



Vancouver Senate

THE FIRST REGULAR MEETING OF THE VANCOUVER  
SENATE  
FOR THE 2017/2018 ACADEMIC YEAR

**WEDNESDAY, 20 SEPTEMBER 2017**

**6:00 P.M.**

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

1. Welcome – Dr Santa J. Ono (information)
2. Senate Membership
  - a. 2017-2020 Senate Membership – Dr Kate Ross (information) (docket pages 4-7)
  - b. Senate Nominating Committee Membership – Dr Kate Ross (information) (docket page 8)
3. Minutes of the Meeting of 17 May 2017 – Dr Santa J. Ono (information) (docket pages 9-44)
4. Business Arising from the Minutes – Dr Santa J. Ono (information)
5. Remarks from the Chair and Related Questions – Dr Santa J. Ono (information)
6. From the Board of Governors – Dr Santa J. Ono (information)

Confirmation that material from the following meetings as approved by Senate were subsequently approved by the Board of Governors as required under the *University Act* (information):

**16 March 2017**

New Awards

Curriculum Proposals from the faculties of Forestry, Graduate & Postdoctoral Studies, and Medicine

Establishment of the Doctor of Philosophy in Cinema and Media Studies

Change in mandate and name of the Division of Continuing Studies to the Division of Extended Learning.

**19 April 2017:**

## New Awards

Establishment of the School of Public Policy and Global Affairs and associated changes to the Master of Arts in Public Policy and Global Affairs, the Liu Institute for Global Issues, the Institute of Asian Research, and associated faculty appointments.

Curriculum Proposals from the faculties of Education, Graduate & Postdoctoral Studies, Land & Food Systems, and Science

**17 May 2017:**

## New Awards

Curriculum Proposals from the faculties of Applied Science, Arts, Graduate & Postdoctoral Studies

New Chairs: President's Excellence Chair in Brain Health and Precision Oncology, President's Excellence Chair in Forest Bio-Products, President's Excellence Chair in Global Development Policy, President's Excellence Chair in Biodiversity Studies, and President's Excellence Chair in Media Studies.

Establishment of the School of Biomedical Engineering

Affiliation with Aga Khan Educational Services SA

**7. Candidates for Degrees – Dr Santa J. Ono (approval)**

The list as approved by the faculties of Graduate & Postdoctoral Studies and Medicine is available for advance inspection at the Senate Office, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

*That the candidates for degrees as recommended by the faculties of Graduate and Postdoctoral Studies and Medicine be granted the degrees for which they were recommended, effective September 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.*

*(2/3 majority required).*

**8. Awards Committee – Dr Lawrence Burr**

New and Revised Awards (approval) (docket pages 45-61)

**9. Admissions Committee – Prof. Carol Jaeger**



- a. Faculty of Graduate and Postdoctoral Studies - Delay in Start of Program (approval) (docket pages 62-64)
- b. English Language Proficiency Tests – Canadian Academic English Language Assessment (approval) (docket pages 62, 65-74)

10. Curriculum Committee – Prof. Carol Jaeger

Ratification of Material Approved in the Summer Months (approval) (docket pages 75-161)

11. Nominating Committee – Dr Richard Tees

Appointments to Committees (approval) (docket pages 162-168)

12. Tributes Committee – Dr Paul Keown

Memorial Minute for Dr Antal Kozak (approval) (docket pages 169-170)

13. From the Provost – Dr Andrew Szeri

Renaming of the Child and Family Research Institute as the BC Children's Hospital Research Institute (approval) (docket pages 171-174)

14. Other Business

NB: Reception to Directly Follow Meeting at Gallery 2.0, 4<sup>th</sup> Floor, AMS Student Nest.

# Vancouver Senate Membership 2017-2020

## Ex officio

- Chancellor (Mr. Lindsay Gordon)
- President, Chair (Prof. Santa J. Ono)
- Vice-President, Academic (Dr. Andrew Szeri)

## Deans

- Dr. James Olson, Applied Science, *Pro Tem*.
- Dr. Gage Averill, Arts
- Dr. Robert Helsley, Commerce and Business Administration
- Dr. Mary MacDougall, Dentistry
- Dr. Blye Frank, Education
- Dr. John Innes, Forestry
- Dr. Susan Porter, Graduate and Postdoctoral Studies
- Dr. Rickey Yada, Land and Food Systems
- Dr. Catherine Dauvergne, Peter A. Allard School of Law
- Dr. Dermot Kelleher, Medicine
- Dr. Michael Coughtrie, Pharmaceutical Sciences
- Dr. Simon Peacock, Science

## Chief Librarian

- Ms. Susan Parker

## Director of Continuing Education

- Dr. Hugh Brock

## Elected by the Faculties

### Applied Science

- Dr. Michael Isaacson, Professor
- Dr. Victoria Bungay, Associate Professor

### Arts

- Dr. Merje Kuus, Professor
- Dr. C.W. Marshall, Professor

### Commerce and Business Administration

- Dr. Kin Lo, Associate Professor,
- Dr. Adlai Fisher, Professor

### **Dentistry**

- Dr. David MacDonald, Associate Professor
- Vacancy

### **Education**

- Dr. Guy Faulkner, Professor
- Vacancy

### **Forestry**

- Dr. Peter Marshall, Professor
- Dr. Verena Griess, Assistant Professor

### **Graduate and Postdoctoral Studies**

- Dr. Theresa Rogers, Professor, Faculty of Education
- Dr. Thomas Schneider, Professor, Faculty of Arts

### **Land and Food Systems**

- Dr. Sue Grayston, Professor
- Vacancy

### **Allard School of Law**

- Dr. Shigenori Matsui, Professor
- Prof. Anthony Sheppard, Professor

### **Medicine**

- Dr. Claudia Krebs, Professor
- Dr. Mieke Koehoorn, Professor

### **Pharmaceutical Sciences**

- Dr. Corey Nislow, Associate Professor
- Dr. Abby Collier, Associate Professor

### **Science**

- Dr. Philip Loewen, Professor
- Dr. Mark Thachuk, Associate Professor,\

### **Elected by the Joint Faculties**

- Dr. Perry Adebar, Professor, Faculty of Applied Science
- Dr. Susan Forwell, Associate Professor, Faculty of Medicine
- Dr. Paul G. Harrison, Associate Professor, Faculty of Science
- Dr. André Ivanov, Professor, Faculty of Applied Science
- Prof. Carol Jaeger, Professor of Teaching, Faculty of Applied Science
- Dr. Paul A. Keown, Professor, Faculty of Medicine

- Dr. Anna Kindler, Professor, Faculty of Education
- Dr. William McKee, Assistant Professor, Faculty of Education
- Dr. Anne Murphy, Associate Professor, Faculty of Arts
- Dr. Santokh Singh, Professor of Teaching, Faculty of Science
- Dr. Lynn Stothers, Professor, Faculty of Medicine
- Dr. Sally Thorne, Professor, School of Nursing

**Convocation members of Senate**

- Mr. Tariq Ahmed
- Dr. Lawrence Burr
- Ms. Andrea Dulay
- Mr. Benjamin Fischer
- Prof. John H.V. Gilbert
- Mr. Séan Haffey
- Mr. Haymen Leong
- Mr. William B. McNulty
- Ms. Sarah T. Ngo
- Dr. John D. Shepherd
- Mr. Mike C. Stewart
- Dr. Richard C. Tees

**Elected representative of the Professional Librarians**

- Mr. Kevin Madill

**Representatives of Affiliated Colleges**

- Dr. Peter Meehan, St. Mark's College
- Rev. Dr. Richard Topping, Principal, Vancouver School of Theology
- Rev. Dr. Colin Godwin, Carey Theological College
- Dr. Jeffrey Greenman, President, Regent College

**Student representatives**

(Term from April 1, 2017 to March 31, 2018. One representative elected from each faculty, two from the Faculty of Graduate and Post-doctoral Studies, and five members at-large.)

**Applied Science**

- Ms. Jaymi Booth

**Arts**

- Ms. Marium Hamid

**Commerce and Business Administration**

- Mr. Michael Pratt

**Dentistry**

- TBD

**Education**

- Mr. Jeff Solis

**Forestry**

- Ms. Danika Coulbourn

**Graduate and Postdoctoral Studies**

- Mr. Francisco Gallegos
- Ms. Miranda Huron

**Land and Food Systems**

- Ms. Ainsley MacDougall

**Allard School of Law**

- Ms. Madison Grist

**Medicine**

- Mr. Qadeem Salehmohamed

**Pharmaceutical Sciences**

- Ms. Lisa Wang

**Science**

- Ms. Sarah Park

**Members at-large**

- Ms. Simran Brar, Faculty of Science
- Mr. Kevin Doering, Faculty of Arts
- Mr. Jakob Gattinger, Faculty of Applied Science
- Mr. Daniel Lam, Faculty of Science
- Mr. Ian Sapollnik, Faculty of Arts

**Secretary (Non-Member)**

- Dr. Kate Ross, Associate Vice-President, Enrolment Services and Registrar

**Acting Secretary (Non-Member)**

- Mr. Christopher Eaton, Associate Registrar & Director, Senate Office



To: Senate  
From: Christopher Eaton, Acting Secretary to Senate  
Re: Senate Nominating Committee  
Date: 1 September 2017

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As a result of the call for nominations issued on 15 August 2017 for eight senators to serve on the Senate Nominating Committee, the following seven senators (two of whom must be convocation senators) are acclaimed as elected to the Committee until 31 August 2020 and thereafter until replaced:

Dr John H.V. Gilbert, Professor Emeritus, Convocation  
Dr Andre Ivanov, Professor, Faculty of Applied Science  
Dr Anna Kindler, Professor, Faculty of Education  
Dr Merje Kuus, Professor, Faculty of Arts  
Dr Peter Marshall, Professor, Faculty of Forestry  
Dr Richard Tees, Professor Emeritus, Convocation  
Dr Sally Thorne, Professor, School of Nursing

Mr Kevin Doering and Ms Sarah Park have already been elected to the Committee until 30 March 2018.

One vacancy remains on the Committee and a renewed call for nominations for that position is made. Nominations are due 1 October 2017.





# VANCOUVER SENATE

## MINUTES OF 17 MAY 2017

### DRAFT

#### Attendance

**Present:** Dr S. Ono (Chair), Dr K. Ross (Secretary), Dr P. Adebar, Mr T. Ahmed, Dr R. Anstee, Ms E. Biddlecombe, Ms J. Booth, Dr L. Burr, Ms M. Burton, Ms S. Brar, Dr A. Dulay, Dr W. Dunford, Dr S. Forwell, Dean B. Frank, Mr F. Gallegos, Dr J. Gilbert, Dr D. Gillen, Dr C. Godwin, Chancellor L. Gordon, Ms M. Grist, Acting Dean K. Harrison, Dr P. Harrison, Ms M. Hamid, Ms M. Huron, Dr A. Ivanov, Prof. C. Jaeger, Dean D. Kelleher, Dr P. Keown, Dr S. Knight, Mr H. Leong, Dr P. Loewen, Dr K. Lo, Dr D. MacDonald, Mr K. Madill, Dr W. McKee, Mr W. McNulty, Dr C. Naus, Dr C. Nislow, Ms S. Park, Dean S. Peacock, Dr N. Perry, Dean S. Porter, Dr A. Redish, Dr A. Richardson, Dr C. Ruitenberg, Mr Q. Salehmohamed, Mr I. Sapollnik, Dr T. Schneider, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dr D. Witt, Dr S. Thorne, Dr R. Topping, Dr L. Walker, Ms L. Wang, Dean R. Yada

**Regrets:** Dr S. Avramidis, Dean C. Dauvergne, Dean R. Helsley, Dr J. Innes, Dr B. Lalli, Prof. B. McDougall, Dr P. Marshall, Dr L. Rucker.

**Clerk:** Mr C. Eaton.

#### Call to Order

The Chair of Senate, Dr Santa J Ono, called the ninth regular meeting of the Vancouver Senate for the 2016/2017 Academic Year to order at 6:03 pm.

#### Senate Membership

The Registrar announced that as a result of the call for nominations issued last month, Mr Kevin Doering and Ms Sarah Park were acclaimed as elected to the Senate Nominating Committee until 31 March 2018 and thereafter until replaced.

#### Vice-Chair of Senate

Nominated as Vice-Chair of Senate were Jakob Gattinger and Thomas Schneider. The Senate conducted an election and Senator Gattinger was elected vice-chair of Senate until 31 March 2018.

#### Minutes of the Previous Meeting

Richard Tees  
Richard Anstee

}

*That the Minutes of the Meeting of 19 April 2017  
be adopted as corrected.*

*Corrections:*

*Tariq Ahmed and Sean Haffey were present.*

Approved

### Remarks from the Chair

The President noted the recent announcement that Dr Andrew Szeri of the University of California, Berkeley, was the next Provost and Vice-President Academic of UBC. Dr Ono further advised that the search for a Vice-President Research was progressing, with the list narrowed down to seven semi-finalists.

Dr Ono stated that the first phase of the strategic plan development – engagement – has been completed. Around 7500 submissions, some very detailed, were made to the University, which have been grouped into 8 potential areas of focus. The day prior to this meeting of Senate, an executive and decanal retreat was held, and task forces are being formed to focus on specific areas over the summer. The President committed to bringing that work back to the Senate in the fall.

The President advised Senate of his recent travels to Asia and the signing of a trilateral agreement of cooperation between UBC, the University of Tokyo, and the Max Planck Society of Germany.

Finally, the President advised that the American Academy of Arts & Sciences has extended an invitation to UBC to be an institutional affiliate. Dr Ono characterized this a significant invitation given their highly developed program in the humanities and sciences.

### Candidates for Degrees

Lindsay Gordon	}	<i>That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.</i>
Robert Sparks		

Approved

### Council Budget Committee

#### ANNUAL REPORT

The Chair of the Vancouver Sub-Committee of the Council Budget Committee, Dr Perry Adebar, presented.

Dr Adebar noted that the agenda was set on a monthly basis with the Provost and Vice-President Finance as set out in the Committee's written report.

Senator Knight noted that Vantage College had a \$39 million mortgage; he asked what interest was being assessed as part of that?

Dr Adebar noted that Vantage College has paid back its start-up funds to the central university.

At the request of Dr Adebar, Senate recognized Vice-Provost Pamela Ratner. She advised Senate that the mortgage was at 5.75% over 30 years. Vantage College is presently covering their costs while producing a \$3 million dividend that we expect to increase over time.

### **Academic Building Needs Committee**

The Chair of the Senate Academic Building Needs Committee, Dr Robert Sparks, presented.

#### **REPORT ON THE UNIVERSITY'S CAPITAL PROJECTS PRIORITIZATION AND APPROVAL PROCESS**

*See Appendix A: Academic Building Needs Committee Recommendations*

Robert Sparks	}	<i>That the report of the Senate Academic Building Needs Committee be received, and that Senate endorse the recommendations set out therein.</i>
Philip Loewen		

Dr Sparks set out the history of the Senate Academic Building Needs Committee. In particular, he noted that as a result of the changes made by former President David Strangway, the Committee's influence on UBC building priorities was greatly reduced. Senate input was forestalled until after capital projects had initial executive approval and thus is made the Committee's input reactive in nature. Over the past year, the Committee had formed a working group to look back at what Senate used to do with regards to academic buildings, examine the current state of affairs, and look forward for the future. The Committee's recommendations were the result of that work.

Dr Sparks thanks the Committee as well as Vice-Provost Pamela Ratner, Treasurer Peter Smailes, and Acting Academic Governance Officer Kyle McCleery for their work.

Approved

### **ANNUAL REPORT**

Dr Sparks spoke to the Committee's annual report as distributed to the Senate. In particular, he drew Senate's attention to initiatives around after hours study space and new funding for classroom renewal.

## Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented.

### PROPOSED REVISIONS TO THE ACADEMIC REGULATIONS FOR THE ENTRY-TO PRACTICE DOCTOR OF PHARMACY PROGRAM

Paul Harrison	}	<i>That Senate approve the revisions to academic regulations for the Entry-to-Practice Doctor of Pharmacy program proposed by the Faculty of Pharmaceutical Sciences as set out in the attached two-column form.</i>
Michael Coughtrie		

Dr Harrison advised Senate that as indicated in the proposal, this was largely clarifications and updates so that the extant regulations written for the previous version of this program worked better for the new program approved last year.

Dean Coughtrie added that the regulations recognize the new systems and processes put in place to recognize the changes to the Doctor of Pharmacy program.

Senator Gallegos asked if the PhD residency rules would apply to the PharmD

Dean Porter replied that no they would not.

Approved

### ESTABLISHMENT OF THE SCHOOL OF BIOMEDICAL ENGINEERING IN THE FACULTIES OF APPLIED SCIENCE AND MEDICINE

Paul Harrison	}	<i>That Senate approve the establishment of a School of Biomedical Engineering within both the Faculties of Applied Science and Medicine effective 1 July 2017;</i>
Christopher Marshall		

*That the governance and administration of the Biomedical Research Centre and the faculty appointments therein be transferred to the School of Biomedical Engineering effective 2 July 2017;*

*That the School of Biomedical Engineering become the administering academic unit for the Master of Engineering in Biomedical Engineering, the Master of Applied Science in Biomedical Engineering, and Doctor of Philosophy in Biomedical Engineering effective 2 July 2017;*

*That the joint faculty appointments with the School*

*of Biomedical Engineering become effective 2 July 2017 as listed in the appended table.*

Deans Kelleher and Parlange spoke to the proposal, in particular noting advances in healthcare due to technology and the interfaces between Applied Science and Medicine. They noted that the proposed School would sit in both of the faculties with strong linkages with Science, Dentistry, Kinesiology, and Pharmaceutical Sciences.

Dean Kelleher further noted that a large number of people in Medicine already work in the field in various departments and institutes. We can now partner for an appropriate home with an appropriate critical mass.

Senator Salehmohamed noted that the proposal referenced funding from both undergraduate and graduate students, but given that the Ministry of Advanced Education had not yet approved the Bachelor of Applied Science in Biomedical Engineering proposal, he asked how this shortfall would be met.

Dean Parlange replied that there was other funding available from the excellence fund and other sources within their faculties.

Senator Sapollnik noted that the Senate policy required that all schools and departments had at the equivalent of least 15 full-time faculty. He noted that this proposal hit 15 but using a lot of 0.2 appointments. He expressed a concern by having such a large number of faculty members giving such a small amount of their time. He further noted that 8 out of 15 FTE have not been hired and have a 2-5 year timeline.

Dean Kelleher replied that a large number of faculty in Medicine were working on biomedical engineering in informal ways. He said that he feared that if we did not create the School, we would not be able to attract more people to this field at UBC.

Dean Parlange said that over the past year, a dozen faculty each from Medicine and Applied Science worked together to develop the Biomedical engineering program. There is clear enthusiasm and engagement from faculty members in both faculties.

Senator Pratt noted again the undergrad program was not yet approved, and the School was being established under the assumption that it would be. The revenue projection over the next 8 years was coming from both undergraduate and graduate students. He asked where the money would be coming from and if resources would be taken from existing programs.

Dean Parlange assured the Senate that no money would be taken from existing programs.

### **Amendment**

Tariq Ahmed	}	<i>That the motion be amended to include “That the Faculties of Applied Science and Medicine report back to Senate in May 2018 on the faculty</i>
Michael Pratt		

*compliment of the School”*

Amendment Not  
Approved

Senator Doering reiterated the earlier expressed concerns around faculty compliment, the status of the undergraduate program, and raised further concern with the complications in governance of a School reporting to two faculties.

Senator Harrison noted that this would not be smallest school at UBC. The Faculty compliment was a point of large discussion at the Academic Policy Committee. The Committee came to the conclusion that we are at a point of aspiration. Looking ahead, we think that in a reasonable timeline they will have a reasonable faculty compliment and the Committee agreed that we needed the proposed school to be formally established to recruit more faculty in this area. He further clarified for Senate that the undergraduate program was not rejected, it was withdrawn by UBC and would be resubmitted.

**Amendment**

Richard Anstee	}	<i>That the motion be amended to include a</i>
Richard Tees		<i>provision excluding it from the minimum size</i>
		<i>requirement for departments and schools.</i>

Amendment  
Approved

Senator Booth noted that Dean Parlange was leaving in a few week and we have already seen large restructurings in Applied Science leadership; he suggested that timing seemed flawed to establish a new autonomous school.

Dean Parlange stated that many people across Applied Science had worked on the proposal. Incoming Acting Dean James Olsen was well placed to support it. Further, Rob McMaster from Medicine and Elizabeth Croft from Applied Science would be continuing.

Dean Kelleher assured Senate that this was a key strategic priority for both faculties.

Dr Tees spoke in favour of the proposal, but asked that the faculties report regularly on their progress.

Senator Hamid expressed a concern regarding the lack of student consultation.

With permission of Senate, Associate Dean of Applied Science Elizabeth Croft spoke, noting that they had met with the EUS and AMS and commented on those conversations.

Senator Doering rebutted that the EUS and AMS were only given an incomplete proposal on which to provide feedback and that feedback was not reflected in this proposal.

Senator Sapollnik said that the students supported the idea but not the procedure undertaken for establishment of the proposed School.

### **Motion to Refer**

Ian Sapollnik	}	<i>That the motion be referred back to the Academic Policy Committee for further review, and that the Committee report back at the September 2018 meeting of senate.</i>
Daniel Lam		

Referral Not  
Approved

Paul Harrison	}	<i>That Senate approve the establishment of a School of Biomedical Engineering within both the Faculties of Applied Science and Medicine effective 1 July 2017;</i>
Christopher Marshall		

*That the governance and administration of the Biomedical Research Centre and the faculty appointments therein be transferred to the School of Biomedical Engineering effective 2 July 2017;*

*That the School of Biomedical Engineering become the administering academic unit for the Master of Engineering in Biomedical Engineering, the Master of Applied Science in Biomedical Engineering, and Doctor of Philosophy in Biomedical Engineering effective 2 July 2017;*

*That the joint faculty appointments with the School of Biomedical Engineering become effective 2 July 2017 as listed in the appended table; and*

*That the minimum size requirement for schools, as approved on 18 May 1994, not apply to the School of Biomedical Engineering.*

Main Motion  
Approved as  
Amended

*NB: Senators Anstee, Biddlecombe, Lam, Sapollnik, Doering, Salehmohamed, Gallegos, Pratt, Hamid, Park, and Brar opposed the motion.*

### **Admissions Committee**

The Committee Chair, Dr Robert Sparks, presented.

#### **BACHELOR OF SCIENCE – REVISION TO WITHDRAWAL AND READMISSION REGULATIONS**

Robert Sparks	}	<i>That Senate approve changes in readmission requirements for students required to withdraw from the Bachelor of Science program, effective for the 2017 Summer Session and thereafter.</i>
William Dunford		

Dr Sparks noted that the proposed change would bring Science's readmission policy into alignment with that of Arts.

Approved

#### **BACHELOR OF SCIENCE IN NURSING – REVISION TO ADMISSION REQUIREMENTS**

Robert Sparks	}	<i>That Senate approve changes in admission requirements for applicants to the Bachelor of Science in Nursing program, effective for the 2017 Winter Session and thereafter.</i>
Sally Thorne		

Approved

#### **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES – MINIMUM FUNDING FOR DOCTORAL STUDENTS**

Robert Sparks	}	<i>That Senate approve the Faculty of Graduate and Postdoctoral Studies policy on Minimum Funding Package for Doctoral Studies, effective for the 2018 Winter Session and thereafter.</i>
Richard Anstee		

Dr Sparks noted that this proposal was intended to attract and support top PHD students and facilitate the timely completion of programs.

With permission of Senate, Associate Dean of Graduate & Postdoctoral Studies, Janice Eng spoke to the proposal. She noted that the proposal was under development for the past 3 years and in that time, broad consultation with graduate programs, deans, and the Vice-President



Students office was undertaken. She further advised that many departments already had programs in place to ensure funding for their students. The policy would mandate \$18 000 in funding a year for 4 years. This would be a minimum and would give meaningful support for graduate students living in the most expensive city in Canada.

Dean Porter noted that every three years we did a survey of graduate students. We are welcoming PhD students who are contributing immensely to the research enterprise and the University but many are having to work full time to support themselves while doing so; this leads to substantial mental health issues and stress. 1 of 5 students who withdraw from UBC PhD programs cite financial difficulties as significant factors.

Senator Collier spoke in favour of the proposal, but noted that \$18 000 was the same funding she received 17 years ago. She did note that in biomedical sciences they were better funding than the humanities.

Senator Dunford spoke against the proposal. He suggested that we should not confuse being a student with being an employee; if you wanted to do a doctorate in English at Oxford, they tell you the cost, and they also tell you that there are certain funding sources available. These issues are kept separately. If students chose to come fund themselves, that should be allowed.

Senator Gallegos spoke in favour of the initiative on the basis of assurances made for current students not having funding diverted. He did not see a difference between employment and studies.

Senator Jaeger spoke against the proposal. She noted that in the consultation with her department concerns were raised that were not yet resolved. There is a sector of the population that will be blocked by these policies – those who have the financial ability to support themselves and want to better themselves, but aren't at the academic level to gain major funding.

Senator Adebare spoke against the policy and said that his associate head did not feel heard with his concerns. He suggested that this was a direction that UBC needed to move towards, but not yet.

Senator Sapollnik said that this policy has the potential to benefit students tremendously. PhD students devote so much time for their studies and deserve to be funded.

Dean Porter expressed regret at some faculty members not feeling heard. She noted that Graduate & Postdoctoral studies put out many calls for consultation and met with many people. Further, \$8 million has been to the financial aid budget and are looking at policies to allow for more flexibility.

Senator Anstee supported the motion but expressed concern at faculty issues not being addressed in the document.

Senator Richardson noted that there are departments that aren't well funded; he asked if we knew of any PhD programs that would be compromised with this policy.

Dr Eng replied that around 80% of departments currently provided this level of funding. There are certain departments where this will be challenge, in particular, those in the Faculty of Education. If this policy is approved, Education will need to reduce its PhD admissions. They are working on this issue and Education feels it must support its students better.

Senator Ruitenberg said that her departments program would be in jeopardy. A number of components that could mitigate stress for departments from this have not yet been resolved. In particular, the timing of adjudication cycles. She suggested delaying implementation until those issues are addressed.

### **Amendment**

Claudia Ruitenberg	}	<i>That the motion be amended to strike 2018 Winter</i>
Carol Jaeger		<i>as the effective date and replace this with 2019</i>
		<i>Winter.</i>

Amendment Not  
Approved

In response to a question from Senator Gallegos, Dean Porter noted that there was a later proposal on tonight's agenda for part-time PhDs that would exempt certain programs where many students tended to be working professionals.

Senator Lowen asked if \$18 000 could be indexed to inflation.

Dean Porter replied they considered it but felt it would be better to review it annually.

Senator Thorne said she loved the idea of ensuring support for students, but also noted that almost every overarching policy could have issues at its peripheries. She noted in her own discipline this policy could cause barriers, and this would reduce her department's intake of PhD students.

The Provost said that students not having opportunities resonated with her, but we are not in a perfect world and this is a step in the right direction.

Senator Marshall spoke in favour of the motion, but advised that in his department funding was the greatest challenge for recruiting. He suggested that if the 4-year Doctoral Fellowship and other funding sources were known in December he would support the proposal more strongly.

Approved

*NB: Senators Jaeger, Richardson, Dunford, and Ruitenberg opposed the motion.*

**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES – PART-TIME CLASSIFICATION FOR DOCTORAL STUDENTS**

Robert Sparks	}	<i>That Senate approve the ‘Part-time’ Student Classification for students in doctoral programs administered by the Faculty of Graduate and Postdoctoral Studies, effective for the 2017 Winter Session and thereafter.</i>
Susan Forwell		

Approved

**CLASSIFICATION OF STUDENTS – AUDITOR**

Robert Sparks	}	<i>That Senate approve removal of ‘Auditor’ as a student classification, effective for the 2017 Summer Session and thereafter.</i>
Richard Anstee		

Approved

**ANNUAL REPORT ON APPEALS AND OTHER MATTERS OF DELEGATED AUTHORITY**

Dr Sparks informed Senate that pursuant to policy J-50, grades presented for admission from Albertan secondary schools were adjusted upwards by 4%.

Dr Sparks advised that in the past year, pursuant to Policy C-2, affiliations for the purposes of student mobility agreements were approved with the following institutions for the programs and faculties noted:

- University of Oxford, Exeter College (UBC Faculty of Arts)
- Tohoku University (UBC Faculty of Arts)
- College, Dublin (UBC Faculty of Arts)
- University of St. Andrews (UBC Faculty of Arts)
- National Chengchi University (UBC Faculty of Arts)
- Chongqing Normal University (UBC Faculty of Arts)
- Hertie School of Governance, Germany (UBC Faculty of Arts, for student and faculty in the Master of Public Policy and Global Affairs, MPPGA)
- National Ilan University, Taiwan (UBC Faculty of Forestry)
- Vietnam National University of Forestry (UBC Faculty of Forestry)
- Technical University of Denmark (DTU) (UBC Faculty of Science and Faculty of Land and food Systems)
- Aarhus University, Denmark (UBC Faculty of Science)
- Technical University of Dresden, Germany (UBC Faculty of Science)
- Education University of Hong Kong (UBC Faculty of Education)

- Okayama University (OU) (approved in 2016 for UBC Faculty of Forestry, extended in April 2017 to UBC Faculty of Arts and Faculty of Applied Science)

Dr Sparks noted that pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program. Between 1 May 2016 and 30 April 2017, the Admissions Committee heard 160 appeals:

- 156 appeals for admission to the University
- 1 appeal for readmission to the University
- 3 appeals for change of degree or program

Of the 160 appeals heard by the Committee, 11 were allowed and 149 were dismissed.

Seantor Sapollnik asked if there was a barrier for students appealing.

Dr Sparks replied that students first had to appeal to their faculties. The Committee only looks at matters if there is no other recourse.

Dr Ross replied that there was no fee at present, but that UBC was exploring how to have one.

Finally, Dr Sparks noted that under delegated author form Senate granted in 2013, in the past year the Committee approved 11 nominal or editorial changes to admission requirements.

### **Agenda Committee**

The Chair of the Senate Agenda Committee, Dr Paul Harrison, presented.

### **CHANGES TO THE RULES AND PROCEDURES OF SENATE**

Paul Harrison  
Carol Jaeger

}

*That the Rules and Procedures of Senate be amended to add a new Section 40 as follows: "All Senate committee shall elect a chair and at least one vice-chair from amongst its members who are senators. Should a committee elect more than one vice-chair, its chair shall determine which vice-chair shall chair a meeting or otherwise represent the Committee in his or her absence"; and That subsequent sections of the Rules and Procedures of Senate and any referential section numbers be renumbered accordingly.*

Approved

## **Appeals on Academic Standing Committee**

Dr Lawrence Walker, Vice-Chair of the Committee, presented on behalf of Dr Lance Rucker.

### **ANNUAL REPORT**

Dr Walker reminded Senate that the Committee's primary mandate was administrative justice. Since last reporting to Senate in May 2016, 6 appeals proceeded to Committee hearings (as compared with 12 in the prior reporting period), of which 1 was allowed, 1 was allowed in-part and 4 were dismissed. In addition to the 6 appeals concluded, the Committee has been advised that in the past year an additional 13 appeals were presented to the Registrar, of which 1 was settled with the Faculty prior to hearing, 2 were withdrawn by the appellant prior to hearing, 2 were closed due to lack of appellant response, 1 was sent back to the Faculty for a final decision prior to initiation of the Senate appeal process and 7 are in progress and expected to be heard by the Committee in the upcoming weeks.

## **Awards Committee**

### **NEW AND REVISED AWARDS**

*See Appendix B: Awards Report*

Lawrence Burr	}	<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 Burr noted that \$35 000 in new awards were being considered this month.

Approved

## **Curriculum Committee**

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

### **MAY CURRICULUM REPORT**

*See Appendix C: Curriculum Report*

Carol Jaeger  
Susan Forwell

}

*That the new courses, revised courses, new course codes, discontinued course codes, new minors, new emphases and streams, revised calendar entries and discontinued program brought forward by the Faculties of Applied Science, Arts and Graduate and Postdoctoral Studies (Applied Science, Commerce and Medicine) be approved.*

Approved

### **Library Committee**

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

#### **ANNUAL REPORT**

Dr Burr thanked the Library and university staff for their work. With reference to the distributed report, he drew specific attention to two challenges that continue to face the library: inflationary pressures, and the US/Canadian exchange rate.

#### **Amend the Time to Adjourn**

Robert Sparks  
Philip Loewen

}

*That the time to adjourn be extended to 9:30 p.m.*

Approved

### **Nominating Committee**

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

#### **APPOINTMENT OF STUDENT SENATORS TO COMMITTEES OF SENATE AND COMMITTEES OF THE COUNCIL OF SENATES**

Richard Tees  
Michael Pratt

}

*That Ms Simran Brar, Ms Lisa Wang, and Ms Danika Coulbourn be appointed to the Senate Academic Building Needs Committee until 31 March 2018 and thereafter until replaced, to replace Ms Melina Huang Ms Samantha So and Ms Danika Coulbourn;*

*That Mssrs Kevin Doering and Francisco Gallegos be appointed to the Senate Academic Policy Committee until 31 March 2018 and thereafter until*

*replaced, to replace Mssrs Nick Dawson and Mark Bancroft;*

*That Ms Jaymi Booth and Mr Qadeem Salahmohamed be appointed to the Senate Admissions Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ben Fischer and Ms Taneille Johnson;*

*That Mssrs Jakob Gattinger and Ian Sapollnik be appointed to the Senate Agenda Committee until 31 March 2018 and thereafter until replaced, to replace Mr Nick Dawson and Mr Benjamin Fischer;*

*That Mr Francisco Gallegos, Mr Michael Pratt, and Ms Lisa Wang be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2018 and thereafter until replaced, to replace Mr Mark Bancroft, Ms Melina Huang, and Mr Steven Zbarsky;*

*That Ms Jayme Booth, Mr Kevin Doering, Ms Miranda Huron, Mr Daniel Lam, and Mr Ian Sapollnik be appointed to the Senate Curriculum Committee until 31 March 2018 and thereafter until replaced, to replace Ms Danika Coulbourne, Ms Miranda Huron, Mr Daniel Lam, Mr Ian Sapollnik, and Mr Jeff Solis;*

*That Ms Simran Brar, Ms Marium Hamid, Mr Daniel Lam, and Mr Jeff Solis be appointed to the Senate Library Committee until 31 March 2018 and thereafter until replaced, to replace Mr Mark Bancroft, Ms Tanielle Johnson, Mr Jeff Solis, and Ms Daphne Tse;*

*That Ms Madison Grist, Ms Miranda Huron, and Mr Qadeem Salahmohamed be appointed to the Senate Committee on Student Appeals on Academic Discipline until 31 March 2018 and thereafter until replaced, to replace Mr Nick Dawson, Ms Ho Yi Kwan, and Mr Steven Zbarsky;*

*That Ms Madison Grist and Ms Sarah Park be appointed to the Senate Awards Committee until 31 March 2018 and thereafter until replaced, to replace Ms Miranda Huron and Ms Ho Yi Kwan;*

*That Ms Danika Coulbourn, Ms Marium Hamid, and Mr Ian Sapollnik be appointed to the Senate Teaching & Learning Committee until 31 March 2018 and thereafter until replaced, to replace Ms Melina Huang, Mr Daniel Lam, and Ms Samantha So;*

*That Mr Michael Pratt and Mr Jeff Solis be appointed to the Senate Tributes Committee until 31 March 2018 and thereafter until replaced, to replace Mr Samantha So and Ms Kadie Williams;*

*That Mr Jakob Gattinger and Mr Francisco Gallegos be appointed to the Council Budget Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik and Ms Daphne Tse;*

*That Ms Simran Brar be appointed to the Council Elections Committee until 31 March 2018 and thereafter until replaced, to replace Ms Jolene Loveday;*

*That Ms Miranda Huron be appointed to Council of Senates Vancouver Representative Committee 4 until 31 March 2018 and thereafter until replaced, to replace Ms Miranda Huron;*

*That Ms Danika Coulborn and Mr Jakob Gattinger be elected to the Council of Senates.*

Approved

**APPOINTMENT TO A PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT HUMAN RESOURCES**

Richard Tees  
Tariq Ahmed

}

*That Senate appoint Dr Murray Isman to the President's Advisory Committee for the Selection of a Vice-President Human Resources.*

Approved



## **JOINT BOARD/SENATE STANDING COMMITTEE CHAIRS MEETINGS**

Dr Tees advised Senate of the recent meeting of Board and Senate standing committee chairs. As senators may be aware, joint Board/Senate meetings are often a practice at other Canadian universities; however, UBC has not had joint meetings of its Board and Senate(s) since the 1980s. Since that time, both bodies have grown in size, and UBC has added a second senate for the Okanagan campus.

The Agenda Committees of both senates and the Governance Committee of the Board are resolved to improve communication and collaboration between UBC's governing bodies; however as a meeting of nearly 200 people was not viewed as possible on a regular basis instead, the secretaries to the Board and Senate have proposed regular joint meetings of the chairs of the standing committees of the Board and Senates. The first of these meetings was held on 12 April 2017, and at that meeting, those present endorsed the following protocols for future regular meetings:

### **PROTOCOLS FOR JOINT MEETINGS OF BOARD OF GOVERNORS AND SENATE STANDING COMMITTEE CHAIRS**

#### **Mandate:**

- To serve as a point of coordination and foster collaboration between the governing bodies of the University.
- To provide a time and place for high-level discussion of University-wide issues and initiatives.
- To inform the work of the Board, Senates and their committees by allowing better understanding of the values and priorities of UBC's governing bodies.
- To be a place of discussion, but not decision-making, for those powers vested by the University Act in the Board, Senates, and Council, either individually or collectively.

#### **Timing**

- At least once, and ideally twice, each year (generally in the fall and spring, either directly before or after a meeting of the Board or its committees).

#### **Attendance:**

- The Chancellor
- The Chair of the Board of Governors
- The President as Chair of the Senates
- The chairs of all standing Board, Vancouver Senate, Okanagan Senate, and Council of Senates committees
- Such Vice-Presidents as the President may request
- One student from each of the Board, Okanagan, and Vancouver Senate if a student is not already attending as a standing committee chair from that body
- The Board, Senates, and Council of Senates secretaries

#### **Agendas:**

- To be developed by the secretaries to the Board and Senates in consultation with the President and relevant Board and Senate committees

Location:

- On the Vancouver or Okanagan campuses, with every third meeting to be at the Okanagan campus. In-person participation strongly recommended

**TRIENNIAL REVIEW**

Richard Tees  
Richard Anstee

}

*That Senate approve the revised terms of reference and compositions for Standing Committees of Senate as amended:*

*Amendment: Inclusion of “Including the social and emotional well-being of all involved in the teaching learning process” in reference 2 for the Senate Teaching and Learning Committee.*

Approved as  
Amended

**Student Appeals on Academic Discipline**

The Committee Chair, Mr Tariq Ahmed, presented.

**ANNUAL REPORT**

Senator Ahmed thanked his Committee for their work over this triennium. The Committee heard five appeals involving students disciplined by the President upon the recommendation of one of the President’s Advisory Committees. Of the five appeals considered by the Senate Committee during the reporting period, one was allowed and four were dismissed.

Senator McKee asked if there were any comments on the quality of the President’s Advisory Committee on Student Discipline’s work.

Senator Ahmed replied that his Committee’s decisions speak for themselves.

**Teaching & Learning Committee**

The Committee Chair, Mr Andre Ivanov, presented.

**ANNUAL REPORT**

In addition to those comments in his written remarks, Dr Ivanov thanked to President Ono for his support. He advised Senate that over the past year, his Committee had discussed interdisciplinary course development, on-line proctoring of examinations, syllabus policies, student evaluations of teaching, comprehensive learning records, and the emerging themes of the strategic plan.

## **Tributes Committee**

### **EMERITUS REPORT**

*See Appendix D: Emeritus Report*

Sally Thorne	}	<i>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 Emeritus, Senior Instructor Emeritus, General Librarian Emeritus, Administrative Librarian Emeritus or Program Director Emeritus be added to the Roll of Convocation.</i>
Richard Tees		

Senator Doering asked if emeriti faculty were still faculty members.

Senator Thorne said technically no they were not as they did not hold the ranks set out in Section 1 of the *University Act*, but they participated in many of the same ways faculty members did.

Approved

## **Ad Hoc Committee on Student Mental Health and Wellbeing**

### **FINAL REPORT**

*See Appendix E: Student Mental Health and Wellbeing Recommendations*

William McKee	}	<i>That the report of the Ad Hoc Committee on Student Mental Health and Wellbeing be received, that Senate endorse the recommendations therein; and that the committee be discharged.</i>
Philip Loewen		

With permission of Senate, former Senator Jason Speidel spoke to this report.

Senator Tees thanked the Committee for its work and suggested working with Academic Leadership Development Program. .

Senator Thorne acknowledged and thanked the Committee members over time and those others who participated in the initiative.

Mr Speidel and Senator Sparks noted that several joint presentations were being developed for next year on the physical environment, and from the Vice-President Students.

Senator Jaeger thanked the committee for its work. She suggested that the administration further study the transition to University life. She noted that the Ministry of Education was in the process of changing the K-12 program and the Senate Admissions Committee was looking further into that, but this was causing uncertainty for potential UBC students.

Dr Ono advised that he would be meeting with secondary school principals shortly on that matter.

Approved

## Report from the Provost

### PRESIDENT'S EXCELLENCE CHAIRS

Angela Redish	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the President's Excellence Chairs in Brain Health and Precision Oncology in the Faculty of Medicine, Forest Bio-products in the faculties of Applied Science and Forestry, Global Development Policy in the School for Public Policy and Global Affairs, Biodiversity Studies in the Faculty of Science, and Media Studies in the Faculty of Arts, as set out in the attached proposals.</i>
Susan Forwell	}	

Approved

## Provost

The President noted this would be Provost *Pro Tem*. Redish's final meeting. The Senate responded with a round of applause in thanks for her service.

## Report from the Faculty of Education

### AFFILIATION WITH AGA KHAN EDUCATIONAL SERVICES S.A.

Blye Frank	}	<i>That UBC enter into an affiliation with Aga Khan Educational Services SA for the purposes of the Joint Teacher Preparation Program as set out in the attached draft partnership agreement.</i>
Claudia Ruitenberg	}	

Approved

## Report from the Registrar

### ELECTION RESULTS

The Registrar announced that Mr Kevin Madill was re-elected as Representative of the Professional Librarians to Senate from 1 September 2017 to 31 August 2020 and thereafter until replaced.

The Registrar further advised that two calls for nominations were issued for faculty members to represent their specific faculties: the first closed on 22 March and the second closed on 25 April 2017. Pursuant to Section 15 of the *University Act* the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 September 2017 and ending 31 August 2020 and thereafter until replaced:

#### Arts

- Dr Merje Kuus
- Dr C.W. Marshall

#### Commerce and Business Administration

- Dr Adlai Fisher
- Dr Kin Lo

#### Dentistry

- Dr David MacDonald

#### Forestry

- Dr Peter Marshall

#### Graduate and Postdoctoral Studies

- Dr Theresa Rogers
- Dr Thomas Schneider

#### Medicine

- Dr Claudia Krebs
- Dr Mieke Koehoorn

#### Pharmaceutical Sciences

- Dr Corey Nislow
- Dr Abby Collier

#### Science

- Dr Philip Loewen
- Dr Mark Thachuk

Dr Ross advised that vacancies remain for the Faculties of Education (2), Land and Food Systems (2), Dentistry (1), Forestry (1) and the Allard School of Law (2). For these vacancies a

third and final call for nominations has been issued. An election to decide among three candidates who have put their name forward to represent the Faculty of Applied Science is currently underway.

### **Adjournment**

There being no further business, the meeting was adjourned at 9:10 pm.

## **Appendix A: Academic Building Needs Committee Recommendations**

*NB: For the full report please see the Secretary*

### **1) Establish a comprehensive, holistic, and integrative process for bringing the building needs of academic units to the attention of the central administration and Capital Planning Working Group**

If the Capital Planning Working Group is to effectively prioritize prospective capital projects, it is essential that the working group have a comprehensive understanding of the wants and needs of all academic units on campus. While the existing information pathways to the Capital Planning Working Group appear to be important sources of information, SABNC recommends that these be supplemented with a formal, transparent mechanism for reporting academic building needs to ensure that genuine needs are not overlooked because of a lack of understanding of how to report them, or a mistaken belief that funding must be secured before a project can be viewed as a priority.

It is important that this process be holistic and integrative, aimed at defining needs in a way that encourages creative solutions, allows for long-term strategic-thinking, facilitates campus-wide collaboration in improving the University's physical infrastructure rather than the accumulation of a list of projects waiting for funding. Sample questions to help guide an information gathering process are provided in Appendix B.

Further exploration and consultation is required to determine the appropriate mechanism, but three options that could be considered are:

#### **A) Formal integration of building needs identification into budget process**

The capital project prioritization process is already aligned with the University budget process to the extent that the five-year capital priorities list is provided to the Board of Governors each June following Board approval of the budget in March/April. An academic facilities narrative and accounting could be inserted into the annual budget reporting process already required of Faculties. This process would be aimed at identifying academic building needs on an ongoing basis and outside of the context of specific projects, but with the potential to lead to corrective and/or strategic initiatives. A summary of the narratives could be shared with Senate annually.

#### **B) Formal space audit as part of 5-year external reviews of academic units**

The University's current guidelines for external academic unit reviews<sup>3</sup> require the unit to:

- "Provide an assessment of the physical infrastructure of the unit addressing the adequacy of teaching, research, administrative space, computing facilities and the availability and quality of undergraduate and graduate informal learning space"; and
- "Provide a description of the [unit's] budget, including fundraising, showing linkages to the strategic plan of the unit and [the University]."

This process affords an important opportunity to collect information about the unit's building needs and link the needs to the unit's and University's strategic plans, as well as to comment on the unit's ability to fundraise. Infrastructure Development, with direction from the Provost's Office and the Dean of the Faculty, could configure the review as a formal facility audit with internal and external comparators. A critical point, however, is that the information would need to be linked to a process to address specific facility needs and shortcomings identified in the audit and in the external reviewers' recommendations. Presently, there are examples of reviews that recommended facility upgrades where no action was subsequently taken. A summary of external reviews is already shared annually with Senate.

### C) Periodic call for proposals

A call for proposals for facility improvements could be issued to Faculties periodically in accordance with the strategic priorities of the University. The process could be informed by the University's strategic plan and overseen by the Provost's Office and could serve as an effective mechanism for gathering information about academic needs. Modest dedicated or matched funding could potentially be attached. The process could be focused on acute or strategic needs or both, and could be structured to reward holistic-thinking and collaborative proposals. Programs organized under the Teaching and Learning Enhancement Fund, Informal Learning Spaces Committee (VP Students), and the UBC Advisory Committee for Learning Spaces (Vice Provost and AVP, Academic Facilities) already operate in a similar manner. The results of such a call could be shared with Senate.

## **2) Integrate a module on facilities planning into the ALDP**

The Academic Leadership Development Program is an excellent platform for providing information to administrative leaders about facilities planning and maintenance (including classrooms and teaching labs), academic building needs review processes and the role of the Faculties, the Provost's Office and Infrastructure Development in these processes. The information could be succinct and quite practical with case examples and a summary of procedures, reporting lines and available services.

## **3) Integrate Senate into the Capital Planning Working Group**

It is apparent that critical recommendations are provided by the Capital Planning Working Group. While the prioritization arrived at by the Capital Planning Working Group is advisory, the review conducted by this group is clearly important given its breadth – reviewing projects from across campus – and its depth – engaging with projects at a level that allows it to assess the operational and strategic value of each project in a meaningful way. It is clear that the recommendations made by the Capital Planning Working Group are, and should be, taken seriously by the Executive.

It is recommended that Senate be given representation on the Capital Planning Working Group. The Chair of the Senate Academic Building Needs Committee (or designate), is the logical choice to fill this role. Other forms of engagement, such as joint meetings or parallel prioritization exercises, could also be implemented if feasible.



#### **4) Inclusion of the Student Senate Caucus in the Regular Meetings between Campus & Community Planning and the AMS/GSS**

In the course of its investigations, the SABNC Working Group learned that Campus & Community Planning has a monthly standing meeting with the Alma Mater Society and the Graduate Student Society. The inclusion of the Student Senate Caucus in these meetings would provide an additional link between Senate and UBC's professional planners, while ensuring that the issues discussed at these meetings can be brought to the attention of Senate and SABNC as needed.

## Appendix B: Awards Report

### *New Awards:*

**Ralph ARROWSMITH Bursary** – Bursaries totalling \$1,200 have been made available through an endowment established by the Estate of Dr. Ralph Arrowsmith (1926-2016), to students who demonstrate financial need in the Doctor of Medicine program in the Faculty of Medicine. Dr. Arrowsmith's will stated that "preference shall be given to gay, lesbian, and transsexual students". Dr. Arrowsmith was a graduate of UBC (BA 1950, MD 1954). He was a member of the first medical class to graduate from UBC. Dr. Arrowsmith obtained certification in Psychiatry in 1961. He served on the staff of the Riverview Hospital for 28 years, first as Unit Director and then as Medical Director. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**BC Food Processors Association Award in Food Science** - A \$1,000 award is offered annually by the British Columbia Food Processors Association (BCFPA) to a student in Food Science. In addition to the award, the selected student will receive a one-year membership to the BCFPA. Preference is given to students who have volunteered or are currently volunteering for the BCFPA. Volunteering with the Association enables the student to give back to the food processing community. The award is made on the recommendation of the Faculty of Land and Food Systems, 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)

**BINKLEY Family Graduate Scholarship** – Scholarships totalling \$15,200 have been made available through an endowment established by Dr. Clark S. Binkley. The scholarships are available to outstanding graduate students in the Faculty of Forestry enrolled in one of the Faculty's Professional Master's degree programs. The scholarships are made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

**CLAYBURN Dental Outstanding Clinical Proficiency in Dental Hygiene** - An award of \$1,000 is offered annually by Clayburn Dental, of Abbotsford, British Columbia, to recognize a 3rd year dental hygiene student who has demonstrated outstanding professionalism, communication, collaboration, and coordination in their clinical education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session)

**Michael FRYZUK Prize for Excellence in Undergraduate Chemistry Research** – Two prizes of \$525 each have been made available through an endowment established by Professor Michael Fryzuk and augmented by his past students and postdoctoral fellows in the Faculty of Science, Department of Chemistry. The prizes are for undergraduate students enrolled in Chemistry 449 who demonstrate excellence on their senior thesis projects. One prize is for a student studying synthetic chemistry and the other prize is for a student studying in any other area of chemistry. Preference will be given to those students who demonstrate excellence based on their oral presentation, their ability to answer questions, and final thesis presentation. The prizes are made on the recommendation of the Department of Chemistry. (First Award Available in the 2016/2017 Winter Session)

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**Lorna Gail GORDON Bursary in Education** - Bursaries totalling \$4,000 have been made available through an endowment established in memory of Lorna Gail Gordon (BEd. 1967), who had a love for education and continued on to pursue her Doctorate in Law in 1980 in California while raising two children. The bursaries are for female B.Ed students pursuing their degree in the Faculty of Education while raising a child or children. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**Matthew HUSZAR Memorial Bursary in Geological Sciences** – A \$1,000 bursary is offered annually by Pretium Resources, family, friends and colleagues in memory of Matthew Huszar for an undergraduate student pursuing an Honours degree in geological sciences in the Faculty of Science. Originally from Lethbridge, Matthew moved to Vancouver to study at UBC. Matthew's passion for the outdoors influenced his decision to study geology and he subsequently graduated with Honours in the undergraduate Geological Sciences program. After graduation, Matthew started a successful career as an exploration geologist with Pretium Resources, working at the Brucejack gold project until his passing in 2011. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**Brian and Jane JAMES Graduate Scholarship in Catalysis Research** – A \$1,200 scholarship has been made available through an endowment established by Chemistry Professor Emeritus Brian R. James. The scholarship is granted to an outstanding graduate student in Chemistry who is specializing in research in Catalysis. The scholarship is made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

**J. E. (Jack) KLINCK, Q.C., Indigenous Student Award** – Four awards of \$5,000 each are offered annually by J. E. (Jack) Klinck, Q.C., to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate involvement in the Indigenous community and academic promise. Preference will be given to students with financial need. This award was established in memory of the founding Dean of UBC's law school, George F. Curtis, OB, OBC, QC. The award is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2017/2018 Winter Session).

**McCARTER Entrance Scholarship** – A \$1,200 entrance scholarship has been made available through an endowment established by W. Kenneth (Ken) McCarter (BA 1976) for an outstanding undergraduate student, with a preference for Canadian (or permanent resident) students whose place of residency is in Canada east of Manitoba. Ken's late father, Bill McCarter (BComm 1945), and his mother, Isobel McCarter, believed strongly in the value of undergraduate education in parts of Canada other than one's home town — both in terms of the gains to the undergraduate from experiencing life in another part of the country and the gains to Canada from having its citizens know and understand different parts of the country from the experience of living and learning elsewhere. Bill and Isobel's family also have a strong love of British Columbia and want to encourage students from elsewhere in Canada to study at UBC — reflected in the fact that, including Bill, six members of Bill and Isobel's family over three generations are UBC graduates. The scholarship is adjudicated by Enrolment Services. (First Award Available in the 2017/18 Winter Session)

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**Josef MOLNAR Memorial Men's Soccer Award** – One or more awards from a minimum of \$500 each have been made available through an endowment created by the family and friends of Josef Molnar. The award is open to outstanding members of the UBC Men's varsity soccer. Josef Molnar was the assistant coach of the UBC Men's soccer team from 1960-1988. He made a huge impression and was a mentor to decades of UBC soccer players. This award will be made at the discretion of the Head Coach of the UBC Men's Soccer team and will be administered by the UBC Department of Athletics. (First Award Available in the 2017/2018 Winter Session)

**Sandra MORRIS and Richard Tillyer Scholarship in Chemistry** – Scholarships of \$1,000 each have been made available through an endowment established by Dr. Sandra Morris and Dr. Richard Tillyer to two outstanding graduate students, one in organic or biological chemistry, and the other in any area of research in Chemistry, who demonstrate academic excellence and strong research potential in the first two years in their PhD program. In both cases, preference is given to those who demonstrate an ability to work collaboratively with teams/colleagues and show promise in the area of public speaking and presentations. Dr. Sandra Morris (BASc 1986, PhD Chemistry 1991) and Dr. Richard Tillyer (PhD Chemistry 1991) met at UBC while attaining their PhD's in Organic Chemistry. After they married, they went on to successful careers in pharmaceuticals, Sandra with Johnson & Johnson and Richard with Merck in the United States. They feel passionately about giving back to their alma mater, by encouraging students to go on to graduate studies. The awards are made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session)

**Rebecca VECCHIO Memorial Award** – A \$1,000 award is offered annually by UFCW Local 1518 for students who are committed to gender equality in actions and behaviours and who advocate against bullying and violence against women. The award is for students who demonstrate these ideals through action by working to foster a safer and more respectful campus community. Recommendations are made by the Equity and Inclusion Office and the Sexual Assault Prevention Team in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**John Gordon WATT Memorial Bursary in Medicine** – Bursaries totaling \$1,200 have been made available through an endowment established in honour of John Gordon Watt, (MD 1956) for MD students who have demonstrated financial need. Dr. Watt was a practicing Orthopedic Surgeon who spent almost 30 years teaching medical students and orthopedic residents at UBC. The award is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session)

**WHITE Coat Warm Heart Travel Award** - Awards totalling \$1,500 are offered annually to medical students traveling to the Canadian Conference on Medical Education who present at the White Coat Warm Heart exhibit. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/18 Winter Session)

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

**#587 Proposed Award Title and Description: World University Service Summer Seminar Bursary** – Bursaries to a total of \$5,000 are **offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP)** students participating in the summer seminar(s) organized by the World University Service of Canada. **The bursary recognizes UBC’s longstanding support for the WUSC Student Refugee Program and offers SRP students a chance at personal and professional development in leadership that otherwise might not be accessible due to financial constraints.** The bursaries are made on the recommendation of the World University Service of Canada **Local** Committee.

*Rationale for Proposed Changes – Type of Action: Upon request from Enrolment Services and World University Service of Canada, we are changing the award value and adding rationale for the bursary.*

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**#1207 Proposed Award Title and Description: Jan de Bruyn Memorial Prize** - A prize of \$150 **has been made available through an endowment established** by friends, students, colleagues **and family** in honour of the work of Jan de Bruyn in developing the English Department's scholarship program. The \$150 prize is offered to the most promising undergraduate student in 17th-Century English literary studies, as at present covered by the courses English 349, 354 and 376. **The award is made on the recommendation of the Department of English.**

*Rationale for Proposed Changes – Type of Action: In light of the recent passing of Professor Jan de Bruyn, his family has requested that we revise the award to add “memorial” to the title, and reference to the family support in the description.*

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**#1447 Proposed Award Title and Description: Bruce Todd Memorial Thunderbird Hockey Award** – Two awards, each with a minimum value of \$500 to the maximum allowable under athletic association guidelines, **have been made available through an endowment established** by family, friends, and colleagues in memory of Dr. Bruce Todd. The awards are offered to outstanding members of **the Men’s or Women’s** UBC Thunderbirds Varsity Ice Hockey Teams who have distinguished themselves both academically and athletically at UBC, with preference given to one male and one female student athlete in Science, Engineering, Medicine, or Education. Bruce had a long and distinguished association with UBC, starting in 1989 as a postdoctoral fellow in Chemistry Department and continuing as a lecturer and instructor during the 1990s. In 2000, he became the Manager and Director of the Instrumentation Prototyping and Development Facility at the UBC Laboratory for Molecular Biophysics. Over the next decade Bruce was involved in several major research initiatives at the Facility, in collaboration with research groups from Chemistry, Biochemistry, Applied Science and Medicine. His enthusiasm and passion for learning was evident in his academic and research work, as well as his outstanding contributions as a coach for the Vancouver Thunderbirds Minor Hockey. The awards are made on the recommendation of the Varsity Athletic Awards Committee.

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*Rationale for Proposed Changes – Type of Action: Upon the donors' request, and in collaboration with the Faculty Development team, we are revising the award to reflect change in funding source.*

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**#2359 Proposed Award Title and Description: Emily and Francis Binkley Scholarship -** Scholarships totaling \$10,000 have been made available through an endowment established in honour of Emily and Francis Binkley by Dr. Clark S. Binkley. The scholarships are offered to undergraduate students in the Faculty of Forestry. Preference is given to outstanding under-represented students, such as Indigenous students, refugees, students from rural communities and transfer students from other colleges and universities.

Each award should contribute significantly, if not fully, to the cost of tuition for each recipient, with each award being valued ideally at not less than \$4,000. The award is made on the recommendation of the Faculty of Forestry, and in the case of Aboriginal students, in consultation with the First Nations House of Learning.

*Rationale for Proposed Changes – Type of Action: Due to a significant recent donation to the endowment capital, the donor (in collaboration with the Faculty) sought to make changes to allow multiple scholarships to be assigned from the endowment and also sought to further define the scholarship assignment.*

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**#3792 Proposed Award Title and Description: PharmaChoice West Award in Pharmaceutical Sciences -** A \$1,000 award is offered by **PharmaChoice West** for a student in the third year of the undergraduate program in the Faculty of Pharmaceutical Sciences who demonstrates leadership skills and has an interest in community practice. Preference is given to those students who graduated from a high school in British Columbia but outside of the metro Vancouver area. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

*Rationale for Proposed Changes – Type of Action: PharmaChoice has recently acquired Peoples Drug Mart; as a result, upon the (new) donor's request, in collaboration with the Faculty Development team, we are revising award title and description to reflect the donor's name change.*

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**#4461 Proposed Award Title and Description: Oluna and Adolf Ceska Award in Mycology** – A \$1,000 award has been made available through an endowment established by Jean and Stephen Johnson, members of the South Vancouver Island Mycology Society (SVIMS), friends and members of SVIMS, **and the Vancouver Mycological Society (VMS)**. Jean's many legacies include the initiation of this award to honour the educational and scientific contributions made by Oluna and Adolf Ceska to mushrooming and mycology in British Columbia and beyond. The award is open to undergraduate or graduate students who conduct mycological research. Preference will go to students researching the mushrooms and fungi of British Columbia. The award is made on the recommendation of the Department of Botany, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

*Rationale for Proposed Changes – Type of Action: Upon the donors' request, and in collaboration with the Faculty Development team, we are revising the award description to acknowledge the contribution of the Vancouver Mycological Society in the creation of this award.*

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**#5714 Proposed Award Title and Description: Dr. A.E. Dennis Wardman Family Aboriginal Prize in Medicine – Three prizes of \$2,500 each** are offered annually by Dr. A.E. Dennis Wardman. **One prize of \$2,500 will be awarded to the top Aboriginal student in the first year of the MD undergraduate program. One prize of \$2,500 will be awarded to the top Aboriginal student in the second year of the MD undergraduate program. One prize of \$2,500 will be awarded to an Aboriginal student in the third year of the MD undergraduate program who has excelled in a clinical placement in an Aboriginal community.** The awards are made on the recommendation of the Faculty of Medicine.

*Rationale for Proposed Changes – Type of Action: Upon the donor's request, and in collaboration with the Faculty Development team, we are increasing the number of awards available and the dollar value. We are also partially revising the award eligibility criteria.*

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**#6530 Proposed Award Title and Description: Dr. Lakhbir K Jassal Graduate Travel Award in Arts** – Two awards of \$750 each are offered annually by Dr. Lakhbir K Jassal, to graduate students whose focus of study is in one of the following areas: Human Geography, Anthropology (socio-cultural or medical anthropology focus), **Psychology (focus on Behavioural Neuroscience, Clinical Psychology or Cognitive Science)**, and **Public Policy and Global Affairs (MPPGA)**. The awards are available to assist students with expenses associated with fieldwork or presenting their work at conferences. Candidates must have an excellent academic record, with financial need taken into consideration. The awards are made on the recommendation of the four respective departments, in consultation with the Faculty of Graduate and Postdoctoral Studies, alternating between the Departments of Geography and Anthropology in even-numbered Winter Sessions and the **Department of Psychology and School of Public Policy and Global Affairs** in odd-numbered Winter Sessions.

*Rationale for Proposed Changes – Type of Action: Upon the donor's request, and in collaboration with the Faculty Development team, we are partially revising the eligibility criteria.*

## **Appendix C: Curriculum Report**

### **FACULTY OF APPLIED SCIENCE**

#### *New and revised courses:*

PLAN 211 (3) City-Making: A Global Perspective;  
PLAN 221 (3) City Visuals;  
PLAN 331(3) The Just City in a Divided World;  
MINE 465 (3) Materials Handling;  
APSC 179 (3) Linear Algebra for Engineers;  
VANT 150 (3) Sustainability and Engineering Design;  
VANT 151 (3) Multidisciplinary Engineering Design Project

#### *Revised calendar entries:*

UBC Vantage College>Program Requirements>Engineering Stream; Applied Science>Bachelor of Applied Science>Mining Engineering> Fourth Year

### **FACULTY OF ARTS**

#### *New minors:*

Bachelor of Arts> Minor in LFS; Bachelor of Fine Arts>Minor in LFS; Bachelor of International Economics> Minor in LFS; Bachelor of Media Studies> Minor in LFS; Bachelor of Music>Minor in LFS

#### *New emphases and streams:*

Bachelor of Arts, Minor in Education emphasis in Language Learning and Teaching;  
Bachelor of Fine Arts, Minor in Education emphasis in Language Learning and Teaching;  
New stream in Language Learning and Teaching;  
Bachelor of International Economics, Minor in Education, emphasis in Language Learning and Teaching;  
New stream in Language Learning and Teaching; Bachelor of Media Studies,  
Minor in Education, emphasis in Language Learning and Teaching;  
New stream in Language Learning and Teaching;  
Bachelor of Music, Minor in Education, emphasis in Language Learning and Teaching;  
New stream in Language Learning and Teaching

#### *New courses and course code:*

ACAM 320 (3/6) d Selected Topics in ACAM Studies;  
ACAM 447 (3/6) c Directed Studies in Asian Canadian and Asian Migration;  
ARTH 357 (3) Chinese Art and Architecture: Patronage and Collecting;  
ARTH 382 (3) Is Art History Queer?;  
ASIA 402 (3) Language, Writing, and Linguistic Thought in the History of the Sinographic Cosmopolis;  
ASIA 433 (3) The Cinematic Lives of Muslims in South Asia;  
KORN 420 (3) Readings in Middle and Early Modern Korean;  
ASTU 101(3) Writing for Research in the Social Sciences and the Humanities;  
CTLN: Catalan  
CTLN 301 (3) Catalan Language and Culture

#### *Discontinued program:*

Dual Degree Program Option: Bachelor of International Economics and Master of Management



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## **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

*New courses; new and discontinued course code; and revised calendar entry:*

### **APPLIED SCIENCE**

BMEG 511 (2) Fundamentals of Applied Pathophysiology in Biomedical Engineering;  
PLAN 553 (3) Indigenous Law, Governance and Community Planning

### **COMMERCE & BUSINESS ADMINISTRATION**

BAAC 551 (1.5) Foundations in Accounting II;  
BAAC 511 (1.5) Intermediate Managerial Accounting: Decision Making and Performance Evaluation;  
BAPA 551 (1.5) Managerial Economics II

### **MEDICINE**

OSOT: Occupational Science & Occupational Therapy  
OSOT 511 (3) Fundamentals of Theory and Practice;  
OSOT 513 (3) Health, Illness & Occupation I;  
OSOT 515 (3) Practice Skills and Therapeutic Procedures I;  
OSOT 519 (4) Professional Practice I;  
OSOT 525 (5) Theory, Practice Skills and Therapeutic Procedures II;  
OSOT 527 (3) Evidence for Practice I: Research Paradigms and Methods;  
OSOT 528 (3) Fieldwork Education I;  
OSOT 538 (7) Fieldwork Education II;  
OSOT 545 (5) Theory, Practice Skills, and Therapeutic Procedures: Advanced Applications;  
OSOT 547 (6) Evidence for Practice: Project;  
OSOT 549 (5) Professional Practice II;  
OSOT 551 (3) Societal and Environmental Influences;  
OSOT 553 (2) Developing Effective Programs;  
OSOT 558 (9) Fieldwork Education III

## Appendix D: Emeritus Report

Archibald	Jo-Ann	Professor	Education	Professor Emeritus of Educational Studies
Bai	Tony	Professor	Medicine	Professor Emeritus of Respiratory Medicine
Baimbridge	Kenneth	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Bernhardt	Barbara M	Professor	Medicine	Professor Emeritus of Audiology and Speech Sciences
Blom	Joost	Professor	Allard School of Law	Professor Emeritus of Law
Boardman	Anthony E	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Butterwick	Shauna	Professor	Education	Professor Emeritus of Educational Studies
Church	John	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Cole	Raymond John	Professor	Applied Science	Professor Emeritus of Architecture and Landscape Architecture
Danielson	Dennis Richard	Professor	Arts	Professor Emeritus of English
Duncan	Peter Gordon	Clinical Professor	Medicine	Clinical Professor Emeritus of Anesthesiology
Dutton	Donald G	Professor	Arts	Professor Emeritus of Psychology
Edgington	David William C	Professor	Arts	Professor Emeritus of Geography
Farquharson	Duncan F	Associate Professor	Medicine	Associate Professor Emeritus of Obstetrics and Gynaecology
Fast	Diane	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Gallini	Nancy	Dean and Professor	Arts	Dean Emeritus of Arts
Garland	Jane	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Goelman	Hillel	Professor	Education	Professor Emeritus of Educational and Counselling Psychology, and Special Education
Holmes	Mary	Program Director	Continuing Studies	Program Director Emeritus of Continuing Studies
Kiraly	Stephen	Clinical Associate Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Kotwal	Ashok	Professor	Arts	Professor Emeritus of Economics
Legzdin	Peter	Professor	Science	Professor Emeritus of

				Chemistry
Li-Chan	Eunice	Professor	Land & Food Systems	Professor Emeritus of Food, Nutrition and Health
Lo	Kwang Victor	Professor	Applied Science	Professor Emeritus of Civil Engineering
Lowe	David	Professor	Science	Professor Emeritus of Computer Science
McDonald*	William	Clinical Professor	Medicine	Clinical Professor Emeritus of Anaesthesiology, Pharmacology and Therapeutics
McLean	David I	Professor	Medicine	Professor Emeritus of Dermatology and Skin Science
O'Brian	John	Professor	Arts	Professor Emeritus of Art History, Visual Art and Theory
Peterson	Dale H	Associate Professor	Science	Associate Professor Emeritus of Mathematics
Phan	Chantal	Assistant Professor	Arts	Assistant Professor Emeritus of French, Hispanic and Italian Studies
Reid	Ronald	Professor	Pharmaceutical Sciences	Professor Emeritus of Pharmaceutical Sciences
Rucker	Lance M	Professor	Dentistry	Professor Emeritus of Oral Health Sciences
Rungta	Kamal	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Sparks	Robert E C	Professor	Education	Professor Emeritus of Kinesiology
Speert	David Paul	Professor	Medicine	Professor Emeritus of Paediatrics
Tregebov	Rhea	Associate Professor	Arts	Associate Professor Emeritus of Creative Writing
Weinberg	Charles B	Professor	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
White	Valerie	Professor	Medicine	Professor Emeritus of Pathology and Laboratory Medicine

\* Promotion to Clinical Professor Emeritus.

## **Appendix E: Student Mental Health and Wellbeing Recommendations**

While this Committee has reviewed a host of actions that can be taken by various bodies across UBC, these recommendations reflect what Senate can continue to do, and do not reflect the comprehensive suite of activities that exist in the wider context of the University. It is important for Senators to be constantly aware of how their roles are positioned in the context of the University and to look for opportunities to extend the impact of their actions by reaching out beyond Senate. For example, the Chair of Senate, also holds the role of President and Vice-Chancellor of the University, and is well positioned to link the work of the Senate with bodies across our campuses.

The Senate *Ad Hoc* Committee on Mental Health and Wellbeing recommends to Senate the following to address the aims of the Framework and to sustain the movement towards fostering a healthy campus community.

### **The Role of Senate**

In order to achieve successful integration, we believe Senators should be given opportunities to revisit and update Senate's responsibility to the Framework. To ensure the sustainability of the Framework, we recommend the following to structurally build in awareness and discussion around student mental health and wellbeing.

- An Orientation for all new Senators which includes training on mental health, including the Senate Framework on Student Mental Health and Wellbeing;
- Training for all Senators involved in student appeals regarding Student Mental Health and Wellbeing;
- The Senate Chair meets regularly with Student Senators to better understand student concerns and support student initiatives;
- The designation of two spots for Senators on the UBC Wellbeing Steering Committee – One for a student senator and the other a non-student senator;
- The Senate Chair to share the Framework with the Executive of the Board of Governors to inform the work happening at the academic governance level in order to maximize the positive impact on student mental health and wellbeing; and
- Updates from the Vice President Students and Provost and Vice President Academic in order to establish

5 September 2017

From: Senate Awards Committee

To: Senate

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

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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**

#### **ALEXANDER Holburn Beaudin + Lang William M. Holburn, Q.C. Scholarship**

A \$5,000 scholarship is offered annually by Alexander Holburn Beaudin + Lang LLP in honour of founding partner William M. Holburn, Q.C. for a student entering the J.D. Program who demonstrates academic excellence. The scholarship is made on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2018/2019 Winter Session.)

#### **BLAKE, Cassels & Graydon LLP Bursary**

Bursaries totalling \$6,000 are offered annually by Blake, Cassels & Graydon LLP for students in financial need in the J.D. Program at the Peter A. Allard School of Law. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

#### **Stanley A. BRIGHTWELL Memorial Bursary in Engineering**

A bursary of \$1,000 is offered annually by the family of Stanley A. Brightwell in his memory to undergraduate students in engineering. Mr. Brightwell graduated from UBC in 1950 with a B.A.Sc. in Electrical Engineering. After graduation Mr. Brightwell enlisted in the RCAF in the Telecommunications Branch. In 1964, Mr. Brightwell received his M.A.Sc. in Electrical Engineering, was honorably released from the RCAF and joined the Defense Research Board as a Civilian Defense Scientist. Retiring in 1981, Mr. Brightwell remained active in his field as a freelance engineer until his death in 2005. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

#### **BROADRIDGE Financial Solutions Award for Women in Computer Science**

A \$1,000 award is offered annually by Broadridge Financial Solutions to a female undergraduate student graduating from the Department of Computer Science. 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.)

**Douglas McK. BROWN Bursary**

Bursaries totaling \$10,000 are offered annually in honour of Douglas McK. Brown through an endowment held at the Vancouver Foundation for J.D. students at the Peter A. Allard School of Law who demonstrate financial need. Mr. Brown was educated at the University of British Columbia and in Cambridge, England. For many years he taught as an Adjunct Professor at the law school in addition to his busy practice in the firm of Russell & DuMoulin. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**CANADIAN Medical Association's 150th Anniversary Award in Medicine**

A \$15,000 award is offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD student who demonstrates academic excellence, leadership, and professionalism, behaviours and values that are closely connected to the aspirations of the medical professions. The recipient must be a Canadian citizen, permanent resident or a person with protected/refugee status. Preference will be given to members of the Canadian Medical Association. The award is made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/2018 Winter Session.)

**CANADIAN Medical Association's 150th Anniversary Bursary in Medicine**

An \$8,500 bursary is offered annually to celebrate the Canadian Medical Association's 150th anniversary for an MD student in good academic standing with demonstrated financial need. The recipient must be a Canadian citizen, permanent resident or a person with protected/refugee status. Preference will be given to members of the Canadian Medical Association. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**Nancy CHO Alumni Award in Physical Therapy**

One or more awards totalling \$1,200 are offered through an endowment established by Nancy Cho, BSc Rehab 1982. The awards are offered to second year students in the MPT program who are planning to pursue public practice and who demonstrate a passion for the profession of physical therapy. The awards are made on the recommendation of the Department of Physical Therapy in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

**Danielle DURANT Memorial Bursary in Pharmaceutical Sciences**

A bursary of \$1,000 is offered annually by family and friends in memory of Danielle Durant BSc(Pharm) 2012 for an undergraduate student in the Faculty of Pharmaceutical Sciences. This bursary honours and celebrates Danielle's interminable nature to help others. She is fondly remembered for the importance she placed on caring for her patients' wellbeing and her absolute

generosity in providing boundless support to her friends and family. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

### **UBC FACULTY of Medicine Clinician-Investigator Scholarship**

Renewable scholarships totalling up to \$78,000 are offered annually to graduate students involved in biomedical or biological sciences or bioengineering research in the Faculty of Medicine. Candidates must be Canadian Citizens or Permanent Residents and either hold or be pursuing an MD from UBC. Recommendations are made by the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

### **FACULTY of Medicine Summer Student Research Award**

Awards of up to \$3,200 each are available to undergraduate students conducting summer research projects through the Faculty of Medicine Summer Student Research Program. Students enrolled in the MD undergraduate program or in a direct entry undergraduate program at UBC are eligible. Students are required to submit an application to the Faculty of Medicine Dean's Office to be considered for the award. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/2018 Winter Session.)

### **FACULTY of Medicine Student Travel Award**

The Faculty of Medicine provides travel awards of up to \$500 to MD undergraduate students for extracurricular research activities. The award will assist with travel costs to an official conference, symposium or research exchange outside of British Columbia. Students must have presented research or other scholarly work at the conference or participated in a research exchange to be eligible. Students are required to submit an application and travel expense receipts to Faculty of Medicine Dean's Office to be considered for the award. The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/2018 Winter Session.)

### **GROW Entrance Award for Women in Computer Science**

A \$1,000 award is offered annually by GROW Financial Inc. to an undergraduate student entering their second year of a Bachelor of Science degree, majoring in Computer Science. The award is intended for a female student who is in the top 10% of her class and 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.)

### **GROW Service Award for Women in Computer Science**

A \$1,000 award is offered annually by GROW Financial Inc. to an undergraduate student entering their last year of a Bachelor of Computer Science degree (BCS) or a Bachelor of

Science degree with a specialization in Computer Science (BSc). The award is intended for a female student who is in the top 10% of her class and 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.)

#### **iQMETRIX Service Award for Women in Computer Science**

A \$1,500 award is offered annually by iQmetrix to a female undergraduate student pursuing a degree in Computer Science. The award is intended for a student who demonstrates leadership in mentoring other 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.)

#### **MASTER of Management Bursary**

Bursaries are offered annually by the Sauder School of Business to students in the Master of Management program who demonstrate unmet financial need. Available funding is determined annually based on enrolment in the program. The bursary is adjudicated by Enrolment Services. (First Award Available in the 2018 Summer Session.)

#### **NEGRIN Family Football Award**

One or more awards at a minimum value of \$500 each to the maximum allowable under athletic association regulations have been endowed by the Negrin Family in recognition of their passion and enthusiasm for university sport in British Columbia, specifically football. These awards are offered to outstanding members of the Thunderbird Varsity Football Team in any year of study who have demonstrated excellent leadership skills and are in good academic standing. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

#### **J. F. NEWMAN BSF 1962 Forestry Bursary**

Bursaries totaling \$4,000 have been made available through an endowment established by Mr. John (Jack) F. Newman. The bursaries are available to undergraduate students in the Faculty of Forestry. Preference is given to students entering third year and majoring in a Bachelor of Science in Forest Resources Management or Wood Products Processing. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

#### **David L. OSWALD Forestry Award**

A \$1,000 award is offered annually, in memory of David (Dave) L. Oswald, for a student in good academic standing in the Faculty of Forestry. Candidates must have demonstrated leadership skills or community service activities. Preference will be given to students returning to university after being in the workforce and with financial need. Dave graduated from the



Faculty of Forestry in 1971 with a Bachelor of Science in Forestry and spent his career as a dedicated forester in the industry. Upon retirement, he spent time learning to read music and play the guitar which he thoroughly enjoyed, along with spending time with his family and four grandchildren. A loving man and a respected forester, he was forever grateful for being himself the former recipient of an award. This award reflects his appreciation and intention to pay it forward. The award is made on the recommendation of the Faculty of Forestry, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

**PATTERSON Dental Prize**

A \$2,500 prize is offered annually by Patterson Dental to a graduating 4th year DMD student who excels academically and demonstrates leadership qualities and community involvement. The prize is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session.)

**RITCHIE-SMITH Feeds, Inc. Award in Animal Science**

A \$1,000 award is offered annually by Ritchie-Smith Feeds, Inc. to a student in the Applied Animal Biology Undergraduate Program or the Applied Animal Biology Graduate Program. Preference will be given to a student who has an interest in farm animal management or livestock animal health with a nutrition component. Ritchie-Smith Feeds, Inc., a privately owned local company, has been providing high-quality animal feed products to British Columbia's farming sector since 1968. The award is made on the recommendation of the Faculty of Land and Food Systems, 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.)

**ROWING Alumni Scholarship**

One or more scholarships, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to Men's and Women's Rowing Athletes in any year of study. Scholarships are for the purpose of recruitment and retention of top level rowing athletes. The scholarships will be made on the recommendation of the Men's and Women's Rowing Head Coaches in the Department of Athletics. (First Award Available in the 2017/2018 Winter Session.)

**River Timothy SIDLEY Memorial Award in Marine Science**

An academic award of \$7,500 has been endowed by the family of River Timothy Sidley for a third or fourth year student in the Faculty of Science who is attending the Bamfield Marine Science Centre Fall Program and who has demonstrated academic excellence. The award is made on the recommendation of the Department of Zoology. (First Award Available in the 2017/2018 Winter Session.)

**Yan P. SO Award in Family Medicine**

One or more awards totalling \$1,600 are offered through an endowment established in honour of Yan P. So, MD 1958 to graduating MD students planning to pursue full service family practice. Dedicated to the art of family medicine for fifty-six years, Dr. So was recognized by Fraser Health Authority as a “remarkable example of caregiving.” He strived to address the root causes of patients’ illnesses and to provide care where needed—his office, community hospitals, patients’ homes, long-term care residences—often into the evenings and on weekends. Treating patients regardless of circumstance, disease, time involved or remuneration, he said his greatest reward was to doctor generations of families. They remember him as an outstanding physician and honourable man who knew and valued them: “You always had time to listen. We never felt rushed. You took as much time as was needed and supported us through every decision.” He took to heart this aphorism learned at medical school: “Give patients your full attention in the examining room, as if they are the most important persons in the room. And never look at your watch.” The awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2017/2018 Winter Session.)

**STUDENT Housing Assistance Grant**

Twenty one-time grants of up to \$10,000 each are provided annually to domestic students entering UBC from high school or transferring from another post-secondary institution to help cover the cost of first year residence at UBC Student Housing and/or a meal plan. The grants support academically qualified students who show a keen interest in joining and contributing to the UBC community, but who would not be able to attend without significant financial assistance. The grants are adjudicated by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Football Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Football Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Golf Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Golf Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Men's Basketball Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the

Thunderbird Men's Basketball Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Men's Hockey Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Hockey Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Men's Soccer Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Soccer Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Rowing Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Rowing Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Softball Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Softball Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Track and Field/Cross Country Award Fund**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Track & Field and/or Cross Country Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Women's Basketball Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Basketball Team in any year of study. Awards are made on the

recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Women's Field Hockey Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Field Hockey Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD 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, are offered to outstanding members of the Thunderbird Women's Rugby Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Women's Soccer Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Soccer Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**THUNDERBIRD Women's Volleyball Award**

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Women's Volleyball Team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

**UNIVERSITY Women's Club Gwen and William Smith Bursary in Education**

A \$1,500 bursary is offered annually by the University Women's Club in the name of Gwen and William Smith for a student in the Bachelor of Education program who demonstrates financial need. Recommendation is made by Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

**T. Wing WAI Entrance Scholarship**

Two scholarships of \$6,250 each are offered annually by alumnus T. Wing Wai (LL.B. 1965) for students entering the J.D. Program who demonstrate academic excellence. The awards are made

on the recommendation of the Peter A. Allard School of Law. (First Award Available in the 2018/2019 Winter Session.)

### **YOUNG Pipeliners Association of Canada Prize in Pipeline Engineering**

A \$1,000 prize is offered annually by Young Pipeliners Association of Canada to an outstanding third or fourth year undergraduate engineering student who has successfully completed at least two of the following courses related to pipeline engineering: IGEN 450, IGEN 451, and IGEN 452. The successful candidate should be an active participant in current industry events. The prize is made on the recommendation of the Director of the Pipeline Integrity Institute in the Faculty of Applied Science. (First Award Available in the 2017/2018 Winter Session.)

### **SYNERGY Business Lawyers LLP Student Leadership Award**

A \$3,500 award is offered annually to a DMD student entering 4th year who possesses outstanding leadership and citizenship attributes. The recipient should demonstrate a synergistic and generous spirit of mentorship, collaboration and friendship within his or her peer group, while maintaining high academic and clinical performance and conducting him or herself in a manner that reflects well upon the dental profession. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session.)

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

#### **1033 - Jack and Mary Stone Award for Women in Business**

##### **Current Award Description**

A \$4,000 award is offered annually by Jack Stone 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.

##### **Proposed Award Description**

A \$4,000 award is offered annually by Jack Stone through an endowment with contributions from The Jack C and Mary C Stone Living Trust and Jack & Mary's 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. The award is made on the recommendation of the Sauder School of Business. This award was created to encourage women in business. Jack and his late wife Mary believed The Stone Family believes strongly in the importance of education to enable women to

have successful business careers. They have contributed throughout their lives to higher education and encourage the recipient of this award to consider this spirit of giving once they are secure in their careers.

### **Rationale for Proposed Changes**

Award description has been revised to reflect that this award has changed from an annually funded award to an endowment.

### **8632 - Dr. Peter and Eva Riley Bursary in Engineering Physics**

#### **Current Award Description**

Bursaries totalling \$5,000 are offered annually by Dr. Peter Riley and his wife, Eva, to support hard working and capable undergraduate students enrolled in the Engineering Physics Program who demonstrate financial need. Dr. Riley is an Engineering Physics alumnus (BASc 1956, MASc 1958). The award is adjudicated by Enrolment Services.

#### **Proposed Award Description**

Bursaries totalling ~~\$5,000 are offered annually~~ **\$1,000 have been made available through an endowment established** by Dr. Peter Riley and his wife, Eva, to support hard working and capable undergraduate students enrolled in the Engineering Physics Program and who demonstrate financial need. Dr. Riley is an Engineering Physics alumnus (BASc 1956, MASc 1958). The award is adjudicated by Enrolment Services.

### **Rationale for Proposed Changes**

Award description has been revised to reflect that this award has changed from an annually funded award to an endowment.

### **6479 - Edward Piers Memorial Award in Organic Chemistry**

#### **Current Award Description**

An annual award for a minimum of \$1,000 is offered in memory of Dr. Edward Piers and in celebration of his distinguished career in the Department of Chemistry. The award is open to graduate students in any branch of Organic Chemistry (including synthetic, bioorganic, organometallic or materials) who demonstrate qualities of academic excellence, experimental skill and dedication to the field through service and leadership. During more than forty years on campus, Dr. Piers mentored more than 90 graduate students and postdoctoral fellows and inspired many to pursue careers in chemistry. His many accomplishments resulted in his election to Fellowship in the Royal Society of Canada in 1989. Dr. Piers also made significant leadership contributions to the profession of chemistry in Canada and was widely respected among his peers - "a true scholar and gentleman". Recommendations are made by the Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Description**

~~An annual award for a minimum of \$1,000 is offered~~ A \$1,200 award has been made available through an endowment established in memory of Dr. Edward Piers and in celebration of his distinguished career in the Department of Chemistry. The award is open to graduate students in any branch of Organic Chemistry (including synthetic, bioorganic, and organometallic or materials) who demonstrate qualities of academic excellence, experimental skill and dedication to the field through service and leadership. During more than forty years on campus, Dr. Piers mentored more than 90 graduate students and postdoctoral fellows and inspired many to pursue careers in chemistry. His many accomplishments resulted in his election to Fellowship in the Royal Society of Canada in 1989. Dr. Piers also made significant leadership contributions to the profession of chemistry in Canada and was widely respected among his peers - "a true scholar and gentleman". Recommendations are made by the Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

**Rationale for Proposed Changes**

Award description has been revised to reflect that this award has changed from an annually funded award to an endowment.

**5866 - Tracey Gibb Memorial Scholarship in Law****Current Award Description**

A scholarship of \$4,550 has been endowed by Mrs. Geraldine Gibb in memory of her daughter, Tracey Gibb, to recognize academic achievement by students in the J.D. program. Tracey Gibb received her LL.B. from UBC Law in 1984, and after clerking for the Supreme Court of BC, went on to a successful career in securities law. Tracey is remembered by family, friends and colleagues for her generous and friendly nature as well as her boundless energy and keen legal mind. The award is made on the recommendation of the Faculty of Law.

**Proposed Award Description**

~~A scholarship of \$4,550~~ Scholarships totalling of \$4,550 \$10,050 ~~has been endowed~~ have been made available through an endowment by Mrs. Geraldine Gibb in memory of her daughter, Tracey Gibb, to recognize academic achievement by students in the J.D. program. Tracey Gibb received her LL.B. from UBC Law in 1984, and after clerking for the Supreme Court of BC, went on to a successful career in securities law. Tracey is remembered by family, friends and colleagues for her generous and friendly nature as well as her boundless energy and keen legal mind. The award is made on the recommendation of the Faculty of Law Peter A. Allard School of Law.

**Rationale for Proposed Changes**

The donor recently doubled the endowment capital for this award. As such, the award has grown from offering \$4,550 to \$10,050 annually. In collaboration with the Peter A. Allard School of Law and donor, the award description has been updated to offer multiple scholarships.

### **6717 - Dr. Alexander C.E. Aylett Graduate Research Award in Environmental Studies**

#### **Current Award Description**

A \$1,000 award is offered annually by friends and family in memory of Dr. Alexander C. E. Aylett (UBC MA 2004, PhD 2012). This award recognizes an outstanding graduate student in the fields of human geography or environmental geography whose work focuses on sustainable urban development. Financial need may also be considered. The award is made on the recommendation of the Department of Geography in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session)

#### **Proposed Award Description**

A \$1,000 award ~~is offered annually~~ **has been made available through an endowment** by friends and family in memory of Dr. Alexander C. E. Aylett (UBC MA 2004, PhD 2012). This award recognizes an outstanding graduate student in the fields of human geography or environmental geography whose work focuses on sustainable urban development. Financial need may also be considered. The award is made on the recommendation of the Department of Geography in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2016/2017 Winter Session.)

#### **Rationale for Proposed Changes**

Award description has been revised to reflect that this award has changed from an annually funded award to an endowment.

### **4425 - Simba Technologies Award in Computer Science**

Awards totalling \$2,900 have been endowed by the Shiraz Rajan Family, who came to Canada in 1973 from East Africa. Three of the Rajan children, Tazim, Aymnmohamed and Salima, attended university in British Columbia in the 1980's and 1990's. In the family tradition, the Rajan Family wished to give back to The University of British Columbia in particular and the Canadian community in general. The awards are made on the recommendation of the Department of Computer Science to outstanding full-time undergraduate students in the Computer Science Program who have demonstrated outstanding community service, with preference to female candidates.

#### **Proposed Award Name: ~~Simba Technologies~~ **Rajan Family** Award in in Computer Science**

#### **Proposed Award Description**

Awards totalling \$2,900 have been ~~endowed~~ made available **through an endowment established** by the Shiraz Rajan Family, who came to Canada in 1973 from East Africa. Three of the Rajan children, Tazim, Aymnmohamed and Salima, attended university in British Columbia in the 1980's and 1990's. In the family tradition, the Rajan Family wished to give back to The University of British Columbia in particular and the Canadian community in general. The awards



are made on the recommendation of the Department of Computer Science to outstanding full-time undergraduate students in the Computer Science Program who have demonstrated outstanding community service, with preference to female candidates.

### **Rationale for Proposed Changes**

At the direction of the donor and in collaboration with the Faculty of Science, we are updating the award name to more closely reflect the approved name of the fund as outlined in the Terms of Reference for this endowment. The award description has been updated to reflect Senate's preferred language for endowed awards.

### **303 - Faculty Women's Club Anne Wesbrook Scholarship**

#### **Current Award Description**

A scholarship of \$1,500, given by the Faculty Women's Club of the University of B.C., was established in 1919 to honour Anne Wesbrook, wife of the first President of UBC, and a founding member and Honorary President of the Club until her death in 1957. It is awarded to a woman student who has obtained a baccalaureate degree from this university and is continuing her studies at graduate level or in the Faculties of Medicine, Dentistry or Law at this university or any other approved university; or to a woman who, after third year of university studies, is proceeding directly to a degree in Medicine, Dentistry or Law at this university or any other approved university.

#### **Proposed Award Description**

~~A scholarship of \$1,500~~ Scholarships totalling \$34,000 are offered through an endowment, given by the Faculty Women's Club of the University of B.C., was established in 1919 to honour Anne Wesbrook, wife of the first President of UBC, and a founding member and Honorary President of the Club until her death in 1957. ~~It is~~ The scholarships are awarded to ~~a woman student~~ female students who have obtained a baccalaureate degree from this university and are continuing studies at a graduate level or in the Faculties of Medicine, Dentistry or Law at this university or any other approved university; or to women who, after third year of university studies, are proceeding directly to a degree in Medicine, Dentistry or Law at this university or any other approved university. Scholarships are made on the recommendation of Enrollment Services.

### **Rationale for Proposed Changes**

This endowment recently received a significant estate gift. As such, the award has grown from offering \$1,050 to \$34,000 annually. In collaboration with the donor the award description has been updated to offer multiple scholarships.

### **5838 - Harper Grey LLP Prize in Law and Medicine**

#### **Current Award Description**

A \$1,500 prize is offered by Harper Grey LLP to an outstanding second or third year student in the course in Law and Medicine. The award is made on the recommendation of the Faculty of Law.

#### **Proposed Award Description**

A \$1,500 prize is offered **annually** by Harper Grey LLP to an outstanding second or third year student in the courses **in Law and Medicine of Medical Negligence Law and Health Law, with preference given to students in Medical Negligence Law**. The award is made on the recommendation of the **Faculty of Law Peter A. Allard School of Law**.

#### **Rationale for Proposed Changes**

Upon donor's request, and in collaboration with the Peter A. Allard School of Law, we are changing the award eligibility criteria and adding preference language.

### **1857 - Clayburn Dental Outstanding Clinical Proficiency Award in Dental Hygiene**

#### **Current Award Description**

An award of \$1,000 is offered annually by Clayburn Dental, of Abbotsford, British Columbia, to recognize a 3rd year dental hygiene student who has demonstrated outstanding professionalism, communication, collaboration, and coordination in their clinical education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session)

#### **Proposed Award Description**

An award of \$1,000 is offered annually by Clayburn Dental, of Abbotsford, British Columbia, to recognize a ~~3rd year~~ **student entering fourth year** dental hygiene ~~student~~ who has demonstrated outstanding professionalism, communication, collaboration, and coordination in their clinical education. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2017/2018 Winter Session)

#### **Rationale for Proposed Changes**

Upon donor's request, and in collaboration with the Faculty of Dentistry, we are changing award eligibility criteria.

### **1856 - Henry Schein Outstanding Leadership Award in Dentistry**

#### **Current Award Description**

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.

**Proposed Award Description**

A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a ~~third~~ year-student **entering fourth 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.

**Rationale for Proposed Changes**

Upon donor's request, and in collaboration with the Faculty of Dentistry, we are revising the award eligibility criteria.

**4664 - Aboriginal Transfer Award****Current Award Description**

Awards ranging in value from \$1,500 to \$2,500 are available to continuing eligible Canadian Aboriginal students who were admitted to the Bachelor of Arts, Bachelor of Science, or Bachelor of Commerce programs at UBC under the UBC-Langara Aboriginal Transfer Program and who have demonstrated academic achievement and community engagement. The award is adjudicated by Enrolment Services in consultation with the Faculties and the First Nations House of Learning.

**Proposed Award Description**

Awards ranging in value from \$1,500 to \$2,500 are available to continuing eligible Canadian Aboriginal students who were admitted to the ~~Bachelor of Arts, Bachelor of Science, or Bachelor of Commerce programs~~ **undergraduate programs in Arts, Science, Commerce, Kinesiology, Land and Food Systems, Applied Science and Forestry** at UBC under the UBC-Langara Aboriginal Transfer Program and who have demonstrated academic achievement and community engagement. The award is adjudicated by Enrolment Services in consultation with the Faculties and the First Nations House of Learning.

**Rationale for Proposed Changes**

In collaboration with Enrollment Services, award description has been updated to reflect additional bachelor programs that are eligible for this award.

**1787 - Claude Gardner Memorial Scholarship****Current Award Description**

A \$800 scholarship has been endowed by alumni and friends of the Faculty of Dentistry in memory of Dr. Claude Gardner and his tremendous contribution, over many years, to the students and graduates of the Faculty and to the development of the dental profession in British Columbia. It is awarded to an entering third year DMD student who has demonstrated growth and progress in the study of psychomotor skills. Performance in the first and second year dental courses will be considered. The student must exhibit qualities of professionalism. The award is made on the recommendation of the Faculty of Dentistry in conjunction with the coordinator of the Psychomotor Skills course.

**Proposed Award Description**

A \$800 scholarship has been endowed by alumni and friends of the Faculty of Dentistry in memory of Dr. Claude Gardner and his tremendous contribution, over many years, to the students and graduates of the Faculty and to the development of the dental profession in British Columbia. It is awarded to ~~an entering third year~~ a DMD student **entering second year** who has demonstrated growth and progress in the study of psychomotor skills. Performance in the first and second year dental courses will be considered. The student must exhibit qualities of professionalism. The award is made on the recommendation of the Faculty of Dentistry in conjunction with the coordinator of the Psychomotor Skills course.

**Rationale for Proposed Changes**

In collaboration with the Faculty of Dentistry, the award description has been revised to reflect the curriculum change of psychomotor skills now being taught in first year.

**2372 - Tony Kozak Scholarship in Forest Measurement****Current Award Description**

A \$2,200 scholarship has been endowed in honour of Dr. Tony Kozak's contributions to the field of forest mensuration and biometrics. The award is offered to undergraduate students entering third or fourth year in the Faculty of Forestry with an interest and demonstrated aptitude in the area of forest measurement. The award is made on the recommendation of the Faculty of Forestry.

**Proposed Award Description**

A \$2,200 scholarship has been endowed in honour of Dr. Tony Kozak's contributions to the field of forest mensuration and biometrics. The award is offered to undergraduate students entering third or fourth year in the Faculty of Forestry with an interest and demonstrated aptitude in ~~the area of forest measurement~~ **quantitative aspects of forestry, wood science, or conservation**. The award is made on the recommendation of the Faculty of Forestry.

**Rationale for Proposed Changes**

At the request of the donor and in collaboration with the Faculty of Forestry, we are revising the award criteria to ensure that the most deserving candidate is selected for this award.

**7868 - Delta Kappa Gamma Society, Alpha Province Bursary****Current Award Description**

A \$850 bursary has been endowed by the Delta Kappa Gamma Society International (Alpha Province, British Columbia), an honour society of women educators. The award is intended to assist visually impaired students and preference is given to a student from British Columbia. The award requires a special application which is available from the Office of Student Financial Assistance and Awards, the Crane Library and the Disability Centre. Applications must be submitted by October 15. The award is made on the nomination of the Committee on Awards for Students with Disabilities.

**Proposed Award Description**

A \$850 bursary has been endowed by the Delta Kappa Gamma Society International (Alpha Province, British Columbia), an honour society of women educators. The award is intended to assist students with a visual impairment and preference is given to a student from British Columbia. ~~The award requires a special application which is available from the Office of Student Financial Assistance and Awards, the Crane Library and the Disability Centre. Applications must be submitted by October 15. The award is made on the nomination of the Committee on Awards for Students with Disabilities.~~ The award is adjudicated by the Committee on Awards for Students with Disabilities.

**Rationale for Proposed Changes**

In collaboration with Enrollment Services, the award description has been revised to remove outdated information regarding the application process.



8 September 2017

To: Vancouver Senate

From: Admissions Committee

Re: **a. Faculty of Graduate and Postdoctoral Studies – Delay in Start of Program (approval)**  
**b. English Language Proficiency Tests – Changes to the Canadian Academic English Language Assessment (CAEL) and Canadian English Language Proficiency Index Program (CELP) (approval)**

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**a. Faculty of Graduate and Postdoctoral Studies – Delay in Start of Program (approval)(circulated)**

The Committee has reviewed and recommends to Senate for approval the Graduate and Postdoctoral Studies policy on Delay in Start of Program. The policy sets a firm date by which graduate studies are required to be at UBC and begin studies. The date will align with the Change of Registration (course drop/withdrawal) deadline, which is normally two weeks from the beginning of term. This policy is intended to address the impacts of a delayed start of program, which can impact a student's performance and well-being in their first and subsequent terms at UBC.

***Motion:** that Senate approve the Faculty of Graduate and Postdoctoral Studies policy on Delay in Start of Program, effective for the 2017 Winter Session and thereafter.*

**b. English Language Proficiency Tests – Changes to the Canadian Academic English Language Assessment (CAEL) and Canadian English Language Proficiency Index Program (CELP) (approval)(approval)**

The Committee has reviewed and recommends to Senate for approval changes to the English Language Proficiency Tests, as published in the Calendar. The proposed changes are to revise the table to indicate that applicants can present the new computer based version of the CAEL to satisfy the University's English Language Admission Standard and remove reference to the CELP as the test is no longer offered.

***Motion:** That Senate approve revisions to the Calendar entry on English Language Proficiency Tests, effective for admission to the 2017 Winter Session and thereafter.*

Respectfully submitted,

Dr. Robert Sparks, Chair  
Senate Admissions Committee

## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Faculty of Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> 4 May 2017</p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2017-18</p>	<p><b>Date:</b> 5 May 2017</p> <p><b>Contact Person:</b> Dr. Larry Walker, Senior Associate Dean, G+PS</p> <p><b>Phone:</b> 604-827-5546</p> <p><b>Email:</b> <a href="mailto:lawrence.walker@ubc.ca">lawrence.walker@ubc.ca</a></p>
<p><b>URL:</b> Insert sub-page under G+PS/Admissions following "Ownership of Application Documents":  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Delay in Start of Program</b></p> <p>Students admitted to on-campus master's and doctoral programs are expected to be present at UBC and to attend classes or commence academic work on the first day of term and no later than the <a href="#">Change of Registration</a> (Course Drop/Withdrawal) deadline for their first term; that is, two weeks from the beginning of term.</p> <p>In the event of unusual or extenuating circumstances, an exception for a delayed start date may be granted by the Dean of the Faculty of Graduate and Postdoctoral Studies, upon the recommendation of the Graduate Program. If however, in the assessment of the Graduate Program and the Faculty, a delay in start of program may have a detrimental effect on the student's academic performance and well-being in the first and subsequent terms, an exception will not be granted and admission will be deferred to a subsequent term.</p>	<p><b>URL:</b> None.</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b></p> <p>Create a new policy regarding the amount of time students can delay the start of their first term in an on-campus graduate program.</p> <p><b>Rationale for Proposed Change:</b></p> <p>Due to the complexity of obtaining study permits, international students may be forced to delay their arrival at UBC. An extended delay in arrival can have highly detrimental effects on a student's performance and well-being in their first and subsequent terms at UBC. Graduate program leaders are looking to the Faculty of Graduate and Postdoctoral Studies for guidance on how to address late arrivals for international (as well as domestic) students, and many have asked for a firm deadline by which students must either start their programs or defer their admission to a subsequent term.</p> <p>Students who arrive late and start their programs late face numerous disadvantages. They do not have time to deal with moving, housing, or settling into their community – finding banks, shops, sometimes schools for children, and so on. It is very stressful when they receive demands for fees for a program they have not yet started. When they do start</p>

	<p>their programs they are already behind in courses, research, and work (such as research or teaching assistantships), which adds to the stress. They miss Orientation and all that it has to offer in providing them with resources and information about their new university and its community. Late arrival is particularly detrimental to international students for all the above reasons and, in addition, they have no time to make cultural connections, which can lead to isolation and additional stress.</p> <p>International students whose arrival is delayed because of study permit delays often do not know when they will be able to get here as they are waiting on events over which they have little control. This can lead to many communications between graduate program and student as the arrival date moves from this week, to next week, to the following week. Negotiations between graduate programs and students about whether to defer the start date can drag on a long time as students are very keen to get here and are reluctant to formally delay their arrival, but are often overly optimistic about the length of time it will take for a study permit issue to be resolved and travel arrangements to be made. Students also tend to underestimate the impact that a late arrival will have on their future success and well-being at UBC.</p> <p>This policy sets a firm date by which students are required to be at UBC and to start their graduate programs. This date is the same as the <a href="#">Change of Registration</a> (Course Drop/Withdrawal) deadline for a single-term course – two weeks from the beginning of term. Exceptions will be made by the Faculty of Graduate and Postdoctoral Studies, on the recommendation of the Graduate Program, when the impact of a late start date will be minimal to both student and program.</p>
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## UBC Admissions Proposal Form

<b>Faculty: --</b> <b>Department: Undergraduate Admissions</b> <b>Faculty Approval Date:</b> <b>Effective Session: 2017W</b> <b>Year for Change: 2017</b>	<b>Date: June 2017</b> <b>Contact Person: Sam Saini</b> <b>Phone: 7-3615</b> <b>Email: sam.saini@ubc.ca</b>
<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,912,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,912,0</a></p> <p>Proposed Calendar Entry:</p> <p>Please see below</p>	<p>URL:  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,912,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,912,0</a></p> <p>Present Calendar Entry:</p> <p>Please see below</p> <p>Type of Action:</p> <p>Editing the English Proficiency Tests table that we maintain in our Calendar</p> <p>Rationale:</p> <p>The CELPIP – Academic English test is no longer being offered. The last valid tests that have been written have expired so we are now removing reference to it on our Calendar page.</p> <p>The CAEL test now has a new version. The Computer Edition of the test has some improvements but the fundamental content and scoring methodology remains unchanged. Much of this is described in the documents provided but this change is to update our website to signal the adoption of this new version of the test.</p> <p>The score recommendation is being provided by Paragon Testing at the moment but since they recommend the same score for both the previously offered</p>



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	<p>paper-based test and the new computer edition, the Undergraduate Admissions Office, feels that it would be appropriate to accept this recommendation, but to review the performance of these test presenters to see if any edits to the score cutoffs are required. Please note that at this time, CAEL is not a very common test that is presented to satisfy our English requirements.</p>
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URL: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,912,0>

Present Calendar Entry:

### *English Language Proficiency Tests*

	Test	Minimum Competence for Undergraduate Admission <sup>1</sup>	Minimum Competence for Entry to the Conditional Admission Program <sup>5</sup>
CAE	Certificate in Advanced English <sup>4</sup>	B	C
CAEL	Canadian Academic English Language Assessment	Overall 70	Overall 60 with no sub-test below 50
	With the speaking sub-test	60	50
CEL	UBC Certificate in English Language <sup>2</sup>	600	500
CELP	Canadian English Language Proficiency Index Program <sup>3</sup>		
	CELPIT-A (Academic Reading and Writing) <sup>3</sup>	4L	3H
	CELL (Listening)	4L	3H
	CELTOP (Speaking)	4L	3H
CPE	Certificate of Proficiency in English <sup>4</sup>	C	CAE <sup>4</sup> :C
IELTS	International English Language Testing System (Academic)	6.5 with no part less than 6.0	6.0 with no part less than 5.5
MELAB	Michigan English Language Assessment	85 final score, with 3 in the speaking test	80 final score



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## Battery

PTE	Pearson Test of English (Academic)	Overall Score: 65	Overall Score: 60
		Reading: 60	Reading: 55
		Listening: 60	Listening: 55
		Writing: 60	Writing: 55
		Speaking: 60	Speaking: 55
TOEFL	Test of English as a Foreign Language		
	<b>Either</b> the Paper-based test	55	52
	With the TWE (Test of Written English)	4.0	3.0
	<b>Or</b> the Internet-based test	Overall Score: 90	Overall Score: 82
		Reading: 22	Reading: 20
		Listening: 22	Listening: 20
		Writing: 21	Writing: 19
		Speaking: 21	Speaking: 19

<sup>1</sup> Unless otherwise stated, the score is the minimum on each part of the examination. Minimum scores must be achieved in a single sitting of the test (i.e., scores across multiple instances of a test may not be used to satisfy minimum component requirements). Tests taken more than two years prior to application for admission will not be considered.

<sup>2</sup> See the [UBC English Language Institute](#) for further details.

<sup>3</sup> The Canadian English Language Proficiency Index Test - Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.

<sup>4</sup> Administered by the University of Cambridge ESOL Examinations organization.

<sup>5</sup> Undergraduate applicants who exceed admission requirements but who present an English language proficiency test score below the minimum required for direct entry to a degree program may be considered for the [Conditional Admission Program](#) through UBC's English Language Institute.

## Proposed Calendar Entry:

## English Language Proficiency Tests

	Test	Minimum Competence for Undergraduate Admission <sup>1</sup>	Minimum Competence for Entry to the Conditional Admission Program <sup>5</sup>
CAE	Certificate in Advanced English <sup>4</sup>	B	C
CAEL	Canadian Academic English Language Assessment <u>(Computer edition and Paper-based)</u>	Overall 70	Overall 60 with no sub-test below 50



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	With the speaking sub-test	60	50
CEL	UBC Certificate in English Language <sup>2</sup>	600	500
<del>CELPIP</del>	<del>Canadian English Language Proficiency Index Program<sup>3</sup></del>		
	<del>CELPIT-A (Academic Reading and Writing)<sup>3</sup></del>	<del>4L</del>	<del>3H</del>
	<del>CELL (Listening)</del>	<del>4L</del>	<del>3H</del>
	<del>CELTOP (Speaking)</del>	<del>4L</del>	<del>3H</del>
CPE	Certificate of Proficiency in English <sup>4</sup>	C	CAE <sup>4</sup> :C
IELTS	International English Language Testing System (Academic)	6.5 with no part less than 6.0	6.0 with no part less than 5.5
MELAB	Michigan English Language Assessment Battery	85 final score, with 3 in the speaking test	80 final score
PTE	Pearson Test of English (Academic)	Overall Score: 65	Overall Score: 60
		Reading: 60	Reading: 55
		Listening: 60	Listening: 55
		Writing: 60	Writing: 55
		Speaking: 60	Speaking: 55
TOEFL	Test of English as a Foreign Language		
	<b>Either</b> the Paper-based test	55	52
	With the TWE (Test of Written English)	4.0	3.0
	<b>Or</b> the Internet-based test	Overall Score: 90	Overall Score: 82
		Reading: 22	Reading: 20
		Listening: 22	Listening: 20
		Writing: 21	Writing: 19
		Speaking: 21	Speaking: 19

<sup>1</sup> Unless otherwise stated, the score is the minimum on each part of the examination. Minimum scores must be achieved in a single sitting of the test (i.e., scores across multiple instances of a test may not be used to satisfy minimum component requirements). Tests taken more than two years prior to application for admission will not be considered.

<sup>2</sup> See the [UBC English Language Institute](#) for further details.

<sup>3</sup> ~~The Canadian English Language Proficiency Index Test – Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.~~

<sup>4</sup> Administered by the University of Cambridge ESOL Examinations organization.

<sup>5</sup> Undergraduate applicants who exceed admission requirements but who present an English language proficiency test score below the minimum required for direct entry to a degree program may be considered for the [Conditional Admission Program](#) through UBC's English Language Institute.

## CAEL CE (Computer Edition) Background Information

### **Canadian Academic English Language (CAEL) Assessment**

Paragon Testing Enterprises, a subsidiary of UBC created in 2009, acquired the Canadian Academic English Language (CAEL) Assessment from Carleton University in June 2015. This test of English language proficiency for academic purposes was created in 1987 by Dr. Janna Fox and her associates at Carleton. CAEL Assessment is a combination of a paper-based Written Assessment Protocol that measures English proficiency in reading, listening, and writing, and a computer-mediated Oral Language Test Protocol that measures English proficiency in speaking. A unique feature of the CAEL Assessment compared with the TOEFL, IELTS Academic, and Pearson Test of English Academic is that it is a topic-based test that integrates all four language components as would be required in a first-year university elective course. More detail on CAEL Assessment can be found in **Moving CAEL into the Future**.

Currently more than 180 Canadian universities and colleges accept CAEL Assessment as evidence of English language proficiency for admission to their academic programs. This includes all English speaking members of U15 including UBC. A list of these accepting institutions appears in **Organizations That Accept CAEL**.

### **CAEL Computer Edition (CAEL CE)**

Since CAEL Assessment was acquired two years ago, Paragon has reviewed all aspects of the test and worked to improve the test, so it can be delivered both in Canada and internationally to large numbers of test takers. This version of the test is called **CAEL CE where CE stands for Computer Edition**. CAEL CE will be ready for its first test sittings at two test centres in Paragon's main office headquarters in Vancouver and Toronto in September 2017, followed by test sittings at 20 additional CAEL test centres across Canada starting in October 2017. Paragon will begin offering CAEL CE at test centres in China as early as March 2018 subject to approval of China's Ministry of Education which is expected this fall. More detail on this version of the test can be found in **Introducing CAEL CE (Computer Edition) Coming in 2017**.

## **Continuing Features of CAEL Assessment Retained in CAEL CE**

Paragon has retained all of the primary features of the original CAEL Assessment in CAEL CE. CAEL CE continues to:

- Use same underlying construct for the test
- Be a topic-based test with integrated language components
- Report scores on all four language components plus an overall score
- Reflect the language used in an academic context
- Use Canadian accents
- Take the same approach to scoring and rating the tests
- Use expertly trained human raters to evaluate writing and speaking responses
- Use the same 10-point band reporting scales

## **Changes Incorporated into CAEL CE**

The following changes have been made to CAEL CE:

- All four components of the test are fully delivered by computer in a single test sitting of 3.5 hours with test content delivered to test centres only a few hours before the test begins making test delivery convenient for test takers and secure for end-users of test results
- Each test has two topics, one based on science or technology and one based on social science or arts and humanities which eliminates the possibility that test taker performance might be overly influenced by inability to engage with the single topic
- A distributed rating system has been created to increase the quality and reliability of final test scores and scalability of rating capacity
- A new website and online registration system make it easier for test takers to learn about, register for, and pay for the test
- A Scores and Identity Verification System allows university personnel to verify test scores submitted by applicants and compare identities of newly arrived students with biometric information obtained during CAEL test day registration and testing from test takers associated with students' CAEL scores
- The speaking component is integrated into CAEL CE which eliminates the need for test takers to return for the Oral Language Test component after completing the paper-based parts of the test

## **Overall Score Calculation in Both CAEL Assessment and CAEL CE**

The method used to calculate the overall score for each test taker is being changed for both CAEL Assessment and CAEL CE in order to conform to the approach adopted in the testing industry by TOEFL, IELTS Academic, and Pearson Test of English Academic. Previously, the overall score for CAEL Assessment weighted writing more heavily than the other components. This was based on the understanding that the majority of university evaluation is written. Though this remains true, it does not account for the fact that a student cannot write a good essay or exam if they have not understood their textbook and lectures or participated in class.

The revised scoring method calculates the overall scores as an equally weighted average of the four language component scores, rounded to the nearest 10-point band. For example, if a test taker achieved part scores for a CAEL Assessment (or CAEL CE) test of Reading = 70, Listening = 60, Writing = 70, and Speaking = 60, an equally weighted average of 65.0 would first be calculated and then rounded to the nearest 10-point band of 70. The new equal weighting of components captures the importance of all four skills in academic performance.

## **Concordance Studies for CAEL Tests**

Carleton University published the original concordance data that compared performance on the CAEL Assessment with performance on other English language proficiency tests. This data is reproduced in **English Language Proficiency Test Conversions**. It shows that an overall score of 60 on CAEL Assessment corresponds to an IELTS Academic band of 6.5 and a TOEFL score range of 76-86. An overall score of 70 on CAEL Assessment corresponds to an IELTS Academic band of 7.0 and a TOEFL score range of 87-96.

Paragon is currently collecting data on test performance from people who are taking early versions of CAEL CE including those who have also taken the IELTS Academic test. This data will be the basis for concordance studies that show how CAEL CE test performance compares with IELTS Academic test performance and that of other English proficiency tests. The results of these studies will be made available to Canadian post-secondary institutions in fall 2017.

## **Minimum Admission Levels for CAEL CE Overall Test Scores**

UBC currently accepts applicants for admission to undergraduate programs who meet a minimum English Language Admission Standard of an overall score of 70 on CAEL Assessment, whereas its minimum standard for admission for graduate programs is an overall score of 60. Paragon recommends that highly ranked and competitive universities such as UBC should set a minimum admission standard of an overall score of 70 on CAEL CE for undergraduate programs and 60 for graduate programs.

## **What Top Universities Say on Their Websites about English Proficiency Tests**

Students who are applying to universities and colleges in the United States most commonly submit TOEFL scores with their applications, while those in the United Kingdom primarily submit IELTS Academic scores. This is understandable because these two tests were created and heavily promoted within the countries where they were initially developed. Similarly students who are applying to universities and college in Australia also favour IELTS Academic scores because Australia's federal government formed an alliance with the British Council to promote and use the IELTS test.

An examination of university websites was very revealing. Eight of the top ten universities in the United States list TOEFL as the first in their lists of accepted English proficiency tests, and the top four ranked universities (Stanford, Harvard, Cal Tech, and MIT) state or imply that their universities prefer to receive TOEFL test scores. Moreover three of these four explicitly state that either they do NOT accept IELTS Academic test results or they do not consider IELTS Academic as a measure of English proficiency. In addition, none of the top ten universities mentioned that they accept CAEL, MELAB, or Cambridge English for admission, and only two out of ten accept Pearson Test of English Academic.

Among the top ten universities in the United Kingdom, nine out of ten list IELTS Academic first on their websites and four explicitly say or imply that they prefer to receive IELTS Academic test scores. Moreover, none of the top ten universities mention that they accept CAEL or MELAB.

Among the top six universities in Australia, five out of six list IELTS Academic first on their websites and two explicitly say or imply that they prefer to receive IELTS Academic test scores. In addition, none of the top six universities mention that they accept CAEL or MELAB.

The leading universities in the United States, United Kingdom, and Australia show a distinct preference to promote and receive final scores from the tests that were created in their home countries rather than being open to receiving test results from English language proficiency tests from wherever they originated.

In contrast, the admission websites of the English language universities from among U15 members accept results from all of the major testing companies including TOEFL, IELTS Academic, Pearson Test of English Academic, Cambridge English, MELAB, and CAEL. Ten of the 13 universities have "hot button" links for not only CAEL, but also each of the other major tests. The only exceptions were the Universities of Alberta, British Columbia, and Manitoba which had no hot button links for CAEL or most other tests. Perhaps more revealing was that eight of the 13 universities list TOEFL first on their websites. It appears that indirectly many leading Canadian universities are giving a promotional edge to TOEFL by listing it first ahead of all other



English language tests. Two other universities (McMaster and Saskatchewan) list IELTS Academic first, while McGill lists its own English language certificate first, and both University of Toronto and UBC list the English language tests alphabetically.

While leading universities in the United States, United Kingdom, and Australia show a marked preference to favour the use of their “home country” English proficiency test, top Canadian universities take a much more egalitarian view by accepting all major tests rather than doing what their principal international competitors have done. None of these Canadian universities have taken advantage of the opportunity to promote the use of CAEL Assessment as the only test created in Canada for use by Canadian universities and colleges. Instead they show either no preference or a preference for the American TOEFL test or the British/Australian IELTS Academic test.

### **U15 Presentation Regarding Acceptance and Promotion of CAEL CE**

Paragon believes there is an opportunity for Canadian universities to use CAEL CE to help brand Canada as part of their efforts to recruit the best possible study abroad students just as international universities promote their own country’s English proficiency tests and indirectly promote study abroad at their universities.

A meeting was held on April 28 in Calgary of the Academic VPs from each of the U15 member institutions to discuss this topic. UBC’s former Provost and Vice President Academic, Dr. David Farrar, made a presentation at this meeting in his role as a member of Paragon’s Board of Directors. The presentation described how the world’s top English speaking institutions favour the English proficiency tests from their home countries as described above and suggested that Canadian universities should reconsider the CAEL test, and especially the new CAEL CE version, and how it might be used in a similar manner to promote Canada as a desirable study abroad destination.

It is Paragon’s belief that Canada and its post-secondary institutions will benefit significantly if CAEL CE is promoted as “Canada’s English Proficiency Test” for those who wish to study abroad in Canada at all levels of study. Moreover, as Paragon expands the delivery of its CAEL CE test internationally, we feel that students who wish to study in Canada should be encouraged to submit the results of a CAEL CE test for admission if the test is available in the country where they are located.

### **Future Changes to CAEL CE**

The major English language proficiency tests provide significantly more possible overall score levels than do CAEL Assessment or CAEL CE. The CAEL tests offer only 9 possible overall score bands (i.e., 10, 20, ..., 70, 80, 90), while the IELTS Academic offers 19 score levels (i.e., 1.0, 1.5, .

..., 8.5, and 9.0), and both TOEFL and Pearson Test of English Academic offer many more (i.e., TOEFL 121 and Pearson 81). Moreover it is common among many of the world's leading universities including those in Canada to choose a half-band for IELTS Academic such as 6.5 as their minimum acceptable score for admission. Paragon believes that it should also introduce half-bands for each of its existing 10-point bands in order to provide Canadian universities and colleges with a more discriminating measure of English proficiency. Rather than introducing this new feature at the same time as the other changes described above, Paragon will discuss this change with several Canadian universities and colleges and consider introducing it during the next recruitment cycle.

### **Concluding Comments**

Paragon feels that it has significantly improved the CAEL Assessment with its CAEL CE version, and it has built a strong testing organization with the knowledge and experience to maintain and strengthen this test into the future. The company has built an extensive foundation of 64 test centres across Canada that can accommodate a significant increase in test volume, and it has the mandate and resources to support all of Canada's post-secondary institutions and to add international test centres where there are the greatest numbers of students wishing to attend Canada's universities and colleges.

We recommend that UBC accept the CAEL CE test for admission to its undergraduate and graduate programs, and we further recommend that it set a minimum overall CAEL CE score for admission of 70 for undergraduate programs and 60 for graduate programs.



20 September 2017

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Summer Curriculum Proposals (approval)

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In accordance with rule 28 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 17 July 2017, the Senate Curriculum Committee approved the attached proposals from the faculties of Applied Science, Arts, Education, Forestry, and Graduate and Postdoctoral Studies (Applied Science, Arts, Commerce and Business Administration, and Medicine).

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Peter Marshall, Chair  
Senate Curriculum Committee

**FACULTY OF APPLIED SCIENCE***New minor*

Minor in Entrepreneurship

*New courses* PLAN 321 (3) Indigeneity and the City; ARCH 404 (3-9) d Topics in Architectural History I (Pre-1900); ARCH 405 (3-9) d Topics in Architectural History II (1900-Present)

*New program option*

Coordinated International Experience

**FACULTY OF ARTS***Revised course*

RUSS 200 (6) Second-Year Russian

*New courses*

RUSS 201 (3) Second-Year Russian I; RUSS 202 (3) Second-Year Russian II; RUSS 323 (3/6) d Fantastic Worlds in Russian Fiction (in English); POLI 338 (3/6) d Politics and Development; POLI 372 (3/6) d Multinational Corporations and Globalization; POLI 378 (3/6) d The Politics of Terrorism; POLI 428 (3/6) d Comparative Public Management; POLI 439 (3/6) d Politics and Economic Growth; WRDS 350 (3) Knowledge-Making in the Disciplines; ASIA 427 (3) Topics in Korean Popular Culture (Hallyu); ECON 364 (3/6) d The Economics of Sustainability: Communities, Markets and Technology; JRNL 400 (3) Feminist Postcolonial Critique and Journalism in a Digital Age; LING 410 (3) Advanced Phonology; LING 421 (3) Advanced Syntax; LING 425 (3) Advanced Semantics

*New minor*

Minor in Urban Studies

**FACULTY OF EDUCATION***New course*

ECPS 490 (3/6) c Directed Study in Educational &amp; Counselling Psychology, and Special Education

*New certificate*

Undergraduate Certificate in Adult Learning and Education

**FACULTY OF FORESTRY***New courses*

CONS 412 (3) Belowground Ecosystems; FRST 350 (2) Foundational Field School

*Revised calendar entries<sup>1</sup>*


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<sup>1</sup> Linked to FRST 350



Forestry>B.S.F.>Forest Resource Management Major (Spec in Community and Aboriginal Forestry); Forestry>B.S.F.>Forest Operations Major; Forestry>B.Sc. in Forest Sciences>Degree Requirements; Forestry>B.U.F.>Degree Requirements; Forestry>B.S.F.>Forest Resources Management (Spec in Integrated Resource Management)

*Revised courses*

FRST 351 (2) Interior Field School<sup>1</sup>; FRST 370 (3) Community Forests and Community Forestry<sup>2</sup>

## **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

*New courses*

### **Applied Science**

ARCH 504 (3-9) d Topics in Architectural History I (Pre-1900); ARCH 505 (3-9) d Topics in Architectural History II (1900-Present); UDES 509 (1-6) d Topics in Urban Design

### **Commerce and Business Administration**

BA 531 (1.5)-6) d GMAN: Global Network Course; BA 532 (1.5-6) d GNAM: Global Network Week

### **Medicine**

SPPH 552 (3) Risk and Communication in Public Health

*Calendar Entry for New School*

### **Arts**

School of Public Policy and Global Affairs

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<sup>2</sup> Linked to Forestry>B.S.F.>Forest Resource Management Major (Spec in Community and Aboriginal Forestry)

**The University of British Columbia**

Faculty of Applied Science

**New Minor Program Proposal  
in Entrepreneurship**

2017-04-18

Approved at the  
APSC Full Faculty Meeting March 7, 2017

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## **EXECUTIVE SUMMARY**

### **Overview**

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. Its *Faculty of Applied Science* and *Faculty of Commerce and Business Administration* are internationally recognized. This proposal draws on that renowned expertise and defines a new program for Bachelor of Applied Science students to pursue a minor in Entrepreneurship.

Engineering and Entrepreneurship are intimately linked. Many engineering professors, researchers and students have started their own companies as a result of an idea sparked by creative thinking and their understanding of engineering design. But the skills required for engineering and for entrepreneurship are different. Engineers design and build solutions to problems. Entrepreneurs translate those solutions and products into viable ventures. They are innovators who understand how to capitalize on opportunity. This minor program complements and enhances the existing engineering programs by providing students with knowledge and practical experience related to the formation of an entrepreneurial enterprise.

The minor will be open to students enrolled in existing undergraduate engineering programs at UBC's Vancouver campus. Enrolment in the minor program will be limited to 120 students when fully scaled up. Students will apply to the program in the last semester of their second year and will take the courses that constitute the minor in the 3<sup>rd</sup> and subsequent years of their engineering programs. Students will be selected into the minor based on their academic achievement in the first 2 years of their engineering program.

Addition of the minor to the major program of study does not in any way change the requirements of the major program. Students enrolled in the minor in Entrepreneurship will still have to achieve all program requirements of their major engineering program. Major Engineering program requirements vary by program. Students may have to take all 5-6 courses constituting the minor as additional courses on their programs. Each major engineering program reserves the right to determine if any of the courses constituting the minor will qualify as required credits within the major program of study. Students will be required to consult with their program adviser/director regarding how many, if any, of the courses in the minor can be used as electives or capstone in their program.

### **Credential**

Students will receive the Bachelor of Applied Science in the program in which they are enrolled. They will have a minor in Entrepreneurship. The minor will appear on their transcript but not on their parchment.

### **Location**

The program will be offered at, and all courses must be taken on the Vancouver Campus of UBC.

### **Faculties Offering Program**



This program be offered and administered by the Faculty of Applied Science. With the exception of APSC 486, instruction for the courses that constitute the minor will be offered through the Faculty of Commerce and Business Administration. The Faculty of Applied Science offers APSC 486.

**Program Start Date**

Subject to UBC Senate and Board of Governors' approval and under the assumption that the minor program will not need Ministry of Advanced Education approval, the program will begin in September 2017 with an initial cohort of up to 60 students. Students entering the 3<sup>rd</sup> or 4<sup>th</sup> year of their Engineering program will have the opportunity to apply to the minor program.

**Program Completion Time**

Completion of BASc degrees in Engineering at UBC typically require between 4 and 5 years of academic study (depending on the program). Many students participate in Co-operative work learning experiences and/or the *Coordinated International Experience Exchange* program, which may extend the time required to complete their degree. Adding the minor to an existing engineering degree program will usually require an extra term of academic study. This is consistent with the other minor programs available to Engineering students.

**Goal of the Program**

The Minor program will give engineering undergraduate students the knowledge and practical skills related to the formation of an entrepreneurial enterprise.

**Contribution to UBC's Mandate and Strategic Plan**

The proposed minor program aligns with the UBC strategic plan. It will offer an exceptional learning environment for students, attract students from around the world, and be in demand across the globe. It will call upon and enhance its expertise and reputation in both engineering and business to develop graduates uniquely prepared to combine their engineering and entrepreneurial skills in a way that promotes new ventures. It is strongly aligned with UBC's commitment to innovation, as its graduates will be well prepared to launch innovative new ventures.

**Delivery Methods**

The courses that constitute the minor are established courses at UBCV. They use a mixture of pedagogical approaches including traditional, online and mixed instruction, tutorial and project based work. In a final Capstone project (APSC 486 – New Venture Design or COMM 497 – New Enterprise Development) students design and build a product under mentorship of university and/or industry experts.

**Program Learning Outcomes**

Students who complete the requirements of the Minor in Entrepreneurship will be able to:

- Develop and critically evaluate plans for new engineering-related ventures
- Identify the challenges and opportunities related to such an entrepreneurial venture
- Design competitive strategies
- Plan for execution and management of ethical, legal, policy, managerial, resource, promotional and financial issues and responsibilities related to engineering entrepreneurial ventures and successfully contribute to early stage ventures in high growth mode; and
- Work effectively in multifunctional teams combining business and STEM specialists.

**Linking Learning Outcomes and Curriculum Design**

Each learning outcome is a core driver of the courses in the program and is achieved through the required course work. See Appendix 2 for course descriptions and course learning outcomes.

The capstone project brings the course-work and practical learning together to demonstrate that key Program Learning Outcomes were achieved.

**Program Strengths**

The courses that constitute this minor are already established and successful courses at UBCV. The Faculty of Commerce and Business Administration includes faculty with strong expertise and experience in entrepreneurship. The program will be able to link itself and its students to other UBCV entrepreneurship initiatives and opportunities, providing students with a comprehensive learning experience. The Faculty of Applied Science and The Faculty of Commerce and Business Administration already collaborate on a Minor in Commerce, which illustrates an existing successful relationship and model for the minor in Entrepreneurship.

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

Students in the UBCV Bachelor of Commerce program may study entrepreneurship as an option within their program. There are no other credentialed undergraduate entrepreneurship programs at UBCV.

UBCV Engineering students may currently take a Minor in Commerce. The Commerce minor has different learning objectives, focused on giving engineers skills to work in and manage businesses. The proposed minor in Entrepreneurship helps engineers develop and launch new products, services and businesses. Students entering the two minor programs of study will have different interests and overall learning objectives, so it is not anticipated that the proposed minor in Entrepreneurship will appreciably affect enrolment in the commerce minor, and the addition of the new minor will improve fit and student satisfaction.

Entrepreneurship@UBC is an incubator program, which would complement the minor in Entrepreneurship. Students in the minor may be able to use the incubator and access seed funding to start their own companies.

There are no other undergraduate minor programs in Entrepreneurship for Engineers in BC.

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## **APPENDIX A: Appendix to the Executive Summary (for internal UBC purposes only)**

### **Budget and Funding**

The signed Budgetary Impact Form is included in the proposal package.

This program will follow the same tuition model as other existing UBCV B.A.Sc. programs. These programs assess tuition on a per-credit basis. Current rates are published on the UBC website: <http://students.ubc.ca/enrolment/finances/tuition/undergraduate-tuition-fees>.

Additional teaching resources (instructors, TAs etc.) may be required to manage and provide this minor program, depending on the current capacity of the existing courses and if extra sections will be added. The Faculty of Commerce and Business Administration has agreed to expand their sections as needed to accommodate the demand for the program. The Faculty of Applied Science will expand its sections of APSC 486 as needed.

### **Space Requirements**

The minor program can be accommodated within existing space constraints. No new space is required.

### **Library**

There are no new courses for this program. No new library resources are required. The Library consultation form is included in the proposal package.

## 1. Introduction

The University of British Columbia consistently ranks among the 40 best comprehensive research-intensive universities in the world. It creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world. Since 1915, UBC's West Coast spirit has embraced innovation and challenged the status quo. Its entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning. It is recognized for its expertise in, among other things, the Sauder School of Business within the Faculty of Commerce and Business Administration and the Faculty of Applied Science. This proposal defines a new minor program that will continue that tradition of innovation and entrepreneurship.

Prospective and current students frequently ask about supplementing their UBCV Engineering degrees with courses to expand their capacities as Entrepreneurs. In fact, a substantial number of Engineering graduates go on to entrepreneurial work, either within their own companies or within existing companies and start-up organizations. Entrepreneurialism and Engineering are tightly bound: entrepreneurialism is the key ingredient that can take the idea and design of an engineer and turn it into a useful and successful business venture. Entrepreneurship involves disruptive thinking and action. Entrepreneurial thinking and methods are relevant not only to the creation of new ventures, but also to helping grow or fundamentally change existing companies. Corporate innovators or intra-preneurs work with the same skillset as traditional entrepreneurs who start new ventures. Without an understanding of commerce and entrepreneurialism, however, the good idea of the engineer might never be translated into products or successful ventures and businesses. Martin Zwilling, CEO of Startup Professionals, a company that provides services to startup founders around the globe says, “Every engineer who has invented some new technology, or is adept at creating solutions, believes that is the hard part, and it should be a short step to take that solution to market as an entrepreneur. In reality, that short business step embodies far more risk, and a poor technology solution is not near the top of most lists of common reasons for business failures.”<sup>1</sup>

The proposed minor program will offer undergraduate engineering students on the Vancouver campus of UBC, an opportunity to develop valuable entrepreneurial capacities through course work in the Faculty of Commerce and Business Administration and have those skills recognized in their earned credential. Although the University of Toronto has a certificate in entrepreneurship; and the Universities of Waterloo and Saskatchewan have an Option in Entrepreneurship; and programs combining Engineering Management and Entrepreneurship are available at the Universities of Ottawa (Option) and New Brunswick (Diploma), the proposed program would be the first minor in entrepreneurship offered to undergraduate engineering students in Canada.

This proposal defines a new minor program for Bachelor of Applied Science students at UBCV to pursue credentials in entrepreneurship, which will allow them to mobilize engineering opportunities into viable business propositions.

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<sup>1</sup> Zwilling, M. (2012). It's a Big Step from Engineer to an Entrepreneur. *Forbes*. February 16, <http://www.forbes.com/sites/martinzwilling/2012/02/16/its-a-big-step-from-engineer-to-an-entrepreneur/#1424a6874ddb>

## 2. Program Rationale

### 2.1. Introduction

Over the past year, with support from both Deans' offices, members of the Faculties of Applied Science and the Faculty of Commerce and Business Administration have met and discussed the rationale and structure for a minor in Entrepreneurship for Engineering students at UBCV. The following minor program proposal is the result of inter-disciplinary and collaborative planning on the part of this committee. The committee composition is available in the Appendices.

In a struggling Canadian economy, it makes sense to encourage venture-generation and entrepreneurial activities. In fact, often many entrepreneurial opportunities are explored due to limited employment opportunities. In existing undergraduate engineering programs, we do not teach engineering students the processes involved in starting a venture, even though many have expressed interest in learning how.

UBC is strongly engaged in support for entrepreneurship. Some examples include:

- Creative Destruction Lab (CDL)-West: The Sauder School of Business collaborates with CDL for a seed-stage program focusing on the transition from pre-seed to seed-stage funding that pairs start-up founders with experienced technology entrepreneurs and investors.
- Entrepreneurship@UBC: a program launched by the Sauder School of Business and the Faculty of Applied Science, supports student entrepreneurship, in partnership with the BC Innovation Council (BCIC). It provides innovative and entrepreneurial students with mentorship from the business community and the opportunity to start their own companies with pre-seed capital
- Lean LaunchPad Accelerator Program: a signature program within entrepreneurship@UBC which pairs selected ventures with volunteer mentors to transform their initial business idea into a validated business model
- Venture Builder Program- Ideally, the Lean LaunchPad leads to the Venture Builder Program, which pairs UBC ventures with an experienced Entrepreneur-in-Residence, so that over the course of a year, qualified ventures will be propelled toward obtaining seed funding
- Tech.Entrepreneurship@UBC: a program that helps alumni take their proposed venture ideas from an idea to a preliminary hypothesis about its marketability, through to customer discovery, a validated business model, start-up formation, and company building
- HATCH: UBC's on-campus incubator for UBC technology ventures that are at the stage of developing their products and launching their businesses.
- The Faculty of Applied Science provides opportunities for Engineering Co-op students who are interested in starting their own business to count one or more of their Co-op terms as Entrepreneurial Co-op work term experiences
- New Venture Design: the capstone course in which students from the Sauder School of Business, Applied Science and other faculties work in interdisciplinary teams to design a

venture, build a prototype and develop the business model required to raise funding and possibly launch the venture.

Although UBC has long recognized and supported the intimate relationship between engineering and entrepreneurship, currently it offers no opportunities for engineering students to formally study entrepreneurship and have their study recognized in their credentials. The proposed minor provides students with that opportunity. It does not replace existing programs and structures, but rather complements and supplements them, providing engineering students more comprehensive opportunities to grow their entrepreneurial skill sets.

## **2.2. Market Analysis**

A survey of current undergraduate engineering students asked the following questions and received responses from 537 students:

- Would you be interested in completing a Minor in Entrepreneurship?
- Would you choose the Minor in Entrepreneurship over the Minor in Commerce?
- Please explain why you would choose the Minor in Entrepreneurship over the Minor in Commerce.
- Would you be willing and able to take a commerce course in the May/June term?
- General comments about the idea.

A numerical summary of the responses is included in Appendix 3. In short, 72% of responders (389 students) indicated an interest in the minor, and 66% (256 students) expressed a willingness to take courses in the May/June term as long as it did not conflict with their co-op schedule.

This suggests that there is substantial demand for this minor program. It is expected that this interest is not limited to UBC students, and that the minor program will be a valued feature of a UBC engineering degree, attracting quality students with entrepreneurial ambitions to UBCV Engineering.

A web-review of similar programs in BC and Canada (see Section 2.5.2) illustrates that similar opportunities for students are scarce in Canada.

### **2.2.1. Potential Sectors of Employment for Graduates**

Graduates will major in a specific field of engineering (i.e. electrical, mechanical, chemical, computer, mining, environmental etc.) and minor in Entrepreneurship. Therefore, they will be able to apply their engineering and entrepreneurial knowledge and skills in a variety of diverse environments and contexts. All fields of engineering provide opportunities to mobilize engineering design and problem solving into products and services, which can be developed for market by engineers who understand entrepreneurship. Graduates will be particularly well-suited to start business initiatives, work for early stage ventures that need help in the rapid growth phase, or larger organizations where change agents and disruptive growth are desired.

## **2.3. Program Description and Specifications**

The minor program consists of 5-6 courses taken in the 3<sup>rd</sup> and subsequent years of study in a major Engineering program. Each major program reserves the right to determine if any of the courses that constitute the minor will qualify as required credits for that major program. Students will be required to consult with their program adviser/director regarding how many, if any, of the

courses in the minor can be used as electives or capstone in their program. Target enrollment is 120 students annually, and will start with a maximum cohort of 60 students for the first year. The program will enhance students' engineering capacity with business skills so that they are better prepared to facilitate the development of new ventures and contribute to change and enhancement of existing ventures.

### **2.3.1. Goal of the Proposed Program**

The Minor program will give UBCV engineering undergraduate students knowledge and practical skills related to the formation of an entrepreneurial enterprise.

### **2.3.2 Program Learning Outcomes**

Students who complete the requirements of the Minor will be able to:

- Develop and critically evaluate plans for new engineering-related ventures
- Identify the challenges and opportunities related to such an entrepreneurial venture
- Design competitive strategies
- Plan for execution and management of ethical, legal, policy, managerial, resource, promotional and financial issues and responsibilities related to engineering entrepreneurial ventures and successfully contribute to early stage ventures in high growth mode; and
- Work effectively in multifunctional teams combining business and STEM specialists.

Learning Objectives for the mandatory courses within the minor program of study are included in Appendix 2.

### **2.3.3. Minor Program Requirements**

To receive a Minor in Entrepreneurship along with their BASc degree, students must complete all requirements of the BASc program in which they are enrolled in addition to the following requirements for the minor:

#### **COMM 280 (3) – Entrepreneurship**

Entrepreneurial essentials from creating viable opportunities through building a founding team, strategic planning, going to market, fleshing out an organization and planning the future of the business.

#### **COMM 382 (3) – Economics of Entrepreneurship and Innovation**

Fundamental economic issues faced by entrepreneurs who want to commercialize innovations within start-ups and established firms.

#### **COMM 387 (3) –Entrepreneurial Finance**

Financial issues encountered by those active on the investing side of entrepreneurship, such as working for banks, venture capital firms, or corporate venture organizations, or anyone interacting with entrepreneurs and private equity investors.

#### **EITHER:**

##### **APSC 486 (6) – New Venture Design**

Teams comprising students in COMM 466 and APSC 486 propose a new product, produce a viable prototype, and develop a business plan for the marketplace.

Plus

Three (3) credits in an Additional Entrepreneurship Elective course, to be chosen from a list of approved electives, published annually by the program.

OR

COMM 497 (3) – New Enterprise Development

Plus

Six (6) credits in Additional Entrepreneurship Electives, to be chosen from a list of approved electives, published annually by the program.

Note that admission to APSC 486 – New Venture Design, is competitive. Not all students who apply for enrolment in the course will be granted a seat.

The Entrepreneurship Electives allow some flexibility within the program for students to focus on an area of commerce that will be of particular value to them, and for the program to capitalize on new and changing courses as they are offered. Courses currently expected to be included in the list of entrepreneurial electives for the first cohort include:

COMM 386D Innovation Leadership

COMM 386E Social Enterprise

COMM 386I Innovation and Sustainability

COMM 386L Impact Investing: Social Finance in the 21st Century

COMM 388 Design Methods for Business Innovation

COMM 389 Creativity in Business

COMM 482 New Product Development

COMM 486G Intrapreneurship

COMM 486W Creative Destruction Lab Venture Program

#### **2.3.4. Admission Requirements**

Students in good standing with a minimum cumulative average of 68% in the first 2 years of any undergraduate engineering degree at UBCV will be eligible to apply for admission to the minor program.

Students will apply to the minor in the spring of their 2<sup>nd</sup> year, through the same online submission process used in Engineering for other Minor Programs. This is described on the Engineering Website found at: <http://students.engineering.ubc.ca/enrolment/minors-dual-degree/>. Enrolment in the Minor in Entrepreneurship program will be competitive and limited to 120 students at full capacity. Target enrolment for the first cohort will be capped at 60 students. For an application to be considered, the student must be eligible for at least third-year standing in the Faculty of Applied Science at UBCV with a cumulative average of at least 68% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the Minor.



Admission preference will be given to students who have already completed (or are completing at the time of application) COMM 280. Students will be selected for admission to the minor program based on academic achievement.

### **2.3.5. Program Management and Assessment**

The minor will be situated within the Faculty of Applied Science and managed by the Engineering Student Services unit in the same manner that other undergraduate engineering minor programs (i.e. commerce, arts, science, honours mathematics) are managed. Decision-making and ultimate responsibility for the program will lie with the Associate Dean, Education and Professional Development in Applied Science. The Faculty of Commerce and Business Administration will manage enrolment in individual COMM courses and therefore, the Faculties will work together to make program enrolment decisions (specifically, in terms of incoming cohort numbers).

## **2.4. Contribution to UBC Mandate and Strategic Plan**

### **2.4.1. Student Learning**

- The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life.

The program will offer an exceptional learning environment for students and will attract students from around the world to study in Vancouver's diverse environment. It will enrich the students' engineering experience by providing a means by which students can see opportunities for the mobilization of engineering solutions into viable products and services. This will enhance employment and business opportunities for students upon graduation.

### **2.4.2. Innovation Excellence**

- The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research within and across disciplines.

As a leading research and educational facility in Engineering and Business, UBC is a world leader and should be *the* leader in Western Canada in the area of engineering entrepreneurship. The introduction of the Minor to our Engineering programs will increase the innovative capacity of UBC engineering graduates.

## **2.5. Relationship to Established Programs**

### **2.5.1. The University of British Columbia**

Students in the UBC Bachelor of Commerce program have the opportunity to study entrepreneurship as an option within their program.

There are no other credentialed entrepreneurship programs for undergraduates at UBC.

UBC Engineering currently offers a Minor in Commerce. Both require 18 credits and COMM courses, although they require different COMM courses, with different learning objectives and foci, and the Entrepreneurship Minor does not contain any ECON courses. The Commerce Minor will help engineers to work in business settings and help manage businesses. The Entrepreneurship

Minor will help engineers develop and launch new products, services and businesses. The following is a comparison of the requirements for the two minors:

<b>Commerce Minor</b>	<b>Entrepreneurship Minor</b>
ECON 310 (3 Cr) Principles of Microeconomics	COMM 280 (3 Cr) Entrepreneurship
ECON 311 (3 Cr) Principles of Macroeconomics	COMM 382 (3 Cr) Economics of Entrepreneurship and Innovation
COMM 457 (3 Cr) Fundamentals of Financial Accounting	COMM 387 (3 Cr) Entrepreneurial Finance
COMM 465 (3 Cr) Marketing Management	APSC 486 New Venture Design (6 Cr) + 1 entrepreneurship elective (3 Cr) Or COMM 497 (3 Cr) + 2 entrepreneurship electives (6 Cr)
COMM 329 (3 Cr) Principles of Organizational Behaviour or COMM 458 (3 Cr) Fundamentals of Managerial Accounting or COMM 473 (3 Cr) Business Finance	
An Engineering Economics Course (3 Cr)	

*Entrepreneurship@UBC* is an incubator initiative that provides innovative and entrepreneurial students with mentorship from the business community and the opportunity to start their own companies with pre-seed capital from the venture fund created for this program. It helps UBC faculty, staff, students, and recent alumni build new ventures. It is not an academic or credentialed program. The minor program and incubator program would complement each other, with students in the minor being able to use the incubator program to build new ventures.

### 2.5.2. Other British Columbia and Canadian universities

There are few similar undergraduate programs in Canada, and none in BC. Some of the related programs in Canada are not minors and/or focus more on engineering management than they do on new venture development.

Universities which offer a minor or some other credential in Entrepreneurship that is not a part of an engineering program are not listed here. Graduate and continuing education programs are also not listed here.

<b>University of Waterloo</b>	<b>Entrepreneurship Option in Engineering</b>
Similar, but not a minor. Six courses in 2 tracks: Venture Creation & Corporate Entrepreneurship. Similarly involves course work, co-op work experience. Instead of a course like “New Ventures” students complement their engineering capstone with entrepreneurship planning courses.	
<b>University of Saskatchewan</b>	<b>Entrepreneurship Option in Engineering</b>
Similar, but not a minor. Eight courses: 6-7 offered through the school of business. The remaining course is the Engineering capstone project.	
<b>University of Ottawa</b>	<b>Engineering Management and Entrepreneurship Option in Engineering</b>
Not a minor and is less focused on new venture start up. Six courses (18 credits) includes a 3-credit course in new venture creation, marketing, business management, accounting and law.	
<b>University of Toronto</b>	<b>Engineering Business Minor</b>

More focused on management and less focused on new venture start up. A collaboration with the School of Management. Overviews finance, economics, business management and marketing from an engineering perspective.	
<b>University of Toronto</b>	<b>Engineering Entrepreneurship Certificate</b>
Not a minor. Three courses taken as regular electives (i.e. no additional course work compared to the BASc degree).	
<b>University of New Brunswick</b>	<b>Diploma in Technology Management and Entrepreneurship</b>
Within the Faculty of Engineering, but not specific to engineering and open to students from other fields. Five courses focus on business management, entrepreneurship, quality management, and financial literacy.	

### **2.5.3. Level of support and recognition from other post-secondary institutions**

UBC is recognized as one of the world's leading academic centers for both Business and Engineering. The minor program is designed to meet the accreditation standards of the Canadian Engineering Accreditation Board (CEAB).

### **2.6. Target Students**

We will be targeting high achieving students who have achieved a minimum of a B-average in their first 2 years in Engineering who have an interest and aptitude for entrepreneurialism.

We anticipate the minor program attracting new applicants who have an interest and aptitude for entrepreneurship to UBC engineering.

Traditionally, for our first year program approximately 89% of our students register directly out of high school, and <2% transfer to UBC engineering from other degree programs at UBC. We admit a further ~200 students into our second year (directly into majors) from our eight engineering transfer program partners across the province.

#### **2.6.1. Enrolment Predictions and Capacity**

All courses constituting the minor are currently offered at UBC. Therefore, the minor can be offered even if only 1 student is enrolled in the program.

The Faculty of Commerce and Business Administration has agreed to expand sections of the requisite courses in order to meet the demand. Therefore, there are no hard theoretical limits on maximum enrolment, and the program will be able to be flexible in its enrolment numbers. In order to optimize resources beyond the pilot year, it will be most efficient to enroll students in batches of 40, aligning with the capacity of courses offered by the Faculty of Commerce and Business Administration. The program will target enrolment of 60 students in the first (pilot) year of the program and will re-assess capacity in subsequent years.

#### **2.6.2. Tuition Rationale**

As is the case for all undergraduate engineering programs at UBC, tuition will be charged to students on a per-credit basis. Current rates are published on the UBC website: <http://students.ubc.ca/enrolment/finances/tuition/undergraduate-tuition-fees>.

### **2.6.3. Scholarships**

Students in the minor program will have access to the same scholarship opportunities as other UBC engineering students.

### **2.6.4. Opportunities for Further Study**

The major engineering programs in which students are enrolled will prepare them for advanced research degrees in engineering (i.e. Ph.D., M.A.Sc.) and for graduate professional programs such as the Master of Engineering Leadership. The addition of the minor in Entrepreneurship may enhance students' capabilities and opportunities to enroll in such programs.

## **3. Program Resources**

### **3.1. Program Funding and Budget**

This program may require the Faculty of Commerce and Business Administration to provide additional teaching resources. The Faculty of Commerce and Business Administration has agreed to expand sections of the applicable courses as necessary. Additional tuition revenues will be available to the Faculty of Commerce and Business Administration due to increased enrolment in its courses.

A budget impact form has been submitted.

### **3.2. Space Requirements**

The courses that constitute this minor are already offered at UBC. Therefore, this program may not require additional space. If the Faculty of Commerce and Business Administration creates new sections of the applicable courses to meet demand, they will make the necessary space accommodations.

### **3.3. Library Resources**

The program has no new courses. The library consultation form has been included.

### **3.4. Qualified Faculty**

The courses that constitute this minor are currently offered at UBCV. Therefore, qualified faculty are already involved in teaching these courses and this program is not expected to require any new Faculty.

#### 4. Calendar Statement - Program

##### UBC Curriculum Proposal Form

##### Category: 1

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Engineering  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> April 18, 2017  <b>Contact Person:</b> Tamara Etmanski          Academic Director, Professional Programs,          MEL &amp; MHLP  <b>Phone:</b> 604-822-4488  <b>Email:</b> <a href="mailto:tamara.etmannski@ubc.ca">tamara.etmannski@ubc.ca</a></p>
<p><b>URL:</b> Homepage&gt;&gt;Faculties, Colleges, and Schools &gt;&gt; The Faculty of Applied Science &gt;&gt; Bachelor of Applied Science&gt;&gt; Minor in Entrepreneurship</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Minor in Entrepreneurship</b></p> <p>Students desiring foundations in the knowledge and practical skills related to the formation of an entrepreneurial enterprise are encouraged to consider the Minor in Entrepreneurship. Upon successful completion of this minor program, the notation "Minor in Entrepreneurship" will be placed on the student's transcript.</p> <p>Enrolment in the program is limited. Applications for admission must be made through Engineering Student Services by May 15. For an application to be considered, the student must be in good standing and eligible for at least third-year standing in the Faculty of Applied Science with a cumulative average of at least 68% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the minor. Preference will be given to students who have completed COMM 280.</p>	<p><b>URL:</b>          N/A <i>[please create a calendar page]</i></p> <p><b>Present Calendar Entry:</b>          N/A</p> <p><b>Type of Action:</b>          Create a new undergraduate minor program in the Faculty of Applied Science</p> <p><b>Rationale for Proposed Change:</b>          In a struggling Canadian economy it makes sense to encourage venture-generation and entrepreneurial activities. In fact often many entrepreneurial opportunities are explored due to limited employment opportunities. In existing undergraduate engineering programs, we do not teach engineering students the processes involved in starting a venture, even though many have expressed interest in learning how.</p> <p>UBC is strongly engaged in support for entrepreneurship. Although UBC has long recognized and supported the intimate relationship between engineering and entrepreneurship, currently it offers no opportunities for students to formally study entrepreneurship and have their study recognized in their credentials. The proposed minor provides students with that opportunity. It does not replace existing programs and structures, but rather complements and supplements them, providing engineering students more</p>

<p>The program will consist of the following:</p> <p>COMM 280 3 COMM 382 3 COMM 387 3</p> <p>And either APSC 486 6 Plus 1 Entrepreneurship Elective* 3</p> <p><b>OR</b></p> <p>COMM 497 3 Plus 2 Entrepreneurship Electives* 6</p> <p>Enrolment in the minor program does not change the requirements for the major program of study. Students may be required to take all 5-6 courses in addition to the requirements of their major program. Each major program reserves the right to determine if any of the courses constituting the minor will qualify as credits within the major. Students will be required to consult their program advisor/director regarding how many/if any of the courses in the minor can be used as electives or as a capstone in their program.</p> <p>All courses constituting the minor program must be taken at the Vancouver campus of UBC.</p> <p>* The course(s) will be chosen from a list of approved electives, which will be published annually by the program.</p>	<p>comprehensive opportunities to grow their entrepreneurial skill sets.</p>
<p>Bachelor of Applied Science Contents</p> <p>Introduction Academic Advising</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,195,272,0">http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,195,272,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>Bachelor of Applied Science Contents</p> <p>Introduction Academic Advising</p>

Admission Academic Regulations Minor in Arts Minor in Commerce <b>Minor in Entrepreneurship</b> Minor in Honours Mathematics Minor in Science . . .	Admission Academic Regulations Minor in Arts Minor in Commerce Minor in Honours Mathematics Minor in Science . . .
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Applied Science  <b>Department:</b> School of Community and Regional Planning (SCARP)  <b>Faculty Approval Date:</b> 13 April 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 5 May 2017  <b>Contact Person:</b> Su-Jan Yeo (on behalf of Penny Gurstein, Director, SCARP)  <b>Phone:</b> N/A  <b>Email:</b> sujan.yeo@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PLAN 321 (3) Indigeneity and the City</b>          Place-based exploration of the multiple, complex and contested ways urban Indigeneity is constituted in Canada today, with opportunities for field trips and hands-on learning.</p> <p><i>Prerequisites:</i> Third-year standing or above in any program. Second year students may be admitted with permission of instructor.</p> <p>This is not a Pass/Fail or Honours Pass/Fail Grading</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&amp;code=PLAN">http://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&amp;code=PLAN</a></p> <p><b>Present Calendar Entry:</b>          N/A</p> <p><b>Type of Action:</b>          Create new course.</p> <p><b>Rationale for Proposed Change:</b>          The School of Community and Regional Planning (SCARP) is currently exploring the development of an undergraduate curriculum that is intended to bring together the three thematic areas of technology, environment, and culture in the study of our urbanizing world. SCARP is taking a phased approach by introducing the first suite of 200- and 300-level feeder/service courses that initially would allow SCARP to “test the waters” with the current UBC undergraduate student population, and in the long run might provide lead-ins to a potential undergraduate program.</p> <p>PLAN 321 (3) Indigeneity and the City will be part and parcel of the initial suite of proposed new course offerings previously submitted to Senate that include:</p> <ol style="list-style-type: none"> <li>1. PLAN 211 (3) City-Making: A Global Perspective</li> <li>2. PLAN 221 (3) City Visuals</li> <li>3. PLAN 331 (3) The Just City in a Divided World.</li> </ol> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p>





## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 1 December 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 6 June 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 2-0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ARCH 404 (3-9) d Topics in Architectural History I (Pre-1900)</b>          History of architecture in the pre-1900 time period. Technological, political, social, and economic changes that have influenced architecture and related fields. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH</a></p> <p><b>Present Calendar Entry:</b>  <b>ARCH 404 (3) Architectural History I</b>          Architecture from 1400 to 1900 and the design theory and practice that have shaped it. Restricted to B.En.D. students. Credit will be given for only one of ARCH 405 or ARCH 505. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b>          In place of the current lecture-format global history course, we propose introducing a coordinated set of contextual topic-driven thematic seminars on pre-1900 architectural history. As the course topics change year to year, students may take the course more than once and be exposed to different content.</p> <p>Examples of potential topics including the following: Architecture and Speculation, Markets and Mobility: the Silk Road; The Domestic and the Foreign; Industrialization and Empire; Eclecticism as Sampling; Technology and Consumption.</p> <p><b>Rationale for Proposed Change:</b>          The proposal brings the curriculum in line with peer institutions and responds to serious intellectual criticisms levied against the outdated pedagogy and colonialist legacy of the large-format survey course.</p> <p>The benefits of the proposed change are that it will allow:</p> <ul style="list-style-type: none"> <li>. more in-depth study of architectural history</li> <li>. thematic focus rather than linear chronology</li> <li>. opportunity for the exploration of theme-appropriate research and documentation techniques</li> </ul>



	<p>. pursuit of specific research interests of the faculty</p> <p>. flexibility for student academic objectives</p> <p>. flexibility in allowing content to be coordinated with studio interest where desired</p> <p>. porosity between the various programs within SALA</p> <p>. visiting faculty to teach from their research perspective</p> <p><b>X      Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> ARCH 404 is generally restricted to B.En.D. students.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>      <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>
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**Category: (1)**

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 1 December 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 6 June 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 2-0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ARCH 405 (3-9) d Topics in Architectural History II (1900-Present)</b>  History of architecture in the post-1900 time period. Technological, political, social, and economic changes which have influenced architecture and related fields. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH</a></p> <p><b>Present Calendar Entry:</b>  <b>ARCH 405 (3) Architectural History II</b>  Critical analysis of developments in modern and contemporary architectural thought and practice. Restricted to B.En.D. students. Credit will be given for only one of ARCH 405 or ARCH 505. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b>  In place of the current lecture-format global history course, we propose introducing a coordinated set of contextual topic-driven thematic seminars on post-1900 architectural history. As the course topics change year to year, students may take the course more than once and be exposed to different content.</p> <p>Potential topics include the following: Ecological Modernism; Modernism in the Suburbs; Institutional and the Vernacular; Housing Modernity; Heritage and Consumption; Alternative Modernities.</p> <p><b>Rationale for Proposed Change:</b>  The proposal brings the curriculum in line with peer institutions and responds to serious intellectual criticisms levied against the outdated pedagogy and colonialist legacy of the large-format survey course.</p> <p>The benefits of the proposed change are that it will allow:</p> <ul style="list-style-type: none"> <li>. more in-depth study of architectural history</li> <li>. thematic focus rather than linear chronology</li> <li>. opportunity for the exploration of theme-appropriate research and documentation techniques</li> </ul>



	<p>. pursuit of specific research interests of the faculty</p> <p>. flexibility for student academic objectives</p> <p>. flexibility in allowing content to be coordinated with studio interest where desired</p> <p>. porosity between the various programs within SALA</p> <p>. visiting faculty to teach from their research perspective</p> <p>X      <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> NA This course is generally restricted to B.En.D. students.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>      <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



Category: (1)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> School of Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 3 March 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 19 June 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 604 822-0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b><u>Proposed Calendar Entry</u></b></p> <p>Bachelor of Environmental Design</p> <p>Contents</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Admission</li> <li>Academic Regulations</li> <li>Degree Requirements</li> <li><b>Coordinated International Experience</b></li> <li>Minor in Arts</li> </ul>	<p><b><u>URL:</u></b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0</a></p> <p><b><u>Present Calendar Entry:</u></b></p> <p>Bachelor of Environmental Design</p> <p>Contents</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Admission</li> <li>Academic Regulations</li> <li>Degree Requirements</li> <li>Minor in Arts</li> </ul> <p><b>Action:</b>  Add Coordinated International Experience listing to the Bachelor of Environmental Design introductory page.</p> <p><b>Rationale:</b>  The Coordinated International Experience is a new program option proposal as described below.</p>
<p><b><u>Proposed Calendar Entry:</u></b></p> <p><b>COORDINATED INTERNATIONAL EXPERIENCE</b></p> <p><b>The Coordinated International Experience (CIE) program offers a student the opportunity to apply to study a pre-selected and pre-approved set of courses over one academic term at an international CIE partner institution. The student gains new, global</b></p>	<p><b><u>URL:</u></b>  N/A</p> <p><b><u>Present Calendar Entry:</u></b>  This is a new entry.</p> <p><b>Action:</b>  Add Coordinated International Experience option to the Bachelor of Environmental Design program.</p> <p><b>Rationale:</b>  The Coordinated International Experience proposal was created in the development of the</p>



perspectives with the credit received from courses completed counting towards the student's B.En.D. degree.

Participation in the CIE program is by application. A student may apply in the second term of Year 3 in order to participate in the CIE program in the first term of Year 4 in lieu of ENDS 401 and required elective course work. Admission to the CIE program is competitive and admittance can not be guaranteed.

The CIE program is administered by the Faculty of Applied Science. Further information is available at the [Bachelor of Environmental Design website](#).

Bachelor of Design new program proposal. Making the program option available to current B.En.D. students allows this group of students to benefit from this valuable experience and in addition allows the CIE option to be tested and further developed if needed in advance of the launch of the Bachelor of Design program.

Partnerships with Australia, Europe and Asia are already in place.



THE UNIVERSITY OF BRITISH COLUMBIA

**CENES: Central, Eastern and Northern European Studies**

<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> CENES  <b>Faculty Approval Date:</b> 2017 Apr 20  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Acknowledged:</b> March 22, 2017  <b>Contact Person:</b> Veta Chitnev and Lois Nightingale  <b>Email:</b>  : <a href="mailto:vchitnev@mail.ubc.ca">vchitnev@mail.ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  RUSS 200 (6) Second-Year Russian Intermediate oral practice, grammar, reading, composition. A special section may be provided for Science students.  Credit will be granted for only one of RUSS 200 or both of RUSS 201 and RUSS 202.  <i>Prerequisite:</i> One of RUSS 100, RUSS 102.</p> <p><b>RUSS 201 (3) Second-Year Russian I</b>  Intermediate oral practice, grammar, reading, composition. A special section may be provided for Science students. Credit will be granted for only one of RUSS 201 or RUSS 200.  <i>Prerequisite:</i> One of RUSS 100, RUSS 102</p> <p><b>RUSS 202 (3) Second-Year Russian II</b>  A continuation of RUSS 201. Intermediate oral practice, grammar, reading, composition. A special section may be provided for Science students. Credit will be granted for only one of RUSS 202 or RUSS 200.  <i>Prerequisite:</i> RUSS 201</p>	<p><b>Present Calendar Entry:</b>  RUSS 200 (6) <b>Second-Year Russian</b> Intermediate oral practice, grammar, reading, composition. A special section may be provided for Science students.  <i>Prerequisite:</i> One of RUSS 100, RUSS 102.</p> <p><b>Type of Action:</b>  Create two 3 credit courses which, together, will cover the learned outcomes of RUSS 200 (6).</p> <p><b>Rationale for Proposed Change:</b>  Students have been requesting this option which would give them the flexibility to move through RUSS 200 over two years. This is particularly useful for students who wish to complete RUSS to meet the BA Language Requirement. This way they can move through the language over 4 years.</p> <p><i>Note: Although this is a “Category 2” proposal, we are including this as a category 1 (no consultations) to ensure a record is kept. The two new syllabi have been reviewed against the original 6 credit syllabi and the Arts Curriculum Committee confirms they match.</i></p>
<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Central, Eastern and Northern European Studies (CENES)  <b>Faculty Approval Date:</b> 2017 Apr 20  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> March 15, 2017  <b>Contact Person:</b> Ilinca Iurascu and Lois Nightingale  <b>Email:</b> <a href="mailto:iurascu@mail.ubc.ca">iurascu@mail.ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a></p>



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<p><b>Proposed Calendar Entry:</b>  <b>RUSS 323 (3/6) d Fantastic Worlds in Russian Fiction (in English)</b>  <b>Russian genre fiction and film (science fiction, fantasy and gothic).</b>  <b>Pre-requisites:</b> Third year standing.</p>	<p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  Create new course.</p> <p><b>Rationale for Proposed Change:</b>  As CENES further develops the Russian minor, there is a need for more courses that go beyond chronological or single author surveys and appeal to students' individual interests. This topic will allow students to explore a productive blend of canonical and non-canonical Russian literature and film to gain a more nuanced understanding of Russian culture and lead to informed comparative cultural analysis. The addition will help augment students' choices in their completion of the Russian minor. The possibilities of different topics will enable program development in the future. Additionally, the dedicated number and title will give the course added visibility during student registration.</p>
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**POLI: Political Science (all for 2018W)**

<p><b>Category:</b> (1) <b>Faculty:</b> Arts  <b>Department:</b> Political Science  <b>Faculty Approval Date:</b> 2017 Apr 20  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> February 1 2017  <b>Contact Person:</b> Allen Sens and Lois Nightingale  <b>Phone:</b> 604 822 6127  <b>Email:</b> <a href="mailto:asens@mail.ubc.ca">asens@mail.ubc.ca</a>;  <b>CC:</b> <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>;</p>
<p><b>Proposed Calendar Entry:</b>  <b>POLI 338 (3/6) d Politics and Development</b>  <b>The relationship between political</b></p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New Course</p>





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<p>institutions and economic growth. How governments shape economic policy and development aid.</p>	<p><b>Rationale for Proposed Change:</b> A new faculty member has taught this course under our POLI 328 (Topics In Comparative Politics) course shell as a pilot. The Department wishes to create new course numbers and titles for popular and annually offered courses taught under “Issues” or “Topics” course shells, to more accurately present our course offerings to students and more accurately reflect the subject matter POLI and IR Majors have completed on student transcripts. The creation of the new courses will “free up” sections of “Issues” and “Topics” courses for new subject offerings. The subject of development has been a focus of international political economy scholarship and practice for decades, and adding a course on the subject to our formal calendar curriculum recognizes this. The course will continue to be taught by the new faculty member into the foreseeable future.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>POLI 372 (3/6) d Multinational Corporations and Globalization</p> <p>Multinational corporations and the state in the contemporary international system, including the impact of multinationals and foreign direct investment on governments, societies, and industry. <i>Pre-Requisite:</i> Third year standing. Previous completion of an introductory course in international relations (e.g. POLI 260 or its equivalent) is <i>very strongly recommended</i>.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b> For many years, the department has offered this course under our POLI 369 (Topics In International Security) course shell. The course has always filled and demand</p>



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	<p>exceeds enrolment capacity. The Department wishes to create new course numbers and titles for popular and annually offered courses taught under “Issues” or “Topics” course shells, to more accurately present our course offerings to students and more accurately reflect the subject matter POLI and IR Majors have completed on student transcripts. The creation of the new courses will “free up” sections of “Issues” and “Topics” courses for new subject offerings. The subject of multinational corporations has been a lightning rod for debate and controversy in both academic and public discourse, and adding this course to our formal calendar curriculum recognizes the importance of this subject matter. The course will continue to be taught by an Instructor rank faculty member into the foreseeable future.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>POLI 378 (3/6) d The Politics of Terrorism</b></p> <p>Exploration of contemporary terrorism as a contested area of understanding and as a social construct. Includes origins and motives, evolution of terrorist groups, strategies and tactics, and anti-terrorism and counter-terrorism responses.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b></p> <p>New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>For many years, a continuing sessional faculty member has taught this course under our POLI 369 (Topics In International Security) course shell as a pilot. The course has always filled and demand exceeds enrolment capacity. The Department wishes to create new course numbers and titles for popular and annually offered courses taught under “Issues” or “Topics” course shells, to more accurately present our course offerings to students and more accurately reflect the subject matter POLI and IR Majors have completed on</p>



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	<p>student transcripts. The creation of the new courses will “free up” sections of “Issues” and “Topics” courses for new subject offerings. The subject of terrorism has become increasingly important in both academic and public discourse, and adding a course on terrorism to our formal calendar curriculum recognizes this development. The philosophy of this course is to explore the subject of terrorism as a contested area of understanding, which requires an interdisciplinary approach, as well as an appreciation of subjectivity, motive, and the existential roots of human violence across time and place.</p> <p>The course will continue to be taught by the Continuing Sessional Faculty member into the foreseeable future, or by Dr. Richard Price or Dr. Allen Sens should the Continuing Sessional faculty member be unavailable.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>POLI 428 (3/6) d Comparative Public Management</p> <p>Major changes in the structures and processes of government in advanced democracies, including the welfare state, citizenship, ethics, accountability, and institutional reform.</p> <p><i>Pre-requisite:</i> Restricted to Major/Honour POLI or Combined Major with POLI.</p>	<p><b>URL: “POLI”</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b> The subject of public management has become increasingly important in the study of government, and adding a course on this subject to our formal calendar curriculum recognizes this development.</p> <p>This course is currently taught as a pilot by a full professor under our POLI 405 (Topics In Canadian Politics) course shell.</p> <p>The Department wishes to create new</p>



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	<p>course numbers and titles for popular and annually offered courses taught under “Issues” or “Topics” course shells, to more accurately present our course offerings to students and more accurately reflect on student transcripts the subject matter POLI and IR Majors have completed.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>POLI 439 (3/6) d Politics and Economic Growth</b>  The relationship between politics, economics, and development. The role of the state, political institutions, economic policy, and foreign aid in development strategies.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b>  New Course</p> <p><b>Rationale for Proposed Change:</b>  For many years, a continuing sessional faculty member has taught this course under our POLI 464 (Problems in International Relations) course shell as a pilot. The Department wishes to create new course numbers and titles for popular and annually offered courses taught under “Problems” or “Topics” course shells, to more accurately present our course offerings to students and more accurately reflect the subject matter POLI and IR Majors have completed on student transcripts. The creation of the new courses will “free up” sections of “Issues” and “Topics” courses for new subject offerings. The subject of development has been a focus of international political economy scholarship and practice for decades, and adding a seminar course on the subject to our formal calendar curriculum recognizes this. This course will also build on the material in the proposed POLI 338 course. POLI 439 course will continue to be taught by the Continuing Sessional Faculty member into the foreseeable future, or by</p>



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	Dr. Cesi Cruz or Dr. Yves Tiberghien should the Continuing Sessional faculty member be unavailable.
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### **URST: Urban Studies**

<b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> 2017 Apr 20 <b>Effective Session:</b> W <b>Effective Academic Year:</b> 2017	<b>Date:</b> 11 Feb 2017 <b>Contact Person:</b> Elvin Wyly <b>Phone:</b> 778 899 7906 <b>Email:</b> ewyly@geog.ubc.ca
<b>Proposed:</b>  Minor in Urban Studies	<b>Type of Action:</b>  Create a new Minor within the Faculty of Arts. This new Minor will be available to all undergraduate Faculty of Arts degree programs as well as any other Faculty that presently allows allow their students to complete Minor programs from within the Faculty of Arts.
<a href="#">The Faculty of Arts</a> > <a href="#">Bachelor of Arts</a> > Urban Studies  <b>Proposed Calendar Entry:</b>  Urban Studies  <b>Urban Studies</b> is an undergraduate interdisciplinary program administered through the <a href="#">Department of Geography</a> .  <b>&lt;b&gt;Minor in Urban Studies&lt;b&gt;</b>  <b>The Minor in Urban Studies is designed for students interested in cities and the way urbanization shapes historical and contemporary processes of social and environmental change.</b>  <b>The minor consists of 30 credits, of which 18 credits must be at the 300-level or above.</b>  <b>&lt;b&gt;Lower Level Requirements&lt;b&gt;</b>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,116">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,116</a>  <b>Present Calendar Entry:</b>  <b>Urban Studies</b>  <del>Urban Studies offers a focus for students who have a keen interest in this field. It is not a degree program.</del>  <del>A student will normally take URST 200, when offered, in the second year, along with the prerequisite courses for a departmental major. In the third and fourth years, in addition to the major requirements, 24 credits of courses focusing on urban questions (including those offered in the student's major department) are required. In the fourth year a student will normally take URST 400.</del>  <del>Urban-Oriented Courses</del> <del>A tentative (and not necessarily exhaustive)</del>



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## 12 credits, consisting of:

- URST 200
- 9 credits from ANTH202, ENDS 220 or DES 220, ENDS 221 or DES 230, ENDS 231 or DES 200, FNIS 100, GEOG 121, 122, 290, POLI 101, 260, SOCI 102

## <b>Upper Level Requirements<b>

### 18 credits, consisting of:

- URST 400
- 15 credits selected from the following list and not more than 9 credits from any one discipline in this list:
  - ARTH 445, ASIA 325, 414,
  - CLST 331, 332, ECON 310, 311, 374,
  - FNIS 455,
  - GEOB 401,
  - GEOG 311, 321, 328, 350, 352, 353, 357, 364, 450, 456, 457,
  - GRSJ 306, 307,
  - HIST 302, 439, 480,
  - NEST 319, 402,
  - PLAN 425,
  - POLI 306,
  - SOCI 301, 354, 364, 425, 480,
  - UFOR 402, 403.

Some of these courses may have prerequisites; students should consult Departmental requirements before registering.

Interested students should visit Urban Studies, or contact Arts Academic Advising or the Chair of the Urban Studies Committee, Dr. Elvin Wyly (Geography), 604-822-4653.

~~list of undergraduate courses that can be defined as "urban-oriented" includes COMM 306, 307, 409; ECON 374; GEOG 311, 321, 350, 352, 357, 360, 364, 450, 453, 457, 464; HIST 331, 485; PLAN 425; POLI 306; SOCI 354, 425. Some of these courses may have prerequisites: students should discuss them with the department concerned before registering.~~

Interested students should visit Urban Studies, or contact Arts Academic Advising or the Chair of the Urban Studies Committee, Dr. Elvin Wyly (Geography), 604.822.4653.

### Type of Action:

Update for new Minor in Urban Studies program.

### Rationale for Proposed Change:

The Faculty of Arts, Urban Studies Program was established in 1971. It provides an opportunity for students to explore the distinctive circumstances of metropolitan regions, cities, and suburbs. In a world that became majority urban in 2007 for the first time in history, "planetary urbanization" has become an increasingly significant focus for many fields in the social sciences, humanities, and physical sciences.

The Urban Studies Program was established in an era of less formalized curriculum structure, and thus encouraged students to take courses from across multiple Faculties. Many of the courses in the current program description are now restricted by comprehensive prerequisites, while other new courses have been established that provide new perspectives on urbanism.

The proposed changes update the courses



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	<p>that qualify for an urban focus in students' third and fourth years, while bringing the credit structure in line with the current standard of credit requirements for Minors.</p> <p>These changes are designed to provide a more coherent pathway for students interested in Urban Studies, while also providing more clear indications of students' focused urban interests for potential employers and/or graduate programs.</p>
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## WRDS: Arts Studies in Writing for the Disciplines

<p><b>Category: 1 Faculty:</b>  <b>Department:</b> ASRW and First Year Prog.  <b>Faculty Approval Date:</b> 2017 Apr 20  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> February 8, 2017  <b>Contact Person:</b> Mary Chapman  <b>Phone:</b> 2-5120  <b>Email:</b> mary.chapman@ubc.ca</p>
<p><a href="#">Course Descriptions</a> &gt; <a href="#">Courses by Subject Code</a> &gt; WRDS</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>WRDS 350 (3) Knowledge-Making in the Disciplines</b></p> <p>An advanced scholarly research and writing course that allows students to build on their existing knowledge of academic research and writing practices by studying specific features of scholarly writing relevant to their own interests and disciplines.  <i>Not available for Credit/D/Fail.</i>  <b>Prerequisite:</b> Restricted to Faculty of Arts students with 3<sup>rd</sup>-year standing</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=WRDS">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=WRDS</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b>  New course</p> <p><i>For 2017W: At present students are registering for this course under ASTU 400A. As soon as this proposal is approved, and if time allows, students will be moved from the ASTU 400A section to the new course number. By doing this it will make it easier, at the time of graduation, for Degree Navigator to recognize the student has met specific requirements.</i></p> <p><b>Rationale for Proposed Change:</b></p> <p>WRDS 350 is an advanced scholarly research and writing course taught by specialists in the field of Writing and Discourse Studies that allows students to</p>



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	<p>build on their existing knowledge of academic research and writing practices by studying specific features of scholarly writing relevant to their own interests and disciplines. Students analyze typical scholarly genres in their disciplines (such as conference proposals, grant applications, journal articles, and peer review reports), in order to understand both their role in the academic production of knowledge and the language features and rhetorical patterns that fulfil that role; they engage with pioneering theories about genre, discourse, and disciplinarity, drawn from rhetorical genre theory, activity system theory, and various approaches to discourse analysis and applied linguistics; they apply computer-assisted techniques to the analysis of scholarly communication; and they design and conduct original research related to their own academic discipline and discursive interests.</p> <p>When this course was originally designed, in 2011, it was permitted to “borrow” the code ASTU 400--the code and number for student-directed seminars--as a temporary measure. For the past four years, this course has been successfully taught as ASTU 400A.</p> <p>However, the current code and number make the course extremely difficult for students to “find”: it has no separate calendar entry AND the course code is shared with “Interdisciplinary Studies in Arts” and scores of “Student-Directed Seminars” <u>and</u> the course number makes students think the course is not appropriate for third-year students. Both these factors confuse students--particularly students transferring to UBC—and complicate course planning. In each of the last two years, for example, about 260 upper-level students (about 13% of all WRDS 150 students) have sought writing instruction by</p>
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	<p>enrolling in WRDS 150 and then, according to First-Year Programs exit surveys, expressed the desire for “sections of WRDS 150 reserved especially for them” with a “faster pace” and with “content relevant to their specific major”—which are exactly what ASTU 400A provides. Last year, only 85 advanced students “found” ASTU 400A; we estimate this course could serve an additional 200+ upper-year students. In addition, some students have mistakenly enrolled in other sections of ASTU 400 only to discover on completion of the course that student-directed seminars do not fulfill the writing requirement. Renumbering the course will respond to Arts Advising’s request that the course be more explicitly identified as an upper-level disciplinary alternative to WRDS 150.</p> <p>The course will serve three constituencies:</p> <ol style="list-style-type: none"> <li>1) upper-year students who have transferred into Arts or into UBC—more than half from colleges—who have received little or no university-level writing instruction and have not yet satisfied the Arts Writing Requirement;</li> <li>2) upper-year ARTS students who have satisfied the Writing Requirement but seek additional instruction regarding conventions of academic writing in their discipline. Currently, 65% of students enrolled in ASTU 400A are in Social Sciences disciplines and seek further writing instruction before writing theses. Students intending to pursue graduate study (last year, about 11% of students who enrolled in ASTU 400A had already taken WRDS 150) will also appreciate this course; and</li> <li>3) a small number of Science students who seek advanced academic writing instruction.</li> </ol> <p>In the Fall 2016 exit survey, 83% of ASTU</p>
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	<p>400A students said that the course helped them come to a better understanding of their major's disciplinary writing conventions and that they would recommend this course to other students. WRDS 150 will still be an available alternative to WRDS 350 for transfer students whose writing skills are more rudimentary.</p> <p>Because this course has already been taught for four years, there will be no impact on the overall curriculum or new demands on unit or library resources; ASRW will offer fewer sections of WRDS 150 and more sections of WRDS 350.</p> <p><b>X      Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> Lots of group work and scaffolded assignments.</p>
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**ASIA: Asian Studies**

<p><b>Category: (1) Faculty: Arts</b>  <b>Department: Asian Studies</b>  <b>Faculty Approval Date: 2017 May 18</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2017</b></p>	<p><b>Date:</b> Sep 27, 2016  <b>Contact Person:</b> Lyndsay Bocchinfuso and Lois Nightingale  <b>Phone:</b> 2-9266  <b>Email:</b> <a href="mailto:lyndsay.bocchinfuso@ubc.ca">lyndsay.bocchinfuso@ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>;</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ASIA 427 (3) Topics in Korean Popular Culture (Hallyu)</b></p> <p>A survey of one of the primary areas of Korean popular culture, such as television dramas, film, K-Pop music, graphic novels and webtoons, or Hanshik cuisine.</p> <p><b>Prerequisites:</b> One of ASIA 327, ASIA 347, ASIA 357, ASIA 447, ASIA 452, ASIA 457 or placement approval. Restricted to fourth-year students. Prior to registration, a minimum of 9 credits of 300-level ASIA coursework recommended.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>  The wave of Korean popular culture (<i>Hallyu</i> in Korean) that swept East Asia early in the new millennium was centered in television dramas and film. The wave has since expanded its reach worldwide and now includes popular music (K-Pop), graphic novels (<i>manhwa</i> in Korean) and their online versions, webtoons (netcomics), and cuisine (<i>Hanshik</i> in Korean). By virtue of its international popularity <i>Hallyu</i> had become ideally positioned to serve as a gateway to existing areas of Korean Studies in universities in the English speaking world—language, literature, history, sociology, politics, film studies, and ethnomusicology, among others. ASIA 427 is proposed as a course that could in any given offering focus on the one of the areas of <i>Hallyu</i> mentioned above, and that could be taught not only by myself but by other scholars, graduate students, or post-doctoral students, depending on their specific field of interest. Because there is relatively little scholarly writing on <i>Hallyu</i>, ASIA 427 is proposed as a research course, in which each student would produce a paper that could be developed into a conference presentation, a contribution to a feature in a scholarly journal, and/or to a weblog. In its initial offering I propose to focus on the second</p>



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	wave of K-Pop; in a subsequent offering I propose to focus on graphic novels and webtoons.
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**ECON: Vancouver School of Economics**

<b>Category 1 Faculty:</b> Arts <b>School:</b> Vancouver School of Economics <b>Faculty of Arts Approval:</b> 2017 May 18 <b>Effective:</b> 2017 W	<b>Date:</b> May 11, 2017 <b>Contact:</b> Catherine Douglas and Lois Nightingale Email: <a href="mailto:Catherine.Douglas@ubc.ca">Catherine.Douglas@ubc.ca</a> ; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a> ;
<b>Proposed Calendar Entry:</b>  ECON 364 (3/6) d The Economics of Sustainability: Communities, Markets and Technology  Applied research and seminars on topics of concern to economists and communities located both locally and internationally. Environmental sustainability, sustainable livelihoods, development effectiveness, institutions, agency, ethics, and well-being. Theoretical approaches, case studies, and community-based learning. <b>Pre-requisites:</b> ECON 101, ECON 102. Restricted to BA students with at least 3 <sup>rd</sup> year standing and BIE students with at least 2 <sup>nd</sup> year standing. Students are expected to have completed at least 9 ECON credits prior to registration.	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b> This course contributes to the undergraduate curriculum in the Vancouver School of Economics at UBC by making explicit the study of sustainability. While other courses in Economics cover material related to economic development, to environment, to natural resources, international issues, and economic policy, this course integrates these topics but emphasizes the forces of long term economic growth and development that are thought to promote well-being, sustainable livelihoods and the protection of the environment for future use. The course adds to the undergraduate curriculum more broadly at UBC through its emphasis on economic theory and empirical methods in relation to the study of sustainability.

**JRNL: School of Journalism**

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> Journalism <b>Faculty Approval Date:</b> 2017 May 18 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2017	<b>Received:</b> December 12, 2016 <b>Contact Person:</b> Alfred Hermida and Lois Nightingale <b>Email:</b> <a href="mailto:soj.director@ubc.ca">soj.director@ubc.ca</a> ; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a> ;
<b>Proposed Calendar Entry:</b>	<b>URL:</b>



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<p><b>JRNL 400 (3) Feminist Postcolonial Critique and Journalism in a Digital Age</b></p> <p>Postcolonial critiques of journalism, and an examination of underlying democratic ideals in a rapidly evolving media landscape where news organizations are struggling to find their place amidst emerging digital infrastructures that are being coproduced with societal relations.</p> <p>Prerequisites: None.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b> We require a fourth year undergraduate journalism course as a sixth core course for the multi-disciplinary Bachelor of Media Studies (BMS), which comprises eight academic units – 7 from Arts (English, Central, Eastern and Northern European Studies, Creative Writing, Journalism, Theatre and Film, Art History and Visual Art and Theory) and 1 from Science (Computer Science). This course is an important addition to the core course offerings in BMS and Journalism as it addresses core feminist and postcolonial critiques related to professional norms and practices of journalists, examining underlying democratic ideals in a rapidly evolving media landscape within news organizations.</p>
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**LING: Linguistics Department**

<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Linguistics  <b>Faculty Approval Date:</b> 2017 May 18  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> Jan. 30, 2017  <b>Contact Person:</b> Strang Burton and Lois Nightingale  <b>Email:</b> <a href="mailto:Strang.Burton@ubc.ca">Strang.Burton@ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>;</p>
<p><b>Calendar Navigation:</b> <a href="#">Homepage</a> &gt; <a href="#">Course Descriptions</a> &gt; <a href="#">Courses by Subject Code</a> &gt; LING</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>LING 410 (3) Advanced Phonology</b>  <b>Current issues in phonological theory.</b></p> <p><b>Prerequisite:</b> LING 311</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LING">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LING</a></p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale for Proposed Change:</b> This course fits with the overall goal of increasing program flexibility while</p>



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	<p>simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will improve the transition from undergraduate program to a graduate program— both for the small number of undergraduates who enter our graduate program and for those who go elsewhere to attend graduate school. This course, and the proposed LING 421, 425 courses, will provide the kind of experience found in an upper-level capstone course and is intended to have relatively low enrolments.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>LING 421 (3) Advanced Syntax</p> <p>Current issues in syntactic theory.</p> <p><i>Prerequisite:</i> LING 300</p>	<p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale for Proposed Change:</b> This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will improve the transition from undergraduate program to a graduate program— both for the small number of undergraduates who enter our graduate program and for those who go elsewhere to attend graduate school. This course, like the proposed LING 410, 425 courses, will provide the kind of experience</p>



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	found in an upper-level capstone course and is intended to have relatively low enrolments.
<p><b>Proposed Calendar Entry:</b></p> <p>LING 425 (3) Advanced Semantics</p> <p>Current issues in semantic theory. Prerequisites: LING 327 or PHIL 220A basic introduction to syntax is recommended (e.g., LING 100, LING 201, or ENGL 331).</p>	<p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale for Proposed Change:</b> This course fits with the overall goal of increasing program flexibility while simultaneously increasing the possibilities for depth in students' chosen research areas, as well as improvements requested by faculty and students in the areas of mentorship/supervision, time to completion for requirements, and increasing opportunities in experimental work.</p> <p>This particular course will improve the transition from undergraduate program to a graduate program— both for the small number of undergraduates who enter our graduate program and for those who go elsewhere to attend graduate school. This course, like the proposed LING 421, 410 courses, will provide the kind of experience found in an upper-level capstone course and is intended to have relatively low enrolments.</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> Educational and Counseling Psychology and Special Education  <b>Faculty Approval Date:</b> May 9, 2017  <b>Effective Session (W or S):</b> S  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> March 25<sup>th</sup>, 2017  <b>Contact Person:</b> Rob Bedi  <b>Phone:</b> (604) 822-4185  <b>Email:</b> Robinder.Bedi@ubc.ca</p>
<p><b>Type of Action:</b> New course</p> <p><b>Proposed Calendar Entry:</b>          (40 word limit for course descriptions)</p> <p>ECPS 490 (3/6) c  <b>Directed Study in Educational &amp; Counselling Psychology, and Special Education.</b></p> <p>Directed investigation of a problem or issue, requiring a written report or alternate mode of reporting or disseminating results of the investigation. Pass/Fail.</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A.</p> <p><b>Type of Action:</b> New Course</p> <p>New course</p> <p><b>Rationale for Proposed Change:</b></p> <p>This course is intended for undergraduate students to receive advanced study in an area not adequately covered within existing course offerings. The intention is to provide this course for students to learn on a more individualized basis. It is graded on a Pass/Fail manner and regular meetings between instructor and student are expected.</p> <p>Note: An abbreviated syllabus is included because of the directed and individualized nature of this course a full syllabus is not possible.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> 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 checked="" type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



**Undergraduate Certificate in Adult Learning and Education**

Faculty of Education

June 19, 2017

**Proposed Name of Certificate Program:**

Undergraduate Certificate in Adult Learning and Education (UGCALE)

**Date of Submission:**

June 19, 2017

**Sponsoring Faculty/Department/School:**

Faculty of Education/Department of Educational Studies

**Contact Person:**

Name: Shauna Butterwick  
Title: Professor, Educational Studies  
Telephone: 604-822-3897  
Email: shauna.butterwick@ubc.ca

**Supporting UBC Partners or External Partners:**

None

**Program Description (*maximum 250 words*):**

The Undergraduate Certificate in Adult Learning and Education (UGCALE) is designed to introduce the broad field of adult learning and education to those who anticipate being involved with designing, planning, implementing, teaching and evaluating educational and training programs for adults as part of their lifelong learning and professional practice. Adult learning activities are found in a wide variety of contexts including public, private, community, and not-for-profit agencies and organizations, and those facilitating these activities work in both paid and volunteer capacities. Students will complete 15 credits of coursework through which they will learn about the philosophical and historical foundations of adult education, including its contributions and relations to civil society, the state and the market. They will also study the fundamentals of planning and designing adult learning activities. All courses will be offered online.

**Rationale for the Program (*maximum 250 words*):**

There are many students across UBC from various faculties (health sciences, commerce, arts etc) who are taking many of the courses offered in the Diploma of Adult Learning and Education.

They are interested in these courses given the future and current professional practice will or does involve the planning for and provision of adult learning and education activities. Many professionals are assigned to develop such activities without substantive knowledge of the key principles underpinning adult learning and education. This initiative is designed to give students who are already taking many of these Diploma courses, a certificate which can provide documentation of their studies in this area which is useful for their current and future employment. It will also be attractive to those who wish to study in this area but who do not want or are not in the position to complete a full 30 credit diploma program. While there exists other undergraduate certificates and diplomas in adult learning and education available in Canada (for example CACE -Certificate in Adult and Continuing Education through Continuing Studies, University of Victoria and the Instructors Diploma offered by many B.C. colleges), these programs courses are not credited. Thus certificate helps meet the professional and credential learning needs of those involved in adult learning. Such a certificate could, for those who want to continue, ladder into a diploma program. Students completing the certificate will acquire documentation that can be recognized by employers and thus could improve their career prospects and broaden their employment opportunities.

**Proposed Length/Duration (*indicate hours, credits, months, etc.*):**

15 credits (five required 3-credit courses)

All the required courses (see list below) are offered online each Winter I and II terms and in the summer. For students taking one course per term, the certificate could be completed in five terms (just over a year). It could be completed in less time for those able to take more than one course per term.

ADHE 412: An Overview of Adult Education

ADHE 327: Teaching Adults

ADHE 329: Developing Short Courses, Workshops and Seminars

ADHE 330: The Community Practice of Adult Education

Plus one more course chosen from these two courses:

ADHE 328: Institutions of Adult Education

EDST 493 Introduction to the Study of Higher Education

**Proposed Curriculum Topics (list by brief descriptive titles only):**

Required courses are:

*ADHE 412: An Overview of Adult Education* (Survey of adult education theory and practice in Canada and the world. The focus is on the purpose and participation in, adult education, characteristics of learners, and the training of adult educators).

*ADHE 327: Teaching Adults* (Planning, conducting and evaluating instruction for adults. Consideration is given to different beliefs and ways of thinking about teaching).

*ADHE329: Developing Short Courses, Workshops and Seminars* (Organization and administration of adult education events such as short courses, seminars, workshops, conferences and institutes).

*ADHE 330: The Community Practice of Adult Education* (Community-based adult education with particular emphasis on the application of knowledge of the social, economic, cultural and political environment in developing and conducting adult education programs with and for individuals and groups).

Plus one of these electives:

*ADHE 328: Institutions of Adult Education* (the major contexts of adult education as it relates to a wide range of social institutions including the economy, workplace, the government, community, and the media)

*EDST 493: Introduction to the Study of Higher Education* (introduction to the study of higher education including all facets of institutions of higher learning and everything that happens within them and in relation to the larger society).

**Target Learners:**

1. Students who want to pursue undergraduate studies in Adult Learning and Education at the certificate level;
2. Students who are completing their degrees at UBC in other faculties and disciplines who want to add a focus to their studies.
3. Students who already have a bachelor's degree in an area other than Adult Learning and Education who are taking on adult learning responsibilities in their current work and desire additional education related to their duties;
4. Students who want to take adult learning and education courses prior to applying for an M.Ed. or M.A.

**Student Admission Criteria:**

- a) For those students already enrolled in a UBC undergraduate degree program, they must meet (and will have met) the requirements for admission to their respective undergraduate programs.
- b) For those students who are not already enrolled in a UBC undergraduate degree program, criteria for admission to the certificate program will be the same as those required for admission to undergraduate programs at UBC, as outlined by the Undergraduate Programs and Admissions, and the requirements for admission to the diplomas program in Adult Education and Learning as stipulated by Professional Development and Community Engagement (PDCE) in the Faculty of Education ([http://pdce.educ.ubc.ca/diplomas-certificates/#tab\\_Admission-0](http://pdce.educ.ubc.ca/diplomas-certificates/#tab_Admission-0)).

**Student Assessment/Grading Methods:**

All courses are percentage graded as follows:

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

**B Level (68% to 79%)**

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- \*one or more significant errors in understanding
- \*superficial representation or analysis of key concepts
- \*absence of any special initiatives
- \*lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%.

B is from 72% to 75%.

B- is from 68% to 71%.

C+ is from 64% to 67%.

C is from 60% - 63%.

See the [Policies and Regulations](#) section of Calendar for more information on Academic Standing.

**Program Delivery Format:**

The UGCALE program builds upon existing courses. Courses will be delivered online.

**Marketing/Promotion Strategy:**

The UGCALE will be advertised on the department and PDCE websites and through notices sent to relevant UBC faculties (e.g. Applied Science, Science), drawing their attention to the certificate. Flyers will also be developed and distributed to relevant external organizations such as literacy organizations, school districts, health profession organizations, business organizations, non-profit associations.

**Assessment of Impact on Departmental and University Resources:**

UGCALE students will enroll in existing courses and thus no new curriculum development is required; if large numbers of students are accepted into UGCALE, this may result in hiring TAs to support faculty who are teaching larger classes or there may be hiring of sessional instructors to teach extra sections to accommodate the larger numbers of students. Staff's involvement in the compilation and assessment of applications and provision of certificates will increase slightly.

Applications will be directed to the Professional Development and Community Engagement unit in the Faculty of Education (<http://pdce.educ.ubc.ca/diplomas-certificates/>). Academic oversight will be undertaken by faculty members in the Adult Education and Learning program in the Department of Educational Studies.

**Assessment of Financial Viability:**

Given that this certificate builds on existing resources, the program is deemed to be financially sustainable and may generate additional resources to assist with upgrading and updating the curriculum.

**Fees:**

There will be a course-based tuition fee (relevant only for those students enrolling in the certificate; there is no extra fee for students taking these courses as electives in their current degree programs). Fees are the same as the unclassified undergraduate fee:  
[http://pdce.educ.ubc.ca/diplomas-certificates/#tab\\_Fees-2](http://pdce.educ.ubc.ca/diplomas-certificates/#tab_Fees-2)

**Current Program Advisory Committee Members (*list names and affiliations*):**

Shauna Butterwick, Professor, Adult Learning and Education Andre  
Mazawi, Professor, Adult Learning and Education  
Pierre Walter, Professor and Chair of Adult Learning and Education Programs Rob  
Vanwynsberghe, Associate Professor of Adult Learning and Education Hongxia  
Shan, Assistant Professor, Adult Learning and Education  
Jude Walker, Assistant Professor, Adult Learning and Education  
Carolina Palacios, Lecturer, Adult Learning and Education

**Final Approval Obtained from the Following Deans/Department Heads:**

Dr. Blye Frank, Dean of Education  
Dr. Ali Abdi, Head of the Department of Educational Studies

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> Educational Studies  <b>Faculty Approval Date:</b> March 23, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017-2018</p>	<p><b>Date:</b> June 19, 2017  <b>Contact Person:</b> Shauna Butterwick  <b>Phone:</b> 2-3897  <b>Email:</b> shauna.butterwick@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Undergraduate Certificate in Adult Learning and Education</b></p> <p>The Undergraduate Certificate in Adult Learning and Education provides an introduction to the broad field of adult learning and education including the philosophical and historical foundations of adult education, its contributions to civil society, the state and the market.</p> <p><b>Admission/Eligibility to Complete Certificate</b></p> <p>Applicants not already enrolled in a degree program at the University of British Columbia may be admitted to the Undergraduate Certificate in Adult Learning and Education provided that they meet the minimum standards for <a href="#">admission to undergraduate study</a> at the University of British Columbia, including language proficiency, and the requirements for admission to the diploma program in <a href="#">Adult Education and Learning</a>.</p> <p>University of British Columbia undergraduate students already enrolled in the third or fourth year of one of the degree programs listed below as “eligible degree programs” may complete the Undergraduate Certificate in Adult Learning and Education, but are not required to formally apply for admission to the program. As described below, such</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New undergraduate certificate</p> <p><b>Rationale for Proposed Change:</b>  The Undergraduate Certificate in Adult Learning and Education (UGCALE) is designed to introduce the broad field of adult learning and education to those who anticipate being involved with designing, planning, implementing, teaching and evaluating educational and training programs for adults as part of their professional practice. Adult learning activities are found in a wide variety of contexts including public, private, community, and not-for-profit agencies and organizations, and those facilitating these activities work in both paid and volunteer capacities. Students will complete 15 credits of coursework (four core courses, offered every term, and one elective) through which they will learn about the philosophical and historical foundations of adult education, including its contributions to civil society, the state and the market. They will also study the fundamentals of planning and designing adult learning activities. All courses will be offered online.</p> <p>Many students already enrolled in other undergraduate programs take several ADHE courses as electives and can continue to do so. Students who complete</p>

students are eligible to apply to receive the certificate upon completion of the certificate requirements. Students should consult with their home Faculty and/or Department prior to completing the certificate requirements to confirm their eligibility for the certificate program and the impact of completing the certificate on their progression towards their degree program.

Students enrolled in UBC degree programs other than those listed below are not eligible to complete the Undergraduate Certificate in Adult Learning and Education, but may complete the required courses as electives if permitted by their degree program.

Eligible degree programs:

1. B.A.Sc. (Faculty of Applied Science)
2. B.Sc. (Faculty of Science)

### **Certificate Requirements**

Students must complete a total of 15 credits, consisting of:

ADHE 327	3
ADHE 329	3
ADHE 330	3
ADHE 412	3
One of ADHE 328 or EDST 493	3

Total Credits	15
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### **Application to Receive Certificate**

- 1) For students enrolled in the Undergraduate Certificate and not concurrently enrolled in an undergraduate degree program:

Upon completion of all required

ADHE courses as electives while pursuing their undergraduate degree do not enrol in the certificate prior to registering in the courses, rather they register in the courses as elective and those students who complete all five of the required ADHE certificate courses can apply for the certificate.

The list of eligible degree programs may be amended by way of Category 2 proposal from the Faculty of Education accompanied by a supportive consultation from the Faculty responsible for any program that is to be added to or removed from the list.



<p>courses, students must apply to receive their certificate from the Professional Development and Community Engagement (PDCE) unit in the Faculty of Education <a href="http://pdce.educ.ubc.ca/diplomas-certificates/">http://pdce.educ.ubc.ca/diplomas-certificates/</a>.</p> <p>Following confirmation of students' successful completion of all required courses, students will receive a certificate from PDCE.</p> <p>2) For students pursuing the certificate while enrolled in an eligible undergraduate degree at UBC:</p> <p>Upon completion of all required courses, students must apply to receive their certificate from the Professional Development and Community Engagement (PDCE) unit in the Faculty of Education <a href="http://pdce.educ.ubc.ca/diplomas-certificates/">http://pdce.educ.ubc.ca/diplomas-certificates/</a>.</p> <p>Following confirmation of students' successful completion of all required courses, students will receive a certificate from PDCE.</p>	
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest &amp; Conservation Sciences  <b>Faculty Approval Date:</b> May 11 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> March 27, 2017  <b>Contact Person:</b> Dr Sue Grayston  <b>Phone:</b> 604-822-5928  <b>Email:</b> sue.grayston@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>CONS 412 (3) Belowground Ecosystems.</b></p> <p>Current concepts, methods, and applications of belowground ecology with emphasis on biotic interactions in soil; to understand the roles that aboveground and belowground communities play in regulating the structure and function of terrestrial ecosystems and their responses to global change. [3-0-0].</p> <p>Prerequisite: Fourth year standing in the Faculty of Forestry or a Bachelor of Science Program awarded by any Faculty. Permission is required for registration.</p> <p>Equivalent: APBI 412</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b>  New course</p> <p><b>Rationale for Proposed Change:</b>  This course is a cross-listing for an existing undergraduate course in the Faculty of Land &amp; Food Systems (APBI 412). It is an advanced optional course for students in the Bachelor of Science: Applied Biology Program (LFS), and Global Resource Systems Program (LFS). The cross-listing of this course as CONS 412 will ensure access of the course for students in the Natural Resources Conservation Program (FRST); Forest Sciences Program (FRST); Bachelor of Urban Forestry Program (FRST); Honours Plant Biology, Ecology, and Conservation Programs (SCI) who wish to deepen their understanding of belowground ecology.</p> <p>No additional library or budgetary support is needed for this course.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 2

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  <b>Faculty Approval Date:</b> May 11, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> May 10, 2017  <b>Contact Person:</b> Dr Janette Bulkan  <b>Phone:</b> 604-822-8089  <b>Email:</b> <a href="mailto:janette.bulkan@ubc.ca">janette.bulkan@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit for course descriptions)</p> <p><b>FRST 370 (3) Community Forests and Community Forestry</b></p> <p>Community forests and community forestry throughout the world, with special attention to participation by aboriginal peoples; emphasis is on forms of governance, public participation, and adaptive learning.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=3&amp;dept=FRST&amp;course=270">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=3&amp;dept=FRST&amp;course=270</a></p> <p><b>FRST 270 (3) Community Forests and Community Forestry</b></p> <p>Community forests and community forestry throughout the world, with special attention to participation by aboriginal peoples; emphasis is on forms of governance, public participation, and adaptive learning.</p> <p><b>Type of Action:</b>          Change the course number from 270 to 370</p> <p><b>Rationale for Proposed Change:</b>          The change is to reflect what the expectations in the course are for students taking the course: critical thinking, capacity of writing abstracts, analytical skills and good communication skills both verbal and written (i.e. students should have taken care of their ENGL requirements by the time they take an upper level course)</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> 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>

## UBC Curriculum Proposal Form Change to Course or Program


### Category: 1

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  <b>Faculty Approval Date:</b> May 11, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> January 12, 2017  <b>Contact Persons:</b> Drs Patrick Culbert; Robert Kozak  <b>Phone:</b> 604-822-2728  <b>Email:</b> <a href="mailto:patrick.culbert@ubc.ca">patrick.culbert@ubc.ca</a>; <a href="mailto:robert.kozak@ubc.ca">robert.kozak@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  <b>FRST 350 (2) Foundational Field School</b></p> <p>Field study concentrating on outdoor skills, forest measurements, site diagnosis, and an integrated overview of the ecological, social and economic basis for forest management. Fees will be assessed to meet expenses. Credit will be granted for only one of FRST 350 or 351.</p> <p><b>Prerequisite(s):</b> FRST 201.</p> <p>(See Attachment FRST 350-2017-1 for the proposed syllabus.)</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b>  Students training as forest land managers need to be able to work safely and productively in remote field environments. They also need to develop skill in field navigation, and in measurement and diagnosis of tree, site and forest characteristics. They need to understand the link between field measurements and diagnosis and resource management decision-making.</p> <p>As our student population grows and diversifies, the need to develop additional field camps to suit varying levels of field skills becomes pressing. This course will be taken in-lieu of FRST 351 Interior Field School (2 credits) by students who have had little field experience and need more foundational instruction in field skills.</p> <p>The course will take place at field sites in Vancouver, the Malcolm Knapp Research Forest and other locations in southern BC. It will include multi-day field trips and fees will be assessed to meet expenses.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b></p> <p>As for all of our courses, it will be available for Cr/D/F but only students taking it as a non-required course will be able to take it as such.</p>

## UBC Curriculum Proposal Form Change to Course or Program


### Category: 2

<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  Forest Resources Management Program  Community and Aboriginal  <b>Faculty Approval Date:</b> May 11, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 04/21/2017  <b>Contact Person:</b> Rob Kozak  <b>Phone:</b> 604-822-2402  <b>Email:</b> <a href="mailto:rob.kozak@ubc.ca">rob.kozak@ubc.ca</a></p>																																																																																																								
<p><b>Proposed Calendar Entry:</b>  (40 word limit for course descriptions)</p> <p><b>Present Calendar Entry:</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: center; padding: 5px;">Second Year</th> </tr> </thead> <tbody> <tr><td>FOPR 264</td><td style="text-align: right;">4</td></tr> <tr><td>FRST 370</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 200</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 201</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 210</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 211</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 231</td><td style="text-align: right;">3</td></tr> <tr><td>FRST 239</td><td style="text-align: right;">3</td></tr> <tr><td>Specialization-specific Elective<sup>5</sup></td><td style="text-align: right;">3</td></tr> <tr><td>Elective</td><td style="text-align: right;">3</td></tr> <tr><td>Total Credits</td><td style="text-align: right;">31</td></tr> <tr style="background-color: yellow;"> <td>FRST 350<sup>1,2</sup> or FRST 351<sup>1,2</sup> immediately preceding third year</td><td style="text-align: right;">2</td></tr> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: center; 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## Category: 2


<p><b>Faculty:</b> Forestry  <b>Department:</b> Forest Resources Management  Forest Operations Program  <b>Faculty Approval Date:</b> May 11, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 04/21/2017  <b>Contact Person:</b> Rob Kozak  <b>Phone:</b> 604-822-2402  <b>Email:</b> <a href="mailto:rob.kozak@ubc.ca">rob.kozak@ubc.ca</a></p>																																												
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FRST 305	3	FRST 305	3
FRST 307	3	FRST 307	3
FRST 318	3	FRST 318	3
FRST 320	3	FRST 320	3
FRST 339	3	FRST 339	3
FRST 395	3	FRST 395	3
FRST 452	2	FOPR 362	3
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**Category: 2**

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management Urban Forestry Program Both minors <b>Faculty Approval Date:</b> May 11, 2017 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2017	<b>Date:</b> 04/21/2017 <b>Contact Person:</b> Rob Kozak <b>Phone:</b> 604-822-2402 <b>Email:</b> <a href="mailto:rob.kozak@ubc.ca">rob.kozak@ubc.ca</a>																																																																																																																						
<b>Proposed Calendar Entry:</b> (40 word limit for course descriptions) <b>Present Calendar Entry:</b> <table> <tr> <th colspan="2">Second Year</th></tr> <tr><td>CONS 210</td><td>3</td></tr> <tr><td>ENDS 221</td><td>3</td></tr> <tr><td>FRST 200</td><td>3</td></tr> <tr><td>FRST 201</td><td>3</td></tr> <tr><td>FRST 210</td><td>3</td></tr> <tr><td>FRST 211</td><td>3</td></tr> <tr><td>UFOR 200</td><td>3</td></tr> <tr><td>WOOD 225</td><td>3</td></tr> <tr><td><b>Elective</b></td><td><b>3</b></td></tr> <tr><td>Restricted Electives2</td><td>3</td></tr> <tr><td>Total Credits</td><td>30</td></tr> <tr> <th colspan="2">Third Year and Fourth Year</th></tr> <tr><td>CONS 340</td><td>3</td></tr> <tr><td>CONS 481</td><td>3</td></tr> <tr><td>CONS 491</td><td>3</td></tr> <tr><td>FRST 307</td><td>3</td></tr> <tr><td>FRST 320</td><td>3</td></tr> <tr><td><b>FRST 370</b></td><td><b>3</b></td></tr> <tr><td>FRST 443</td><td>3</td></tr> <tr><td>SOCI 360</td><td>3</td></tr> <tr><td>LARC 444</td><td>3</td></tr> <tr><td>UFOR 300</td><td>3</td></tr> <tr><td>UFOR 401</td><td>6</td></tr> <tr><td>UFOR 402</td><td>3</td></tr> <tr><td>UFOR 403</td><td>3</td></tr> <tr><td>Electives</td><td>3</td></tr> <tr><td>Minor Course Pool3</td><td>18</td></tr> <tr><td>Total Credits</td><td>63</td></tr> <tr><td>UFOR 400 Immediately following third year</td><td>3</td></tr> </table> <p><sup>1</sup> Students with Biology 12 should replace BIOL 111 with 3 credits of electives.</p>	Second Year		CONS 210	3	ENDS 221	3	FRST 200	3	FRST 201	3	FRST 210	3	FRST 211	3	UFOR 200	3	WOOD 225	3	<b>Elective</b>	<b>3</b>	Restricted Electives2	3	Total Credits	30	Third Year and Fourth Year		CONS 340	3	CONS 481	3	CONS 491	3	FRST 307	3	FRST 320	3	<b>FRST 370</b>	<b>3</b>	FRST 443	3	SOCI 360	3	LARC 444	3	UFOR 300	3	UFOR 401	6	UFOR 402	3	UFOR 403	3	Electives	3	Minor Course Pool3	18	Total Credits	63	UFOR 400 Immediately following third year	3	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,962,1550">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,203,962,1550</a> <b>Present Calendar Entry:</b> <table> <tr> <th colspan="2">Second Year</th></tr> <tr><td>CONS 210</td><td>3</td></tr> <tr><td>ENDS 221</td><td>3</td></tr> <tr><td>FRST 200</td><td>3</td></tr> <tr><td>FRST 201</td><td>3</td></tr> <tr><td>FRST 210</td><td>3</td></tr> <tr><td>FRST 211</td><td>3</td></tr> <tr><td><del>FRST 270</del></td><td><del>3</del></td></tr> <tr><td>UFOR 200</td><td>3</td></tr> <tr><td>WOOD 225</td><td>3</td></tr> <tr><td>Restricted Electives2</td><td>3</td></tr> <tr><td>Total Credits</td><td>30</td></tr> <tr> <th colspan="2">Third Year and Fourth Year</th></tr> <tr><td>CONS 340</td><td>3</td></tr> <tr><td>CONS 481</td><td>3</td></tr> <tr><td>CONS 491</td><td>3</td></tr> <tr><td>FRST 307</td><td>3</td></tr> <tr><td>FRST 320</td><td>3</td></tr> <tr><td>FRST 443</td><td>3</td></tr> <tr><td>SOCI 360</td><td>3</td></tr> <tr><td>LARC 444</td><td>3</td></tr> <tr><td>UFOR 300</td><td>3</td></tr> <tr><td>UFOR 401</td><td>6</td></tr> <tr><td>UFOR 402</td><td>3</td></tr> <tr><td>UFOR 403</td><td>3</td></tr> <tr><td>Electives</td><td>6</td></tr> <tr><td>Minor Course Pool3</td><td>18</td></tr> <tr><td>Total Credits</td><td>63</td></tr> <tr><td>UFOR 400 Immediately following third year</td><td>3</td></tr> </table> <p><sup>1</sup> Students with Biology 12 should replace BIOL 111 with 3 credits of electives.</p>	Second Year		CONS 210	3	ENDS 221	3	FRST 200	3	FRST 201	3	FRST 210	3	FRST 211	3	<del>FRST 270</del>	<del>3</del>	UFOR 200	3	WOOD 225	3	Restricted Electives2	3	Total Credits	30	Third Year and Fourth Year		CONS 340	3	CONS 481	3	CONS 491	3	FRST 307	3	FRST 320	3	FRST 443	3	SOCI 360	3	LARC 444	3	UFOR 300	3	UFOR 401	6	UFOR 402	3	UFOR 403	3	Electives	6	Minor Course Pool3	18	Total Credits	63	UFOR 400 Immediately following third year	3
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<sup>3</sup> Students wishing to complete a minor must take all of the courses from one of the two minor pools listed below. Students who do not wish to select a minor must select 6 courses from either of the pools.

#### **Minor in Urban Greenspace Management**

FRST 239<sup>1</sup> (3), FRST 305<sup>2</sup> (3), FRST 318 (3), FRST 385(3), FRST 395 (3), FRST 411(3)

<sup>1</sup>Prerequisite FRST 231 (3) and FRST 232 (3)

<sup>2</sup>Prerequisite FRST 350<sup>1,2</sup> or FRST 351<sup>1,2</sup> (2)

#### **Minor in Landscape and Recreation Planning**

ENDS 231(3), FRST 490(3), FRST 492(3), LARC 316(3) or equivalent, LARC 415(3), LARC 440(3)

<sup>1</sup> Credit will be given for only one of FRST 350 or FRST 351.

<sup>2</sup> Students will be assigned to the most appropriate course based on their levels of forestry and field experience as determined by the course instructors.

<sup>2</sup> Restricted elective courses must be chosen from: APBI 244/GEOB 204(3), FOPR 264 (4), FRST 100 (3), FRST 231 (3), FRST 232 (3), FRST 351(2), GEOB 102 (3), GEOB 103 (3), GEOG 250 (3), MATH 100 (3) or MATH 102 (3) or MATH 104 (3) or MATH 190 (3), MATH (1XX). MATH (1XX) (prerequisite for FRST 231), FRST 231 and FRST 232 are required as prerequisites for one of the required courses for the Minor in Urban Greenspace Management (FRST 239). FRST 351 or equivalent is required as a prerequisite for one of the required courses for the Minor in Urban Greenspace Management (FRST 305).

<sup>3</sup> Students wishing to complete a minor must take all of the courses from one of the two minor pools listed below. Students who do not wish to select a minor must select 6 courses from either of the pools.

#### **Minor in Urban Greenspace Management**

FRST 239<sup>1</sup> (3), FRST 305<sup>2</sup> (3), FRST 318 (3), FRST 385(3), FRST 395 (3), FRST 411(3)

<sup>1</sup>Prerequisite FRST 231 (3) and FRST 232 (3)

<sup>2</sup>Prerequisite FRST 351 (2)

#### **Minor in Landscape and Recreation Planning**

ENDS 231(3), FRST 490(3), FRST 492(3), LARC 316(3) or equivalent, LARC 415(3), LARC 440(3)

#### **Type of Action:**

Change the course numbering of one of the courses to match with what the course requires of the students

#### **Rationale for Proposed Change:**

This Category 2 change is the direct consequence of the course FRST 270 being changed to FRST 370 to reflect what the expectations in the course are for students taking the course.



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

**Category: 2**

<b>Faculty:</b> Forestry <b>Department:</b> Forest Resources Management Forest Resources Management Program all three specializations <b>Faculty Approval Date:</b> May 11, 2017 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2017	<b>Date:</b> 04/21/2017 <b>Contact Person:</b> Rob Kozak <b>Phone:</b> 604-822-2402 <b>Email:</b> <a href="mailto:rob.kozak@ubc.ca">rob.kozak@ubc.ca</a>																																																																																																				
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**Rationale for Proposed Change:**

This Category 2 change to the Bachelor of Science Forestry applies to both majors, Forest Resources Management and Forest Operations and all of their specializations and minors and accompanies a Category 1 change related to the creation of a new course, FRST 350 (designed for students with limited or no forestry or field experience). Course created to help with the rapid increase in our student numbers and the fact that not all of them can be accommodated in our remote camp up at Gavin Lake.

FRST 452 has been moved to the Winter Session of 3<sup>rd</sup> year as it officially happens in TERM 2 of 3<sup>rd</sup> year, as opposed to immediately following.



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

**Category: 2**

<p><b>Faculty:</b> Forestry  <b>Department:</b> Conservation and Forest Sciences  <b>Faculty Approval Date:</b> May 11, 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> May 10, 2017  <b>Contact Person:</b> Dr Stephen Mitchell  <b>Phone:</b> 604-822-4591  <b>Email:</b> <a href="mailto:stephen.mitchell@ubc.ca">stephen.mitchell@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>  (40 word limit for course descriptions)</p> <p><b>FRST 351 (2) Interior Field School</b></p> <p>Field study at an interior BC location concentrating on land use, management and silviculture. Fees will be assessed to meet expenses. <b>Students with FRST 351 and FRST 350 can only count 2 credits toward their program requirements.</b></p> <p>Pre-reqs: <a href="#">FRST 201</a>.</p>	<p><b>URL:</b></p> <p><a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=3&amp;dept=FRST&amp;course=351">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=3&amp;dept=FRST&amp;course=351</a></p> <p><b>FRST 351 (2) Interior Field School</b></p> <p>Field study at an interior BC location concentrating on land use, management and silviculture. Fees will be assessed to meet expenses.</p> <p>Pre-reqs: <a href="#">FRST 201</a>.</p> <p><b>Type of Action:</b>  Added an exclusion</p> <p><b>Rationale for Proposed Change:</b>  The change is to reflect the fact that a new equivalent course has been created, FRST 350, and only one can be counted toward students' degree requirements.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> 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>All of our Field Courses are restricted to our students and are required by our programs and as such cannot be taken as a Cr/D/F course</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 1 December 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 30 May 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 2-0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ARCH 504 (3-9) d Topics in Architectural History I (Pre - 1900)</b>          History of architecture in the pre-1900 time period. Technological, political, social, and economic changes that have influenced architecture and related fields. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH</a></p> <p><b>Present Calendar Entry:</b>  <b>ARCH 504 (3) Architectural History I</b>  <del>Origins of contemporary architectural thought. A survey of the theories, technological and social changes which have influenced architecture and related fields since the 18th century.</del> <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b>          In place of the current lecture-format global history course, we propose introducing a coordinated set of contextual topic-driven thematic seminars on pre-1900 architectural history. As the course topics change year to year, students may take the course more than once and be exposed to different content.</p> <p>Examples of potential topics including the following: Architecture and Speculation, Markets and Mobility: the Silk Road; The Domestic and the Foreign; Industrialization and Empire; Eclecticism as Sampling; Technology and Consumption.</p> <p><b>Rationale for Proposed Change:</b>          The proposal brings the curriculum in line with peer institutions and responds to serious intellectual criticisms levied against the outdated pedagogy and colonialist legacy of the large-format survey course.</p> <p>The benefits of the proposed change are that it will allow:</p> <ul style="list-style-type: none"> <li>. more in-depth study of architectural history</li> <li>. thematic focus rather than linear chronology</li> <li>. opportunity for the exploration of theme-</li> </ul>



	<p>appropriate research and documentation techniques</p> <ul style="list-style-type: none"><li>. pursuit of specific research interests of the faculty</li><li>. flexibility for student academic objectives</li><li>. flexibility in allowing content to be coordinated with studio interest where desired</li><li>. porosity between the various programs within SALA</li><li>. visiting faculty to teach from their research perspective</li></ul> <p><b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b></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)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 1 December 2016  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 30 May 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 2-0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ARCH 505 (3-9) d Topics in Architectural History II (1900 - Present)</b>          History of architecture in the post-1900 time period. Technological, political, social, and economic changes which have influenced architecture and related fields. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=ARCH</a></p> <p><b>Present Calendar Entry:</b>  <b>ARCH 505 (3) Architectural History II</b>  <del>Debates in modern and contemporary architectural thought, including critical analysis of the contribution of the 20th century producers of architecture, engineering, and industrial design.</del> <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b>          In place of the current lecture-format global history course, we propose introducing a coordinated set of contextual topic-driven thematic seminars on post-1900 architectural history. As the course topics change year to year, students may take the course more than once and be exposed to different content.</p> <p>Potential topics include the following: Ecological Modernism; Modernism in the Suburbs; Institutional and the Vernacular; Housing Modernity; Heritage and Consumption; Alternative Modernities.</p> <p><b>Rationale for Proposed Change:</b>          The proposal brings the curriculum in line with peer institutions and responds to serious intellectual criticisms levied against the outdated pedagogy and colonialist legacy of the large-format survey course.</p> <p>The benefits of the proposed change are that it will allow:</p> <ul style="list-style-type: none"> <li>. more in-depth study of architectural history</li> <li>. thematic focus rather than linear chronology</li> <li>. opportunity for the exploration of theme-</li> </ul>



	<p>appropriate research and documentation techniques</p> <ul style="list-style-type: none"> <li>. pursuit of specific research interests of the faculty</li> <li>. flexibility for student academic objectives</li> <li>. flexibility in allowing content to be coordinated with studio interest where desired</li> <li>. porosity between the various programs within SALA</li> <li>. visiting faculty to teach from their research perspective</li> </ul> <p>NA      <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b> NA</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>      <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Applied Science  <b>Department:</b> School of Architecture and Landscape Architecture  <b>Faculty Approval Date:</b> 24 May 2017  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> 30 May 2017  <b>Contact Person:</b> Theresa Juba, Academic Coordinator  <b>Phone:</b> 604 822.0205  <b>Email:</b> tjuba@sala.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>UDES 509 (1-6) D</b>  <b>Topics in Urban Design</b>  Faculty-initiated graduate seminars related to topics in urban design. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=UDES">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=UDES</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>  UDES 509 will be used as a variable credit course for piloting courses on new or emerging topics, or to develop new courses on topics of growing importance the field. Course topics would likely align with faculty research interests. Depending on the course, the academic unit will set the credit value. We anticipate that courses under this number would typically be three credits, but on occasion a course could require up to six credits or as little as one credit.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading</b>  (undergraduate courses only)</p> <p><b>Rationale for not being available for Cr/D/F:</b></p> <p><input type="checkbox"/> Pass/Fail or    <input type="checkbox"/> Honours/Pass/Fail grading</p>

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## **BA 531 and BA 532 – updated Calendar entries (Commerce)**

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

**Category: (1)**

<b>Faculty:</b> Commerce & Business Administration <b>Department:</b> <b>Faculty Approval Date:</b> April 10, 2017 <b>Effective Session (W or S):</b> 2017W Term 1 <b>Effective Academic Year:</b> 2017/2018	<b>Date:</b> March 1, 2017 <b>Contact Person:</b> Hilary Geise / Kin Lo <b>Phone:</b> 604 827 1732 / 604 822 8430 <b>Email:</b> <a href="mailto:hilary.geise@sauder.ubc.ca">hilary.geise@sauder.ubc.ca</a> / <a href="mailto:kin.lo@sauder.ubc.ca">kin.lo@sauder.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>BA 531 (1.5-6) d GNAM: Global Network Course</b> Online courses offered by schools within the Global Network for Advanced Management (GNAM). Students across the network collaborate virtually on team projects. Credit values for each course vary. Students may take more than one course during their MBA program. <i>Pass/Fail. This course is not eligible for Credit/D/Fail grading.</i>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=BA">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=BA</a>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Create new course, BA 531 GNAM: Global Network Course. This will be a variable credit course with the following versions:  BA 531A – 1.5 credits BA 531B – 1.5 credits BA 531C – 3 credits  <b>Rationale for Proposed Change:</b> Global Network for Advanced Management (GNAM) includes 29 leading business schools around the world and offers students access to Global Network Courses through an online platform and video conferencing for lectures and discussions. Students from multiple member schools collaborate virtually on team projects, developing teamwork skills and cross-cultural perspectives. Credit values for each course vary, and students can take more than one course during their MBA program.  <input checked="" type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

<p><b>Proposed Calendar Entry:</b></p> <p><b>BA 532 (1.5-6) d GNAM: Global Network Week</b>          Intensive on-campus study at schools within the Global Network for Advanced Management (GNAM). Face-to-face course activities and lectures, cross-cultural teams, and final presentations on projects. Students can take more than one Global Network Week during their MBA program. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=BA">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=BA</a></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b>          Create new course BA 532 GNAM: Global Network Week. This will be a variable credit course with the following versions:          BA 532A – 1.5 credits          BA 532B – 1.5 credits          BA 532C – 3 credits</p> <p><b>Rationale for Proposed Change:</b>          Global Network for Advanced Management (GNAM) includes 29 leading business schools around the world and offers students access to Global Network Weeks involving intensive study at another network school in a focused course that leverages the perspectives, programs, and faculty expertise of that school. Students attend classes, tour local businesses, and meet with experts focused on current business problems. They work in cross-cultural teams on projects and deliver a final presentation. Students can take more than one Global Network Week during their MBA program.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><b>Rationale for not being available for Cr/D/F:</b>          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 checked="" type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Medicine <b>Department:</b> SPPH <b>Faculty Approval Date:</b> May 31, 2017 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2017	<b>Date:</b> 3/2/2017 <b>Contact Person:</b> Jennifer Gardy <b>Phone:</b> 604-707-2488 <b>Email:</b> Jennifer.Gardy@bccdc.ca
<b>Proposed Calendar Entry:</b>  <b>SPPH 552 (3)</b> <b>Risk and Communication in Public Health</b> Theory and practice of risk communication in public health, basic principles underlying effective science communication with peers, the media, and the public.	<b>URL:</b>  <b>Present Calendar Entry:</b> N/A – ran as a pilot 581 course  <b>Type of Action:</b> Move from pilot course (SPPH 581S) to permanent course offering/number (SPPH 552)  <b>Rationale for Proposed Change:</b> This course has run successfully as a pilot course (with the SPPH 581S course number) several times, meets the needs of SPPH students, and has been approved by the SPPH Curriculum Committee to be moved to a permanent course number (SPPH 552).  <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)  <b>Rationale for not being available for Cr/D/F:</b> 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.  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



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## PPGA: Public Policy and Global Affairs

<p><b>Category: (2) Faculty: Arts</b>  <b>Department:</b> School of Public Policy and Global Affairs  <b>Faculty Approval Date:</b> 2017 May 18  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2017</p>	<p><b>Date:</b> March 28, 2017  <b>Contact Person:</b> Moura Quayle and Lois Nightingale  <b>Email:</b> moura.quayle@ubc.ca; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>;</p>
<p><b>Calendar Navigation:</b>  <a href="#">Homepage</a> &gt; Faculties, Colleges, and Schools</p> <p><b>Present Calendar Entry:</b></p> <p>Faculties, Colleges, and Schools Contents</p> <p>...</p> <p><a href="#">Medicine</a> →</p> <p><a href="#">Music</a> →</p> <p><a href="#">Nursing</a> →</p> <p><a href="#">Pharmaceutical Sciences</a> →</p> <p><a href="#">Population and Public Health</a> →</p> <p><b>Public Policy and Global Affairs</b></p> <p><a href="#">Science</a> →</p> <p><a href="#">Social Work</a> →</p> <p><a href="#">UBC Vantage College</a> →</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>Faculties, Colleges, and Schools Contents</p> <p>...</p> <p><a href="#">Medicine</a> →</p> <p><a href="#">Music</a> →</p> <p><a href="#">Nursing</a> →</p> <p><a href="#">Pharmaceutical Sciences</a> →</p> <p><a href="#">Population and Public Health</a> →</p> <p><a href="#">Science</a> →</p> <p><a href="#">Social Work</a> →</p> <p><a href="#">UBC Vantage College</a> →</p> <p><b>Type of Action:</b>  Insert the new School of Public Policy and Global Affairs into the Table of Contents</p> <p><b>Rationale:</b>  Linked to the introduction of the new School of Public Policy and Global Affairs.</p>
<p><b>Calendar Navigation:</b>  <a href="#">Homepage</a> &gt; Faculties, Colleges, and Schools &gt; Public Policy and Global Affairs (new webpage)</p> <p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> New Webpage</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p>



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<p><b>UBC School of Public Policy and Global Affairs</b></p> <p><b>Contents</b></p> <p><b>Introduction</b>  <b>Master's Degrees</b>  <b>Institutes and Centres</b>  <b>Academic Staff</b></p>	<p>Create Table of Contents for the School of Public Policy and Global Affairs</p> <p><b>Rationale for Proposed Change:</b></p> <p>The UBC School of Public Policy and Global Affairs was established by Senate in April 2017. This series of proposals incorporates the school into the Academic Calendar.</p> <p>This page is intended to mirror the format of the index for the School of Community and Regional Planning found here:</p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,0,0</a></p>
<p><b>Calendar Navigation:</b> Homepage &gt; Faculties, Colleges, and Schools &gt; Public Policy and Global Affairs&gt; <b>Introduction (new webpage)</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Introduction</b></p> <p><b>A School within the Faculty of Arts</b></p> <p><b>Director's Office</b>  <i>[name of director]</i>, Director          6476 NW Marine Drive          Vancouver, BC, V6T 1Z2          Telephone: 604.822.XXXX          Fax: 604.822.XXXX</p> <p>The <u>UBC School of Public Policy and Global Affairs</u> is an essential centre for innovation in global affairs and public policy. The Policy School consists of a network of scholars from across UBC who collaborate with students, community, government, business leaders, and civil society through research, teaching, and practice to</p>	<p><b>URL: TBA</b></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p> <p>Create new Calendar page for 'Introduction' listed in the index of the new Calendar section for the School of Public Policy and Global Affairs</p> <p><b>Rationale for Proposed Change:</b></p> <p>The UBC School of Public Policy and Global Affairs was established by Senate in April 2017. This series of proposals incorporate the school into the Academic Calendar.</p> <p>This page is intended to mirror the format of the introduction for the School of Community and Regional Planning found here:</p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,277,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,277,0</a></p>





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<p>develop practical policy and governance solutions. The Policy School houses the Institute of Asian Research, the Liu Institute for Global Issues, The Canadian International Resources and Development Institute (CIRDI), the Centre for the Study of Democratic Institutions (CSDI) and offers a two-year professionally oriented master's degree program, the Master of Public Policy and Global Affairs (MPPGA).</p> <p>The School graduates its first students in May 2017. Graduates of the MPPGA program can expect to find careers locally, nationally, and internationally across the public, private, and civil sectors. The program equips future policy leaders and analysts with a broad mindset, multiple tools, and cross-Pacific human networks that enable them to make a difference in government, international institutions, private businesses, and in non-governmental organizations (NGOs).</p> <p>The Policy School will engage academic units from across both UBC's Vancouver and Okanagan campuses, taking advantage of an exceptional collection of scholars who have deep knowledge in their individual disciplines and a capacity and willingness to work across disciplines in a rapidly changing world.</p>	
<p><b>Calendar Navigation:</b> Homepage &gt; Faculties, Colleges, and Schools &gt; Public Policy and Global Affairs (new webpage) &gt; Master's Degrees (new webpage)</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>&lt;b&gt;Master's Degrees&lt;b&gt;</b></p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p> <p>Create new Calendar page for 'Master's Degrees' listed in the index of the new Calendar section for the School of Public</p>



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## <b>Public Policy and Global Affairs<b>

**Degree offered: M.P.P.G.A.**

### <b>Program Overview<b>

The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global levels. The program can take 20 to 24 months to complete. It offers the acquisition of state-of-the-art, multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based capstone project.

### <b>Admission Requirements<b>

All applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. Normally, applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:

A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses.

Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range

Policy and Global Affairs

### Rationale for Proposed Change:

The UBC School of Public Policy and Global Affairs was established by Senate in April 2017. This series of proposals incorporate the school into the Academic Calendar.

This page is intended to replicate the content (with some modifications) currently listed in the G+PS section of the Calendar for the MPPGA in the new section being created for the School of Public Policy and Global Affairs. The current G+PS listing is found here:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1557a>.



<p>(80% or higher at UBC).</p> <p>Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies.</p> <p>All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the <a href="#">program website</a> for additional information and applicable deadlines.</p> <p>Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:</p> <ul style="list-style-type: none"> <li>• TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or</li> <li>• IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or</li> <li>• MELAB: minimum overall score 81.</li> </ul> <p>Applicants will be evaluated on the following components of their applications:</p> <ul style="list-style-type: none"> <li>• academic transcripts</li> <li>• application statements</li> </ul>	
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- three required letters of reference
- an acceptable English test score, where applicable

Relevant professional experience (one to two years or more) and proficiency in a second or third language relevant to the student's planned program of study will be considered.

Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.

## <b>Transfer Credit<b>

Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500–600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program
- cannot be used as a basis for admission to the M.P.P.G.A. program.

Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director.

## <b>Program Requirements<b>

The M.P.P.G.A. program requires



completion of 45 credits including a minimum of 24 500-level required core required course credits from within the program (8 courses), 15 elective credits across three streams (5 courses), a 6-credit capstone project, and a digital policy portfolio (completed within GPP 509). With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.

**<b>Stream 1: Development and Social Change<b>**

This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.

**<b>Stream 2: Resources, Energy, and Sustainability<b>**

This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.

**<b>Stream 3: Global Governance and Security<b>**

This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.



# THE UNIVERSITY OF BRITISH COLUMBIA

<p><b>&lt;b&gt;Contact Information&lt;b&gt;</b></p> <p>XXXX, Graduate Director, MPPGA  C.K. Choi Building  1855 Main Mall, UBC  Vancouver, BC, Canada V6T 1Z2  Tel: 604.822.3801  Email: <a href="mailto:mppga.program@ubc.ca">mppga.program@ubc.ca</a>  Web: <a href="http://www.mppga.ubc.ca">www.mppga.ubc.ca</a>  Twitter: <a href="https://twitter.com/ubcMPPGA">twitter.com/ubcMPPGA</a></p>	
<p><b>Proposed Calendar Navigation:</b>  Homepage &gt; Faculties, Colleges, and  Schools &gt; Public Policy and Global Affairs  (new webpage) &gt; Institutes and Centres  (new webpage)</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>&lt;b&gt;Institutes and Centres&lt;b&gt;</b></p> <p>The &lt;b&gt;<a href="#">Institute of Asian Research</a>&lt;b&gt;  is UBC's principal point of focus on Asia  policy and current affairs. A campus-  wide hub and a cross-Pacific partner, the  Institute of Asian Research is dedicated  to fostering closer understanding and  human networks between Asia and  North America in a way that will have a  defining impact on the future global  challenges of our common world. It  seeks to build knowledge that supports  deep understanding and effective action  in addressing a wide range of domestic,  regional, and global problems centered  on Asia. The Institute of Asian Research  advances this mission through five major  activities: research; teaching; network-  building across the university and with  scholarly communities elsewhere;  community interaction; and policy  engagement. It works closely with the  International Office and a number of  academic departments in supporting  collaborations with Asian partners.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p> <p>Create new Calendar page for 'Institutes  and Centres' listed in the index of the new  Calendar section for the School of Public  Policy and Global Affairs</p> <p><b>Rationale for Proposed Change:</b></p> <p>The UBC School of Public Policy and  Global Affairs was established by Senate in  April 2017. This series of proposals  incorporate the school into the Academic  Calendar.</p>



The <b>[Liu Institute for Global Issues](#)</b> is a pan-UBC interdisciplinary research hub for current and emerging global issues. The Institute's mandate is to catalyze innovative thinking and positive change, bridging the gap between academics and practitioners to transform research into action. A policy-led approach encourages examination of economic, social, and environmental interactions and the generation of innovations in policy and governance designed to advance sustainability, security, and social justice, particularly in lower-income communities. The Liu Institute for Global Issues faculty, staff, and students share a commitment to community engagement in research, teaching, and outreach for the mutually beneficial exchange of knowledge and resources. This includes a convening and collaborating role across campus to encourage dialogue, debate, and learning about global issues.

The <b>[Canadian International Resources and Development Institute \(CIRDI\)](#)</b> focuses on resource-led sustainable development that fosters strong, accountable and inclusive governance structures; drives diversified economies; supports the integrated management of natural resources and ultimately contributes to poverty alleviation.

Four strategic pillars, (A) Impact; (B) Knowledge; (C) Partnerships; and (D) Future Growth underpin the strategic direction for CIRDI. Area of focus include: (1) Strengthening Integrated Resource Management; (2) Improving Public Sector Capacity and Governance; (3) Transforming Artisanal and Small



THE UNIVERSITY OF BRITISH COLUMBIA

<p>Scale Mining (ASM); (4) Engaging Communities and Sharing Benefits; and (5) Building Capacity through CIRDI Learning Programs.</p> <p>The <b>Centre for the Study of Democratic Institutions (CSDI)</b> seeks to advance publicly-engaged research, teaching, and dissemination of ideas and knowledge about innovation in democratic practice and institutions. Through its programs, the Centre promotes excellence in research and teaching, brings together scholars, public officials and students from diverse backgrounds and academic disciplines, and works with governmental and non-governmental organizations. Consistent with the global mission of the university, the Centre's activities include the major established democracies, emerging democracies, and non-democratic states. Focus areas include (1) Citizen Engagement and Participation; (2) Constitutional Governance; and (3) Transitional Regimes.</p>	
<p><b>Proposed Calendar Navigation:</b> Homepage &gt; Faculties, Colleges, and Schools &gt; Public Policy and Global Affairs (new webpage) &gt; <b>Academic Staff (new webpage)</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Academic Staff</b></p> <p><b>Members</b></p> <p><b>Professor Emeritus</b></p> <p><b>Professors</b></p> <p><b>T. Cheek, P. Evans, G. Hoberg, M.</b></p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b></p> <p>Create new Calendar page for 'Academic Staff' listed in the index of the new Calendar section for the School of Public Policy and Global Affairs</p> <p><b>Rationale for Proposed Change:</b></p> <p>The UBC School of Public Policy and Global Affairs was established by Senate in April 2017. This series of proposals incorporate the school into the Academic</p>





## THE UNIVERSITY OF BRITISH COLUMBIA

<b>Kandlikar, P. Le Billon, M. Quayle, M.V. Ramana, N. Ramankutty, R. Sumaila</b>  <b>&lt;b&gt;Associate Professors&lt;b&gt;</b> <b>E. Baines, J. Dierkes, H.G. Lynn, K.-A. Park, T. Shakya</b>  <b>&lt;b&gt;Assistant Professors&lt;b&gt;</b> <b>T. Owen, C. Cruz, N. Kunz, K. Ostwald, S. Shneiderman</b>	Calendar.  The format of this page should mirror: <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,312,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,312,0</a>
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11 September 2017

To: Senate  
From: Nominating Committee  
Re: Committee Appointments

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The secretary has canvassed senators for committee preferences over the summer. The Senate Nominating Committee has reviewed the preferences expressed, and in consideration of those preferences, demographic and faculty balance, and experience, is pleased to recommend to Senate:

*That the following appointments be made to the standing committees of Senate, to the Council of Senates, to the committees of the Council of Senates, and to the senates and committees of affiliated theological colleges, effective from 20 September 2017 to 31 August 2020 and thereafter until replaced:*

### **Academic Building Needs**

Composition: 11 Senators (including 3 student members and 1 convocation member)

1. Adlai Fisher
2. Mike Stewart
3. Andre Ivanov
4. Philip Loewen
5. Sarah Ngo
6. Michael Isaacson
7. Thomas Schneider

8. Sean Haffey

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

9. Simran Brar
10. Lisa Wang
11. Danika Coulbourn

### **Academic Policy**

Composition: 13 Senators (including 2 student members and 2 convocation members)

1. Rickey Yada
2. Paul Harrison
3. Claudia Krebs
4. Kin Lo



5. Toph Marshall
6. Shigenori Matsui
7. William McKee
8. Susan Porter
9. Philip Loewen

10. John Gilbert
11. Richard Tees

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

12. Kevin Doering
13. Francisco Gallegos

### **Admissions**

Composition: 9 Senators (including 2 student members and 1 convocation member)

1. Benjamin Fischer
2. Michael Isaacson
3. Carol Jaeger
4. Mark Thachuk
5. Corey Nislow
6. Anthony Sheppard

7. Bill McNulty

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

8. Jaymi Booth
9. Qadeem Salehmohamed

### **Agenda**

Composition: 4 Senators (2 student members of Senate, 1 convocation member of 1, and 1 dean)

1. Catherine Dauvergne
2. John Gilbert

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:



3. Jakob Gattinger
4. Ian Sapollnik

### **Appeals on Academic Standing**

The Committee consists of eleven members, six of whom are members of Senate who are faculty members, three of whom are members of Senate who are students, and two of whom are members of Senate who are neither faculty members nor students.

1. Victoria Bungay
2. Susan Forwell
3. Anthony Sheppard
4. William McKee
5. Santokh Singh
6. Michael Isaacson
  
7. Bill McNulty
8. Benjamin Fischer

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

9. Francisco Gallegos
10. Michael Pratt
11. Lisa Wang

### **Awards**

Composition: 9 Senators (including 2 student members and 2 convocation members)

1. Guy Faulkner
2. Merje Kuus
3. Corey Nislow
4. Sue Grayston
5. Verena Greiss
  
6. Tariq Ahmed
7. Larry Burr

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

8. Madison Grist
9. Sarah Park



### **Budget (Council of Senate Committee)**

Nine (9) members of the Vancouver Senate appointed by and from the Vancouver Senate, who must include at least six (6) faculty members and two (2) students.

1. Anna Kindler
2. Perry Adebar
3. Mark Thachuk
4. Adlai Fischer
5. Peter Marshall
6. Susan Forwell

7. Sean Haffey

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replace

8. Jakob Gattinger
9. Francisco Gallegos

### **Curriculum**

Composition: 18 Senators (including 5 students and 2 convocation members)

1. Mary MacDougall
2. Carol Jaeger
3. Santokh Singh
4. Blye Frank
5. Jeffrey Greenman
6. Mieke Koehoorn
7. Kevin Madill
8. Peter Marshall
9. Anne Murphy
10. Lynn Stothers
11. Abby Collier
12. Haymen Leong
13. Andrea Dulay

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

14. Jaymi Booth
15. Kevin Doering
16. Miranda Huron
17. Daniel Lam
18. Ian Sapollnik



## **Library**

Composition: 14 Senators (including 4 student members and 2 convocation members)

1. Gage Averill
2. Colin Godwin
3. Verena Greiss
4. Peter Meehan
5. Simon Peacock
6. Thomas Schneider
7. Lynn Stothers
8. James Olson

9. Larry Burr
10. John Shepherd

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

11. Simran Brar
12. Marium Hamid
13. Daniel Lam
14. Jeff Solis

## **Student Appeals on Academic Discipline**

Composition: 11 Senators (including 3 student members and 2 convocation members)

1. Perry Adebar
2. Toph Marshall
3. Abby Collier
4. Sue Grayston
5. Susan Parker
6. Mieke Koehoorn

7. Tariq Ahmed
8. Mike Stewart

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

9. Madison Grist
10. Miranda Huron
11. Qadeem Salehmohamed



## **Teaching & Learning**

Composition: 12 Senators (including 3 student members [preferably 2 undergraduate and 1 graduate student] and 1 convocation member)

1. Robert Helsley
2. Theresa Rogers
3. Guy Faulkner
4. Blye Frank
5. Andre Ivanov
6. Claudia Krebs
7. Kevin Madill
8. William McKee

9. Andrea Dulay

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

10. Danika Coulbourn
11. Marium Hamid
12. Ian Sapollnik

## **Tributes**

Composition: 13 Senators (including 2 student members and 2 convocation members)

1. Michael Coughtrie
2. John Innes
3. Dermot Kelleher
4. Sally Thorne
5. Richard Topping
6. Catherine Dauvergne
7. Paul Keown
8. Anne Murphy
9. Anna Kindler

10. John Gilbert
11. Richard Tees

The following students have already been appointed to this committee until 31 March 2018 and thereafter until replaced:

12. Michael Pratt
13. Jeff Solis

## **Representatives to the Affiliated Colleges**



*Vancouver School of Theology Academic Policy Committee*  
Dr. Paul Harrison

*Regent College Senate*  
Dr. David MacDonald

*St. Mark's College Senate*  
Mr. Séan Haffey

*Carey Theological College Senate*  
Jakob Gattinger

### **Council of Senates**

Faculty 1. Sally Thorne  
Faculty 2. Anna Kindler  
Faculty 3. Santokh Singh  
Dean. Rickey Yada  
Convocation. Tariq Ahmed

The following students have already been appointed to the Council until 31 March 2018 and thereafter until replaced

Student 1. Simran Brar  
Student 2. Miranda Huron  
Student 3. Danika Coulborn  
Student 4. Jakob Gattinger





8 September 2017

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minutes

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

*Dr. Antal Kozak*

***Motion:*** *That Senate approve the Memorial Minutes for the Dr. Antal Kozak, 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



### **Dr. Antal (Tony) Kozak**

Antal (Tony) Kozak was born in Tiszapüspöki, Hungary in 1936, and came to UBC as a student in the Sopron Division of the Faculty of Forestry in 1957. Dr. Kozak served as a Professor, Associate Dean, and Professor Emeritus in the Faculty of Forestry for over 50 years. He served two terms as a member of Senate, from 1981-1984, and from 1987-1990.

The Sopron Division of the Faculty of Forestry consisted of a group of 200 students and 14 faculty members from the Sopron University of Forestry, based in Sopron, Hungary. These students and faculty members fled Hungary after the repression of the 1956 revolution against Soviet occupation. After crossing the border into Austria, the Dean of the Sopron University wrote to over twenty countries, seeking a temporary home for the displaced school. Ultimately, the Faculty of Forestry at UBC agreed to 'adopt' the Sopron University of Forestry. UBC offered to guarantee its maintenance for five years to permit its current students to graduate, and gave assurances that the students could continue to receive their education in Hungarian.

After completing his Bachelor of Science in Forestry, Dr. Kozak went on to complete a Masters and Ph.D. in Forestry, both at UBC. A dedicated teacher and scholar, Dr. Kozak's research focused on the measurement of forest volumes. In 1992, Dr. Kozak was awarded a University Teaching Prize (the predecessor to the Killam Teaching Prizes). His nomination for the award read, in part:

Students at the University are keenly aware that some very special professors touch their lives in a personal way through their teaching and it is these teachers they remember all their days. Professor Kozak is recognized for many years of first class teaching in which he combines a thorough knowledge of subject matter with careful, painstaking explanations to guide even the most callous student through the oft-misunderstood areas of statistical theory and application. With an informal, infectious lecture style Professor Kozak stimulates enthusiastic class interaction.

Dr. Kozak returned to Hungary in 1993 as a visiting professor at the University of Forestry and Wood Science in Sopron.

In 2002, the Tony Kozak Scholarship in Forest Measurement was endowed in honour of Dr. Kozak's contributions to the field of forest measurement and biometrics.

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



September 7, 2017

To: Senate  
c/o Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Andrew Szeri  
Provost and Vice-President Academic *AS*

RE: Name Change  
From the Child and Family Research Institute  
To the BC Children's Hospital Research Institute

**Recommendation:**

I recommend that Senate approve the change of name from the Child and Family Research Institute to the BC Children's Hospital Research Institute, effective September 20, 2017.

**Rationale:**

The new name was selected by the Institute's Executive Director following extensive consultation with the Institute's stakeholders. It was selected since it is an enduring name that captures the mission of the Institute. This name more closely aligns with the fundraising focus of BC Children's Hospital Foundation, which provides over \$12 million annually to support the activities of UBC researchers who are members of the BC Children's Hospital Research Institute.

The name change was approved by the Faculty of Medicine's Executive on March 21, 2017.



# MEMO

April 20, 2017

TO: Dr. Anji Redish, Provost *pro tem*

FROM: Dr Dermot Kelleher MD, FRCP, FRCPI, FMedSci  
Dean, Faculty of Medicine  
University of British Columbia

RE: Name change of the Child & Family Research Institute to be the BC Children's Hospital  
Research Institute

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Dear Dr. Redish,

This correspondence is to request formal approval to change the name of the Senate-approved Child & Family Research Institute to be the BC Children's Hospital Research Institute.

The rationale of the name change is to select an enduring name that captures the mission of the Institute, and the name was selected by the Institute's Executive Director following extensive consultation with the Institutes' stakeholders. More information about the name change and consultation process is contained in the appended memorandum.

The name change was approved by the Faculty of Medicine's Executive on March 21<sup>st</sup> 2017 via the following motion:

**MOTION:** Dr. W. Wasserman    **SECONDED:** Dr. D. Money

That the Faculty Executive approve "BC Children's Hospital Research Institute" as the official name for the associated UBC Senate-approved research institute, which was previously titled the "Child & Family Research Institute".

Please advise if further information or action is required by the Faculty of Medicine.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dermot'.

Dermot

Dr Dermot Kelleher MD, FRCP, FRCPI, FMedSci  
Dean, Faculty of Medicine  
University of British Columbia



Children's & Women's Health Centre of British Columbia Branch

TEL 604.875-2404

EMAIL: [wyeth@cfri.ca](mailto:wyeth@cfri.ca)

[www.cfri.ca](http://www.cfri.ca)

950 West 28<sup>th</sup> Avenue

Vancouver, British Columbia

Canada V5Z 4H4

## MEMO FROM DR. WYETH WASSERMAN

**To: UBC Faculty of Medicine Executive Committee**

**Re: Research Institute Name Change from Child & Family Research Institute to BC Children's Hospital Research Institute**

### **Proposal:**

On behalf of the Institute's research community, I propose to change the name from Child & Family Research Institute to the **BC Children's Hospital Research Institute**.

### **Background:**

The Institute for Child and Family Health Research was approved by the UBC Senate on February 16, 1994. In 2005, the UBC Senate approved the Institute's name change to Child & Family Research Institute.

### **Rationale:**

Our goal was to select an enduring name that captures our mission. The new name, BC Children's Hospital Research Institute, was selected by the Institute's Executive Director following extensive consultation with the Institute's stakeholders.

The new name, BC Children's Hospital Research Institute, better conveys the Institute's mission and mandate to the people of British Columbia. It more closely aligns with the fundraising focus of BC Children's Hospital Foundation, which provides over \$12 million annually to support the activities of UBC researchers who are members of the BC Children's Hospital Research Institute.

### **Consultation**

Consultation about the new name included widespread discussions with the Institute's research community. The Institute's Scientific Advisory Board was briefed about the name change during their visit to the Institute in April 2016 and there were no concerns expressed.

The Institute's Research Leadership Council received a presentation and discussed the proposed name change at meetings in January and April 2016. A presentation was made to Research Institute management in January 2016. There were two Town Hall sessions held for Research Institute faculty, trainees and staff about the name change in June 2016 with times that were selected to accommodate both clinical and lab-based schedules. Additional presentations and meetings were held with Institute stakeholders and partners from January through July 2016. Emails from the Executive Director about the name change were shared with the Research Institute's investigators,



**a place of mind**

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staff and trainees, and updates were included in the Institute's internal newsletter and intranet. During the consultations, the Institute's research community provided feedback indicating a preference to include the language "Research Institute" in the new name. In response, **BC Children's Hospital Research Institute** was selected to best represent our organization.

The Research Institute's Executive Director conferred with the UBC Associate Vice President Research and International and the UBC Faculty of Medicine Executive Associate Dean, who were highly supportive of the name change. The name change was discussed with leadership of BC Children's Hospital and the Provincial Health Services Authority, who endorse the change.

Sincerely,



**Wyeth W. Wasserman, Ph.D.**

Executive Director, Research Institute, BC Children's Hospital  
Associate Dean, Research, Faculty of Medicine  
Senior Scientist, Centre for Molecular Medicine and Therapeutics  
Professor, Department of Medical Genetics  
University of British Columbia