communications Faculties across Canada and the world. Over the years, students who would have taken up a PhD in Cinema and Media Studies have at UBC found a home in Interdisciplinary Studies, the Institute of Gender , Race, Sexuality and Social Justice or in particular Departments based on, for example, the main language of the filmmakers discussed. Students currently considering Ph.D. programs elsewhere in Canada may well find their interests more suited to UBC faculty expertise.

6.7 Student evaluation and program assessment:

On what basis will students be evaluated through their degree progress?

There will be a full meeting with the Department's Graduate Committee three times per calendar year, along with the student's comprehensive or dissertation committee to monitor progress, normally in December, April and August. Students will normally meet at least once a month with their supervisors.

*Are students required to maintain a minimum GPA to remain in the program?
How will that GPA (or equivalent) be calculated?*

Students will be required to obtain a minimum of 80% in their coursework in order to proceed to the second year of study.

How will the program goals and objectives be assessed and reviewed?

The program goals and objectives will be assessed based on the performance of students in coursework, comprehensive exams, the dissertation proposal, and in chapter revisions of the thesis. If the Graduate committee views the work of candidates as below expectations, the students will be informed in a timely manner at a scheduled review and encouraged to remedy the deficiency. If the problem persists, then the student will be asked to leave the program. Overall program goals and objectives will be assessed by an internal Department –wide graduate student experience review before the usual 5-6 year formal review of the Department by the Dean of Arts office.

6.8 Governance and resourcing of the program

What are the key units/partners/participants in the proposed program?

The key unit is the Department of Theatre and Film. We also envisage a PhD advisory committee staffed by faculty who have film studies teaching and

supervision interests from Asian Studies, CENES, English, FHIS, and Theatre Studies. The proposed calendar listed affiliate members have agreed to serve as a Ph.D. Advisory committee.

How will the program be resourced/staffed, in terms of administrative leadership, staff, and teaching FTEs?

The Department currently has a Graduate program secretary for Theatre Studies and Film Studies, so this extra duty would fall under her purview as well. The Department has a Graduate program administrator who would also assume responsibilities for this program. Teaching FTEs in Film Studies are three tenured professors who regularly teach and supervise graduate students; there are three professors in theatre studies who occasionally teach film material; there are at least twenty professors in different Departments who teach film studies.

6.9 Budget Implications of the proposed program

What are the budget implications of the proposed program?

The budget implications are minor, since experience in administering graduate programs in the Department is many decades old. Some economies of scale may be possible by discussions with the Ph.D. Theatre Studies program.

Will the program require additional budget support from the unit and/or the Faculty of Arts?

We don't believe so, as we will adjust our MA intake alongside the PhD intake. It may mean the same number of students overall, but fewer students graduating with an M.A. We expect some students to sign on for a M.A. but then transfer to the Ph.D.

Does the program require TA support? Is that support available?

TA support will be needed for some Ph.D. students who may be short of SSHRC or other funding; we believe adjusting the balance between MA and PhD students with the current TA allocation (between 5 and 8 full TAs depending on fluctuating enrollment and number of courses offered) should be sufficient in providing some level of teaching assistant experience to all students.

Does the program require special fees from the students?

No

Does the program require additional space?

No

Does the program require additional library resources?

No

6.10 Similar programs at peer institutions

Do other universities have similar programs?

There are many such programs in the United States, UK, and Australia—places where we have sent our MA graduates. In English-speaking Canada, Ph.D. programs have only begun in the last eight years at Concordia (Film and Moving Image Studies), Toronto (Cinema Studies), and York (Cinema and Media Studies). An English and Film Studies Ph.D. is offered at Wilfrid Laurier University.

How do these programs inform your proposed program?

Essentially, each of the above programs sells itself on the basis of faculty research interests, and its geographical location to a wider film culture and employment market. Likewise, we believe faculty research interests at UBC, an established graduate film journal, a research-oriented Centre for Cinema Studies, and Vancouver's size and importance in film culture and film and media production in Canada would be an attractive prospect for potential Ph.D. students. In addition, the faculty expertise in Art History (photography and media art), Asian Studies (Chinese, Hong Kong, Indian, Iranian, Japanese, Korean and Taiwanese Cinema), CENES (Scandinavian, German and Polish Cinema), English (media theory, popular culture and American cinema) and FHIS (French, Italian and Spanish cinema) provide multiple opportunities for interesting collaborations.

Graduate courses offered currently (In addition to MA thesis):

FIST 500 (3) Research Methods

This course is not eligible for Credit/D/Fail grading.

FIST 510 (3) Advanced Theory, Film and Media

Current trends and topics in scholarship, based on an intensive look at a few key theorists and theories. *This course is not eligible for Credit/D/Fail grading.*

FIST 520 (3) Advanced Film and Media Criticism

Film and media criticism, with detailed interrogation of conceptual foundations and contemporary case-studies. *This course is not eligible for Credit/D/Fail grading.*

FIST 531 (3/6) d Seminar: Styles in Film

Studies in styles or film genres such as narrative, documentary, ethnographic, experimental, etc. Topics will vary from year to year. *This course is not eligible for Credit/D/Fail grading.*

FIST 532 (3/6) d Seminar: Study of Major Film Artists

Investigations into the biographical, social, and national backgrounds of two or three major artists, with attention to the specific nature of their work in its historical, psychological, and cultural contexts. Topics will vary from year to year. *This course is not eligible for Credit/D/Fail grading.*

FIST 534 (3/6) d Seminar in Film Studies

Topics to be arranged. *This course is not eligible for Credit/D/Fail grading.*

FIST 547 (3/6) d Directed Studies in Film

This course is not eligible for Credit/D/Fail grading.



3 March 2017

To: Senate

From: Tributes Committee

Re: Convocation Membership for Program Directors Emeriti (approval)

The University recently received a request for Program Directors emeriti to be added to the roll of the convocation. Program Directors emeriti are not currently members of the convocation and therefore may not currently participate in the elections for representatives to the Board of Governors and the Convocation Senators for the Okanagan and Vancouver Senates.

Section 5(1) of the *University Act* defines the composition of convocation as the following (bold added for emphasis):

- (a) the chancellor, who is the chair;
- (b) the president;
- (c) the members of the senate;
- (d) all faculty members;
- (e) all persons who are graduates of the university;
- (f) all persons whose names are added to the roll of the convocation by the senate;**
- (g) all persons not previously referred to in this section who are named on the roll of the convocation of that university immediately before July 4, 1974.

Addition of particular groups in the roll of convocation has been to allow individuals to retain rights and privileges held during the course of employment and prevent the loss of such privileges upon conferral of emeritus status.

Historically, several groups have been added to the Convocation by the Vancouver Senate. In 2002, Senate approved the inclusion of professional librarians. Senate exercised its power under section 9(2) of the *University Act* to add to the roll of the convocation all persons holding an appointment at the University as Librarian.

In 2006, the Council of Senates approved the conferral of corresponding UBC degrees on people holding certain degrees from Okanagan University College, and this conferral also admitted these people to the UBC convocation.¹ Admitting past graduates of OUC to the UBC convocation was seen to have the benefit of facilitating alumni engagement.

¹ The Council of Senates approved the conferral of corresponding University of British Columbia degrees on Okanagan University College alumni holding one or more of the following degrees conferred by Okanagan University College between January 1, 1998 and June 30, 2005: Bachelor of Arts, Bachelor of Education, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing and Bachelor of Social Work.

In 2008, Senate received a request from the UBC Association of Professors Emeriti that emeriti be added to the roll of the convocation. At the time, emeriti were not members of the convocation and therefore unable to participate in elections for Chancellor, representatives to the Board of the Governors and Convocation Senators of the Okanagan and Vancouver Senates. Senate again exercised its power under section 9(2) of the *University Act* and added names to the roll of the convocation as defined under section 5 of the *Act*.

While not specifically articulated in the motion currently presented by the Committee, the intent of the change approved in 2008 was to add all emeriti to the roll of the convocation. The Committee recommends the motion below to ensure that all individuals conferred emeritus status are also added to the roll of convocation upon conferral. As such, the Committee recommends that upon conferral of emeritus status, Professors of Teaching and Program Directors be added to the roll of the convocation, as outlined in the following motion:

Motion: *That pursuant to section 9(2) of the University Act, Senate add to the Roll of Convocation all persons with current appointments as Professors of Teaching Emeritus and Program Directors Emeritus at the Vancouver campus of the University.*

Senate has already approved the inclusion of the ranks of *Professor Emeritus*, *Associate Professor Emeritus*, *Assistant Professor Emeritus*, *Senior Instructor Emeritus*, *General Librarian Emeritus* and *Administrative Librarian Emeritus* in the roll of convocation. In future, the Committee's recommended motion for approval when lists of names are brought before Senate will read as "That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of *Professor Emeritus*, *Associate Professor Emeritus*, *Assistant Professor Emeritus*, ***Professor of Teaching Emeriti***, *Senior Instructor Emeritus*, *General Librarian Emeritus*, *Administrative Librarian Emeritus* **or** *Program Director Emeritus* be added to the Roll of Convocation."

Respectfully submitted,

Dr. Sally Thorne,
Chair, Senate Tributes Committee



15 March 2017

To: Vancouver Senate

From: Senate *Ad Hoc* Committee on Flexible Learning

Re: Report of the Senate *Ad Hoc* Committee on Flexible Learning

The Senate *Ad Hoc* Committee recommends the following:

Motion: *That the report of the Senate Ad Hoc Committee on Flexible Learning be received, the Committee members thanked for their work, and that the Ad Hoc Committee on Flexible Learning be discharged.*

Respectfully submitted,

Danika Coulbourn, Chair

Senate *Ad Hoc* Committee on Flexible Learning

UBC Documenting Learning in the 21st Century

Purpose:

The purpose of this Green Paper is to introduce to the University of British Columbia Vancouver and Okanagan Senates the concept of a “Comprehensive Learning Record” and to seek input on the merits of exploring such an initiative from a variety of stakeholders including students, Faculties, alumni, employers, and professional schools, amongst others.

Introduction:

UBC has identified as an institutional priority the provision of opportunities for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life.

Despite this commitment, the record that UBC currently keeps of students’ nuanced and transformative learning journeys is limited to the set of courses, grades, standings and awards represented in the official transcript. In contrast, the development of co-curricular records (CCR) is a trending initiative across post-secondary institutions in Canada and the USA. Similarly, in the United Kingdom, the [Higher Education Achievement Report \(HEAR\)](#) has been adopted across many institutions of higher education. The common feature of these initiatives is that they record student participation in learning activities that are not usually listed in current official transcripts, typically extra- and co-curricular activities.

The Senate *ad hoc* Committee on Flexible Learning recognizes the value of these records and believes that they would represent an improvement over the existing UBC transcript. However, the Committee does not propose to simply follow this trend, but rather believes that UBC is well-positioned to stake out new ground through the creation of a “Comprehensive Learning Record” (CLR). The Committee envisions a record aimed not only at recording student experience and achievement for use at the conclusion of the post-secondary career, but at encouraging student reflection and enhancing student learning to assist students in directing their education as it occurs.

Given advances in our understanding of how people learn, growing interest among students for recognition of a broader range of their activities at University, changing trends in records provision at peer institutions, requirements for career success, and increased expectations of public accountability in post-secondary education, the Senate *ad hoc* Committee on Flexible Learning proposes the CLR as a new way to enable students and the University to document, reflect upon, and represent the learning outcomes achieved throughout the achievement of a UBC degree.

Background and Rationale

UBC, as an institution and a community, inspires learning that takes place in many ways. In addition to structured, for-credit courses, students learn through experiences such as student governance, teaching assistant training, professional development workshops, undergraduate research, workplace learning, peer leadership programs, community based learning and research, student clubs, athletics, and international learning experiences. The value of learning that takes place outside of the formal curriculum is well understood. Students gain a wide range of skills and knowledge through engagement in extra- and co-curricular experiences, particularly in the domains emphasized by employers as critical for career

success.¹ Moreover, the greater a student's integration into the fabric of an institution, including through participation in extra and co-curricular activities, the more likely they are to persist until degree completion.²

Despite the growing consensus around the importance of a comprehensive post-secondary experience and the value of extra and co-curricular activities, the formal record of learning maintained by UBC, like that of many post-secondary institutions, continues to emphasize to students the primacy of in-class, for credit learning. For many students, the sole form of learning actively tracked and 'counted' by the institution is for-credit coursework in the form of a final grade intended to represent the student's cumulative performance in a given course.

This disconnect between how learning occurs and how it is recorded represents an opportunity for the institution to reframe how it communicates to students what counts as learning, acknowledge that universities are complex enterprises for learning and to develop a means of recognizing and valuing learning that is not formally assessed within an academic program. With a strategic and considered approach, UBC stands to improve the way that it supports transformative student learning and the preparation of career ready graduates.

As part of this approach, the Senate *Ad Hoc* Committee on Flexible Learning proposes the creation of an 'comprehensive learning record' that will recognize and record student learning and achievement beyond what is represented by final grades in for-credit courses. In doing so, the institution can further communicate to students that the institution values learning that takes place outside of for-credit courses, encourage students to pursue diverse opportunities for learning, and assist students in planning co-curricular and extra-curricular experiences that complement their academic studies. By expanding the manner in which learning is recorded, the institution challenges itself to provide and support opportunities for more diverse forms of learning.

The development of enhanced records is not without precedent in North America. The first co-curricular records and student development transcripts were introduced in the American institutions in the 1970s and 80s. The first Canadian institutions to introduce CCRs were Brock University, Sir Wilfrid Laurier University and the University of Calgary in 2000³. At present, more than 50 Canadian post-secondary institutions have launched CCR programs or are in the process of doing so. While these records improve on the traditional transcript in many respects, they largely represent an expansion of the information the traditional transcript makes available, rather than a fundamental re-thinking of the of the nature and purpose of a record of student learning.

Rather than following the lead of these institutions, becoming a late-adopter of a 'traditional' co-curricular record, the Senate *ad hoc* Committee on Flexible Learning proposes that UBC become a leader in this area by developing a unique tool that not only records, but contributes to student learning. This "Comprehensive Learning Record" would be aimed first and foremost at assisting students in understanding their own knowledge, values and strengths, and secondly at communicating student experience and learning to external audiences such as prospective employers and academic institutions. This tool would help students to identify gaps in their knowledge and experience, understand how co-curricular and extra-curricular activities complement their academic study and facilitate student self-assessment and reflection on the learning that has occurred both inside and outside of the classroom. It would also assist educators and advisors in helping students to understand their own development, and

¹ Employer Priorities for Most Important College Learning Outcomes. Association of American Colleges & Universities, 2015. <http://www.aacu.org/leap/public-opinion-research/2015-employer-priorities>

² V. Tinto, Taking Retention Seriously: Rethinking the First Year of College, NACADA Journal, Vol. 19, Issue 2

³ Elias, Kimberly & Drea, Catherine (2013). The Co-curricular record: Enhancing a postsecondary education. College Quarterly, Vol. 16, Issue 1

counsel students on their academic and professional futures.⁴

With the coincidence of North American and British initiatives, the growing recognition of the value of co-curricular records and the ongoing effort to replace UBC's Student Information System, the Senate Ad Hoc Committee on Flexible Learning feels that the time is right for UBC to envision a Comprehensive Learning Record that does more than record courses and grades.

Proposed Concept:

The proposed Comprehensive Learning Record would build upon the content of the existing student record. At UBC, a student's official record comprises data and information contained within a suite of databases and software systems called the Student Information System. The business owner of the learning record is the University Registrar. The best-known representation of the learning record is the transcript. This official document is the institution's primary summary of what an individual has been credited with, learned and accomplished while they are a registered student. Typically a transcript includes credentials awarded, credits transferred, courses taken, grades earned, scholastic achievements (e.g., scholarships) and select "zero credit" activities (e.g., Instructional Skills certificate).

The strength of the existing transcript is that it succinctly captures a student's academic history and accomplishments in a format accepted and easily understood by educational institutions and other organizations throughout Canada and the world. However, in order to achieve this end, the existing transcript makes significant sacrifices in the quantity and quality of information provided to the reader, limiting the reader's ability to understand what is really represented by a listed item. With respect to courses, for example, the grade and standing are recorded, but there is nothing beyond the course name that captures information such as how the student was assessed, what their key learning gains were and what significant evidence of learning (e.g., a paper, a community project) were produced. For entries such as scholarships, the transcript provides no information, beyond the title of the award, regarding the nature or significance of the award or the basis upon which the student was selected.

The transcript serves a distinct and important purpose. The introduction of a Comprehensive Learning Record would not necessarily change or replace the current transcript. Instead, the vision of the Flexible Learning Ad Hoc Committee is to retain the transcript, using it as a launching point from which to build an innovative, new type of learning record.

This new learning record would draw upon existing transcript data, possibly augmented using technology, while also serving as a primary collection mechanism for additional data and information.

The information found in the traditional transcript would remain unaltered as part of the new record, and would continue to be controlled by the University, preserving the integrity of the transcript, and ensuring that it can continue to serve its essential function.

To this core information, the proposed comprehensive record would add new information providing further evidence of learning occurring inside of or outside of formally recognized, Senate-approved courses. This information could include content related a student's academic achievements, such as syllabi from courses completed by the student, examples of written or other coursework, written peer evaluations, or reflections authored by the student. It could also include information about experiential learning opportunities, extra-curricular educational activities and leadership roles. This content would be co-constructed by the university, students, and individuals or organizations within or outside of the

⁴ Drolet, Daniel (2010) Documenting and decoding the undergrad experience. University Affairs, Vol. 51, Issue 7

University that have played a role in delivering these experiences.

Given the volume of the totality of the information contained in the comprehensive learning record, the record may be best understood as a database used to generate reports or “views” tailored to different purposes, rather than a single, static report. Students and other users could be permitted to ‘activate’ or ‘deactivate’ different entries or categories of information and reorganize the selected information in order to emphasize different features of their post-secondary career. This capability will empower students to view their UBC experience from different perspectives, encouraging reflection and assisting in academic and career planning while also serving as a valuable resource in preparing applications for employment and further study.

With proper regard to privacy considerations, this capacity to create tailored reports may be valuable to other users of the system as well. Advisors engaged in counselling students could use this function to assist students in identifying themes and trends in their post-secondary careers, while instructors and administrators may be able to use this system to examine student reflection on and performance in a course or program over time to gain a better understanding of the impact and value to students of different features of the course or program, and how these change over time.

In these ways, the proposed record will serve not simply as a list of experiences and achievements that can be delivered to external audiences when the student leaves UBC. The Comprehensive Learning Record will be a tool that will build student understanding of the learning experience as it occurs, assisting students in tailoring their post-secondary careers towards their interests and goals while also helping educators and administrators to better understand the complete student experience and to ultimately deliver an improved experience in the future.

Implementation:

While the complete details of the implementation of the Comprehensive Learning Record are beyond the scope of this document, the Senate *ad hoc* Committee on Flexible Learning proposes a phased approach to adoption of the record.

As elements of the Comprehensive Learning Record will be possible only with technological improvements to current UBC systems, the precise timing of each phase of implementation outlined below would need to be determined based in part on the availability of the necessary technology, and the advancement of the Student Academic Systems Initiative (SASI).

The Committee recommends four implementation phases, as outlined in Figure 1 below:

Comprehensive Record Phases

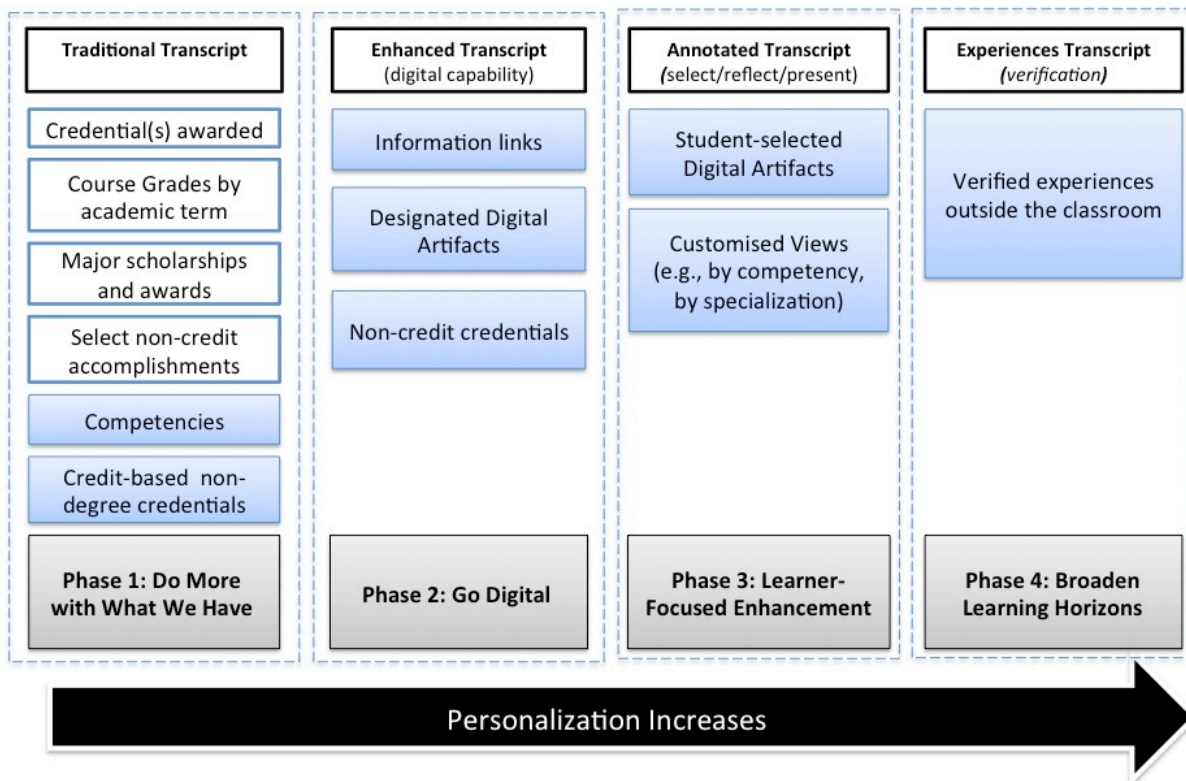


Figure 1: Comprehensive Record Phases of Implementation

Phase 1: Do More with What we Have

Phase 1 would enhance the existing transcript by adding to the current information, but without adding significant new categories of information or significantly changing the nature of the record.

The information added to the record as part of Phase 1 that is not included in the current transcript would include:

- Capacity for competency-based assessment schemes such as those required for programs with professional accreditation requirements; and
- Credit-based, non-degree credentials.

Phase 2: Go Digital

Phase 2 would enhance the existing transcript (following phase 1) with digital capabilities that would allow the record to connect to:

- Information links (such as syllabi or award descriptions);
- Designated digital artifacts (examples of work product completed as part of listed courses); and
- Non-credit credentials.

Phase 3: Learner-Focused Enhancement

Phase 3 would continue to add content to the record, while improving its capacity for customization. This phase would include two significant improvements:

- 1) **Student-Selected Digital Artifacts:** Whereas Phase 2 would allow for the inclusion of a limited set of digital artifacts selected by the University, Phase 3 would open this capacity to students, allowing students to select and upload the work product or other artifacts they feel best represent their learning and academic achievement.
- 2) **Customised Views:** Students and other users would be granted the ability to produce different reports using the information contained in the learning record database, including or excluding categories of information, or reordering entries.

Phase 4: Broaden Learning Horizons

Phase 4 would see the inclusion of learning experiences such as co-curricular and extra-curricular activities added to the comprehensive learning record.

These entries would include verified experiences taking place outside of the for-credit coursework.

While, as noted above, a complete implementation plan is beyond the scope of this paper, two key questions have arisen during the committee's deliberations that may also be of interest to Senate:

- 1) What categories and types of activities should be officially recognized, by whom, and according to what criteria?;
- 2) How will student participation in these activities be verified and validated?

The answers to these questions would need to be determined by a broader discussion among the University community should Senate endorse further exploration of this concept.

One possible model would be a form of advance certification by a committee or other body established for that purpose, of a given activity making it eligible for inclusion on the comprehensive learning record. Each certified activity would be associated with an approved description and a unit or individual, such as a faculty member, athletic coach, student leader, or community member, authorized to validate a student's participation in that activity. This model would minimize the demands on faculty members and others responsible for offering such experiences by requiring only that the activity be described once and that the involvement of individual students be confirmed.

In order to tailor the entries for individual students to their particular experience, students could also be provided with a means to create a concise commentary on the outcomes of the documented learning experiences. In addition, it might also be possible for students to add new types of experiences that would not require official validation as a separate category of information, provided established criteria are met.

Conclusion and Recommendations

The Senate *ad hoc* Committee on Flexible Learning proposes that, as UBC moves forward into its second century, significant improvements should be made in the manner in which the University records and recognizes learning. While UBC has begun to lag behind other institutions in this respect, the Committee believes that the proposed Comprehensive Learning Record stands to enhance the student experience and turn the University into a leader in this area.

The Senate *ad hoc* Committee on Flexible Learning respectfully recommends that the UBC Vancouver and Okanagan Senates endorse the continued exploration and development of the Comprehensive Learning Record. The Committee recommends that Enrolment Services be charged with responsibility for developing the Comprehensive Learning Record alongside the Student Academic Systems Initiative. Enrolment Services is asked to report to Senate periodically on the progress of the Comprehensive Learning Record, and to consult with Senate and its Committees as necessary to effectively implement the recommendations made in this report.



3 March 2017

To: Vancouver Senate

From: Dr. Kate Ross, Registrar

Re: Election Results

Representatives of the Joint Faculties to Senate

Further to the third and final call for nominations for the four (4) remaining positions for the representatives of the Joint Faculties issued on Monday, January 9th, 2017, six nominations were received. An election took place between February 9th and 23rd, 2017 and the results are as follows:

Elected:

Anna Kindler	123 votes
André Ivanov	114 votes
Anne Murphy	107 votes
Lynn Stothers	103 votes

Not elected:

Peter Choi	89 votes
William G. Dunford	73 votes