

Vancouver Senate

THE EIGHT REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2019/2020 ACADEMIC YEAR

WEDNESDAY, 15 APRIL 2020

6:00 P.M.

VIA REMOTE ATTENDANCE

1. Senate Membership – Dr Kate Ross

a. New Members:

Faculty of Dentistry

Dr HsingChi Von Bergmann, until 31 August 2020 and thereafter until replaced.

Students Members

Terms from April 1, 2020 to March 31, 2021 and thereafter until replaced. One representative elected from each faculty, two from the Faculty of Graduate and Post-doctoral Studies, and five members at-large

Applied Science

Mr Alex Gonzalez (Continuing)

Arts

TBD

Commerce and Business Administration

Mr Dante Agosti-Moro (Continuing)

Dentistry

TBD

Forestry

Mr Christian Surniawan (Continuing until replaced)

Graduate and Postdoctoral Studies

Mr Tarique Benbow

Ms Arezoo Alemzadeh Mehrizi

Land and Food Systems



Lillian Milroy (Continuing until replaced)

Allard Law

Ms Natasha Rygnestad-Stahl (Continuing)

Medicine

Mr Tyler Yan

Pharmaceutical Sciences

Mr Nick Pang (Continuing)

Science

Mr Danny Liu

Members at-large

Ms Eshana Bhangu – Faculty of Arts

Ms Julia Burnham – Faculty of Arts (Continuing)

Mr Cole Evans – Faculty of Arts

Mr Christopher Hakim – Faculty of Arts (Continuing)

Mr J. Maximillian Holmes - Faculty of Arts (Continuing)

NB: The Education Student Senator Position transitions in October of each year and the Registrar has not been advised as of the publication of this agenda who has been elected for Arts, Dentistry, Forestry, and Land & Food Systems

b. Nominating Committee:

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2021 and thereafter until replaced. Nominations are due by 4 pm on Thursday 30 April 2020 to christopher.eaton@ubc.ca. If more than two students are nominated, an election will be held at the May meeting of Senate in accordance with Rule 26 (f) of the *Rules and Procedures of Senate*.

c. Vice-Chair of Senate

This is a call for nominations for Vice-Chair of Senate for a term of no more than one (1) year pursuant to Section 37(1)(a) of the University Act. Any senators interested should email their intent to stand for election to christopher.eaton@ubc.ca by 12 noon on 15 April 2020. Should there be more than one candidate, an election will be held under this item after short statements of interest are heard by the Senate from each candidate (or their representative should they be unable to attend the meeting). (approval)

2. Minutes of the Previous Meetings- Dr Santa Ono

- a. Meeting of 12 February 2020 (approval) (docket pages 5-19)
- b. Minutes of the Meeting of 18 March 2020 (approval)
(docket pages 20-22)
3. **Business Arising from the Minutes – Dr Santa Ono**
4. **Remarks from the Chair and Related Questions – Dr Santa Ono**
(information)
5. **Tributes Committee – Dr Sally Thorne**

Memorial Minute for Dr Robert Horne Lee (approval) (docket pages 23-24)
6. **Academic Building Needs Committee – Dr Michael Isaacson**
Presentation on Capital Project Planning & Development to Meet UBC's
Facility Needs – with Mr. John Metras, Associate Vice President Facilities
(information)
7. **Academic Policy Committee – Dr Paul Harrison**
 - a. New Policy: J-136: Policy J-136 – Academic Accommodation for
all Students' Religious Observances and for the Cultural
Observances of First Nations, Métis, and Inuit Students (approval)
(docket pages 25-31)
 - b. Revisions to Policy V-135: Academic Concessions (approval)
(docket pages 32-45)
8. **Awards Committee – Dr Lawrence Burr**
 - a. March New and Revised Awards (approval) (docket pages 46-53)
 - b. April New and Revised Awards (approval) (docket pages 54-58)
9. **Curriculum Committee – Dr Peter Marshall**
 - a. March Curriculum Proposals from the Faculties of Arts, Commerce
& Business Administration, Graduate & Postdoctoral Studies, Land
& Food Systems, and Allard Law (approval) (docket pages 59-80)
 - b. April Curriculum proposals from the faculties of Arts, Allard law,
Graduate and postdoctoral Studies, and Science (approval) (docket
pages 81-187)
 - c. New Certificates: Graduate Certificate in Genetic Counselling and
Variant Interpretation, Graduate Certificate in Primary health Care
(information) (docket pages 188-221)



10. **Research & Scholarship Committee – Dr Paul Keown** Establishment of the BioProducts Institute in the Faculties of Applied Science, Forestry, Land & Food Systems, and Science (approval) (docket pages 222-250)
11. **Nominating Committee – Dr Richard Tees** Confirmation of Appointments under Delegated Authority of Senate to an Ad Hoc Committee to Consider the Rescinding of the grant of a Degree (information) (docket page 251)
12. **Report from the Provost – Dr Andrew Szeri** Designation of the BioProducts Institute as a Global Research Excellence Institute (approval) (docket pages 252-254)
13. **Other Business**

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

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



VANCOUVER SENATE

MINUTES OF 12 FEBRUARY 2020

DRAFT**Attendance**

Present: S. J. Ono (Chair), K. Ross (Secretary), D. Agosti-Moro, G. Averill, R. Boushel, J. Burnham, L. Burr, J. Chai, A. Collier, M Coughtrie, G. Faulkner, B. Fischer, A. Fisher, J. Gilbert, C. Gilby, A. Gonzalez, J. Greenman, S. Haffey, P. Harrison, J.M. Holmes, C. Jaeger, A. Kindler, M. Koehoorn, C. Krebs, M. Kuus, K. Lo, P. Loewen, D. MacDonald, P. Marshall, S. Matsui, L. Milroy, A. Murphy, J. Olson, T. Onifade, N. Pang, S. Parker, N. Rygnestad-Stahl, A. Sheppard, S. Singh, L. Stothers, A. Szeri, A. Tanner, R. Tees, M. Thachuk, S. Thorne, R. Topping, V. Tsang, G. Tsiakos, R. Ty, R. Yada, E. Zusman.

Regrets: T. Ahmed, M. Aronson, S. Bates, V. Bungay, C. Dauvergne, R. Djavandmardi, A. Dulay, S. Forwell, B. Frank, I. Frigaard, C. Godwin, L. Gordon, S. Grayston, V. Griess, C. Hakim, J. Innes, M. Isaacson, A. Ivanov, D. Kelleher, P. Keown, C. Koenig, H. Leong, M. MacDougall, C. Marshall, W. McKee, W. McNulty, P. Meehan, S. Ngo, C. Nislow, S. Porter, T. Rogers, J. Shepherd, M. Stewart, C. Surniawan.

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the sixth regular meeting of the Vancouver Senate for the 2019/2020 Academic Year to order at 6:02 pm.

Addition to the Agenda

The President allowed an addition to the agenda under Other Business: Candidates for Degrees.

Minutes of 12 February 2020

Philip Loewen
Richard Tees

}

*That the Minutes of the Meeting of 22
January 2020 be adopted as corrected:*

Corrections: Senator Tsiakos was present.

Approved

Business Arising from the Minutes



With respect to the motion approved under Other Business at the previous meeting, Senator Holmes said that in considering motions that relate to specific geographical areas we should be more mindful - in light of our inclusive action plan and other work on diversity - that things can be interpreted in a particular way if they target a specific areas.

Remark's from the Chair

The President, Dr Santa J. Ono noted that UBC had recently opened the renovated and expanded Biological Science building. The facility provides a consolidated home for the undergraduate students and teaching faculty in UBC's life sciences teaching programs. A key benefit of the new building is the ability to make new and unexpected connections across the life sciences disciplines, with the goal of enhancing and expanding teaching expertise and knowledge. The University was also pleased to open the Community Health and Wellbeing Cloud Innovation Centre and the In-Patient Pharmacy Practice Skills Centre.

Dr Ono advised that Since early January, a core working group has been assembled to oversee the execution of the pillars of the Climate Emergency declaration. He noted that actions in progress include: recruitment of new Climate Hub staff to help lead the process; establishment of the Climate Emergency Community Engagement Taskforce; assembly of critical communications and engagement support across campus; and content creation for toolkits to support conversations within and across academic departments, campus communities, and staff units.

Admissions Committee

Professor Carol Jaeger, Chair of the Senate Admissions Committee, presented.

MASTER OF PUBLIC POLICY AND GLOBAL AFFAIRS

Carol Jaeger	}	<i>That Senate approve changes the revised</i>
Anthony Shepard		<i>Calendar entry on admission to the Master of</i>
		<i>Public Policy and Global Affairs program as set</i>
		<i>out in the attached, effective for entry to the 2020</i>
		<i>Winter Session and thereafter.</i>

By general consent, the proposal was amended to strike "or more" from page 20.

Approved as
Amended

2020-2021 ENROLMENT TARGETS



Carol Jaeger
Anthony Shepard

}

That Senate approve and forward to the Board of Governors for approval the 2020-2021 enrolment targets for the Vancouver campus.

Approved

Awards Committee

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

AWARDS REPORT

See Appendix A: Awards Report

Lawrence Burr
Julia Chai

}

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.

Approved

Curriculum Committee

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

FEBRUARY CURRICULUM REPORT

See Appendix B: Curriculum Report

Peter Marshall
Carol Jaeger

}

That the new course codes, new courses, new programs, revision of calendar pages, revision of courses, revision of degree requirements, and revision of program be brought forward by the faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science, Commerce and Business Administration, and Forestry), Allard Law, and Science be approved.

Dr Marshall briefly outlined the proposals.

Approved

Joint Report of the Admissions and Curriculum Committees

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

PROGRAM OPTION

Peter Marshall	}	<i>That the Master of Business Administration and Master of Business Analytics Dual Degree Program Option degree program be approved.</i>
Dante Agosti-Moro		

Senator Marshall said that this would allow students to complete two programs quicker than they could separately.

Approved

Report from the Provost

The Provost, Dr Andrew Szeri introduced Vice-Provost Eich who, with permission of Senate, presented.

External Reviews

Dr Eich presented the external reviews on the following units reviewed in the 2018-2019 academic year:

- Allard School of Law: Master of Laws in Taxation
- Faculty of Applied Science: Department of Chemical and Biological Engineering, Department of Civil Engineering, Department of Mining Engineering
- Faculty of Arts: Department of Central, Eastern and Northern European Studies, Department of Classical, Near Eastern and Religious Studies, Department of Linguistics
- Faculty of Land and Food Systems
- Faculty of Medicine: Centre for Blood Research
- University Sustainability Initiative
- Vantage College

Dr Eich also updated Senate on those midterm reviews that were conducted:



- Faculty of Arts
- Faculty of Education
- Faculty of Forestry
- Department of Asian Studies, Faculty of Arts
- Arts Academic Advising, Faculty of Arts
- Department of Cellular and Physiological Sciences, Faculty of Medicine
- Department of Dermatology and Skin Science, Faculty of Medicine
- Department of Medical Genetics, Faculty of Medicine
- Department of Psychiatry, Faculty of Medicine
- School of Population and Public Health, Faculty of Medicine
- Department of Botany, Faculty of Science
- Department of Chemistry, Faculty of Science
- School of Nursing, Faculty of Applied Science

Senator Harrison said we have seen great improvement in the content of these reviews in recent years. He asked for a summary of what was learned from the midterm reviews and if these could be included in the summary reports presented.

Dr Eich said that the mid-cycle reports aren't governed by the same policy so they are just remitted to the Provost; however, we could review and revise the policy to have them be included.

Senator Tees congratulated the Provost's office on the improved quality of the reviews and the mid-cycle reviews.

Senator Holmes noted that a common theme was increasing diversity of students and faculty in programs.

Senator Burnham said that another theme she found was a need for graduate student funding support.

Dr Eich said that we do have anonymized summaries of any issues that have arisen that he would be happy to share with the senator.

Senator Holmes said that this would be an important area for the new research committee to look into.

Senator Singh said that he too appreciated the mid-cycle reviews. He asked if we had mechanisms that could address issues if those reviews showed a lack of progress on a noted issue.

Dr Eich said that not systematically but that this could be done.



STUDENT EVALUTIONS OF TEACHING

Dr Eich presented the annual report on Student Evaluations of Teaching.

He noted that a total of 8 744 instructor ratings were submitted to the University, for 7 141 course sections in which the University Module Items were administered. This represent a 9.7% increase in the number of instructor ratings compared to 2017W. Dr Eich noted that instructor ratings had been generally consistent over the past 5 years, while noting higher response rates and lower variability as the percentage of in-class submissions increase.

Senator Rygnestad-Stahl thanked Dr Eich for the report, noting that the in-person presentation made the written report's statistical aspects more understandable.

Senator Coughtrie said that there is huge ketosis in the required questions. Given the controversy around section surveys, he asks how that impacts promotion and tenure matters.

Dr Eich said that it would be wrong to only consider one source in such decisions. We have other means such as in-class reviews by other lecturers to evaluate teaching as well

Senator Singh thanked Dr Eich and the Centre for Teaching and Learning Technology (CTLT). He asked if we had data going back further to see if we are improving as a community on these questions.

Dr Eric said that we have generally been going up, but we are getting close to a functional ceiling effect so it will be difficult for increases to continue. We have data as far back as 2007 and the results are remarkably consistent.

Senator Holmes said it was concerning that we had low participation rates in smaller classrooms and higher in larger classes. He asked how we could ensure that more class time is used to complete evaluations.

Dr Eich said that heads and deans should encourage it as there is a robust relationship.

Senator Holmes said that we should look at how we go about advertising it. He asked if we had data on the demographics of respondents or if it was entirely anonymized.

With permission of Senate, Ms Marianne Schoeder spoke and said that the only demographic data collected was gender.

Senator Lo clarified that the minimums vary by class sizes.



Senator Burnham said that there are a lot of creative strategies to address minimum response rates.

Senator Gilbert said 25 years ago we used to dread McLean's ratings as UBC always rated very poorly on how students felt about our teaching. He noted the development of CTLT as being integral in improving our skills as teachers. We should be proud of these advancements.

Senator Kindler also thanked and acknowledged colleagues in the educational leadership stream for the work as well as their advice, and support for the teaching of others.

Senator Averill added the CLTL grant support and the support shown by recent presidents for teaching at the University.

Senator Holmes said we should also thank the students for their feedback. He said that we should promote to faculty ideas on what they can do if they want to increase participation in their classes.

Senator Haffey said that the students should also encourage other students to participate.

Senator Chai said that there should be more incentives for faculties to take these evaluations seriously as some do not. She hoped that the working group could make changes to have these become more important.

Senator Harrison said one issue was evaluations being end of term evaluations. He found interim or mid-term evaluations much more useful as there was a chance for visible improvement. He wasn't sure how much information there was on how widespread this practice was in faculties but suspected some did so. He suggested that deans and heads should encourage it.

Senator Agosti-Moro said that in commerce they did this and students were much more interested in those evaluations.

Other Business

CANDIDATES FOR DEGREES

Philip Loewen
Claudia Krebs

}

That the candidates for degrees as recommended by the faculties be granted the degree for which they were recommended, effective February 2020 and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.



Approved

Adjournment

Seeing no other business, the meeting was adjourned at 6:55 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Blue & Gold Centennial Indigenous Scholars Award

Renewable entrance awards totalling \$4,000 have been made available through an endowment established by the University of British Columbia for domestic First Nations, Inuit, or Métis undergraduate students of Canada entering university directly from secondary school, or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2020/2021 winter session).

Franco and Suzann Corona Scholarship in Civil Engineering

Scholarships totalling \$2,000 have been made available through an endowment established by Franco and Suzann Corona for outstanding domestic Bachelor of Applied Science students specializing in Civil Engineering. Franco Corona emigrated from Italy to Canada in 1967 where he met Suzann and worked on landmark development projects such as the Vancouver Shangri-La Tower. As philanthropists, Franco and Suzann are committed to contributing to their community and have championed many causes across Canada. They hope that this scholarship will help enable students, who will be building the future in Canada, to access as many opportunities as possible. The scholarships are made on the recommendation of the Department of Civil Engineering. (First award available for the 2020/2021 winter session).

Allan L. Edgeworth Bursary in Geological Engineering

Bursaries totalling \$2,000 have been made available through an endowment established by Allan L. Edgeworth (B.A.Sc. 1973) for Bachelor of Applied Science students specializing in Geological Engineering. Preference will be given to 2nd year students. Mr. Edgeworth is a second generation UBC alumnus who spent his forty-five year career as an engineering consultant. He worked in the natural gas energy sector and served as Director of the Alberta Securities Commission, as well as for many publicly traded Canadian energy infrastructure companies. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Roper Greyell LLP Bursary in Law

Bursaries totalling \$4,000 have been made available through an endowment established by Roper Greyell LLP, along with matching funds from the University of British Columbia, for J.D. students in the Peter A. Allard School of Law. This bursary was established in celebration of the seventy-fifth anniversary of the law school at UBC. The bursaries are adjudicated by Enrollment Services. (First award available for the 2020/2021 winter session).

Dr. Judith Johnston Fellowship in Child Language

Fellowships totalling \$16,000 have been made available through an endowment established by an estate gift from Dr. Judith R. Johnston (1943–2018) for outstanding Ph.D. students in the School of Audiology and Speech Sciences whose research focuses on child language or child language disorders. Conditional on the recipient's continued satisfactory academic progress in their Ph.D.

program, the fellowship may be renewed for up to three years (for four years of total funding). Dr. Johnston was a Professor Emerita and former Director of the School of Audiology and Speech Sciences. She received many honours and awards for her contributions to the field of communication sciences and disorders. These included a Canadian 3M Teaching Fellowship, the Honors of the American Speech-Language and Hearing Association, and a lifetime achievement award from colleagues at the Symposium for Research in Child Language Disorders. The fellowships are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Dr. Rimas Pakalnis Memorial Research Prize in Rock Mechanics

Prizes totalling \$1,200 have been made available through an endowment established in memory of Dr. Rimas Pakalnis (October 28, 1956–October 18, 2018) for graduate students studying Mining Engineering whose research performance or publication record are expected to have a significant impact on the field of rock mechanics. Dr. Rimas Pakalnis (B.Eng., M.A.Sc. 1982, Ph.D. 1986) was a Professor Emeritus in the Norman B. Keevil Institute of Mining Engineering. A highly respected proponent of Empirical Mine Design, Dr. Pakalnis was instrumental in the development of design methodologies for rock mechanics in underground mining operations. The prizes are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2019/2020 winter session).

Dr. Christopher Wyatt Graduate Award in Dentistry

Awards totalling \$2,000 have been made available through an endowment established by Dr. Christopher Wyatt (B.Sc. 1981, D.M.D. 1986, M.Sc., Dip Pros) for graduate students in the Faculty of Dentistry with an interest in prosthodontics or geriatric dentistry. Dr. Wyatt is the Head of the Department of Oral Health Sciences, Chair of the Division of Prosthodontics & Dental Geriatrics, Director of Graduate Prosthodontics Program and Director of the Geriatric Dentistry Program in the UBC Faculty of Dentistry. His research is focused on prosthodontics and dental geriatrics. The awards are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Xue Juan Cao Memorial Scholarship in Medicine

Scholarships totalling \$2,000 have been made available annually through a gift from Anna Zhang in memory of her grandmother Xue Juan Cao (1925–2018) for outstanding students enrolled in the M.D. program. Preference will be given to students with an interest in working in a remote or rural community. Xue Juan Cao was born in Tianjin, China, and worked as a manager and designer at a clothing company for over thirty years. She dedicated her life to helping communities in need, donating money, clothing and food to families from rural China. Xue Juan visited UBC during a trip to Vancouver in 1992, and the campus left a lasting impression on her. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

Go Global Pathfinder International Student Award

Awards of up to \$5,000 each have been made available annually for international students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same



exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Graduate Studies Completion Award in Educational Studies

Awards totaling \$6,000 have been made available annually through a gift from Dr. Shauna Butterwick (B.S.N. 1978, M.A. 1987, Ed.D. 1993) for M.A., Ed.D. and Ph.D. students in the Department of Educational Studies who are in the final stages of completing their thesis or dissertation, who have demonstrated outstanding academic achievement and received limited funding assistance to finish their degree. Financial need may be considered. Dr. Butterwick taught at UBC for twenty-five years and is a Professor Emeritus in the Department of Educational Studies. In 2017 she received the CASAE/ACEEA Lifetime Achievement Award from the Canadian Association for the Study of Adult Education in recognition of her exceptional contributions to the field of adult education in Canada. The award is made on the recommendation of the Department of Educational Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Mr. Naotaka Ide Memorial Scholarship in Medicine

Scholarships totalling \$2,000 have been made available annually through a gift from Noriko Ide in memory of her husband Naotaka Ide (1937–2019) for outstanding students enrolled in the M.D. program. Preference will be given to a student with an interest in neurodegenerative disease research. Mr. Ide was an international patent attorney for Toyota for most of his career. He was also an engineer and a professional piano player. He suffered from dementia later in life and wished to give back to the research community through this scholarship. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

Ken James Memorial Bursary

Bursaries totalling \$5,500 have been made available annually through a gift from Lewis James (B.Sc. 1970, M.S.) in memory of his father, Ken James (1917–1993), for undergraduate students who are permanent residents of Canada. Ken was born in Lismore, New South Wales, Australia. He graduated from New England University College in Armidale, New South Wales in 1941 before immigrating to British Columbia. He was an accomplished musician who played the guitar, clarinet and recorder. This bursary was established to help make Canadian higher education more accessible to permanent residents and to encourage them to successfully earn their degrees. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Mary Anne McWaters Bursary in Education

Bursaries totalling \$25,000 have been made available annually through a gift from Mary J. Anne McWaters (B.A. 1946, B.Ed. 1949) for students enrolled in the Bachelor of Education program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

4435 – George E. Loveseth Award in Geological Sciences

**Rationale for Proposed Changes**

The description has been revised to broaden the candidate pool; as discussed with University Counsel this amendment to the award description is within the stated purpose of the endowment, which is to support awards for undergraduate students in Geological Sciences. The Department of Earth, Ocean and Atmospheric Sciences has approved the revised description.

Current Award Description

Awards totalling \$4,000 have been endowed by George E. Loveseth (B.A.Sc. 1958) to support and recognize undergraduate students registered in the final year of Geological Engineering or Honours Geology. The awards are made on the recommendation of the Department of Earth and Ocean Sciences.

Proposed Award Description

Awards totaling \$4,000 have been endowed by George E. Loveseth (B.A.Sc. 1958) to support and recognize undergraduate students registered in the final year of in Geological Sciences, with a preference for those in the final year of Geological Engineering or Honours Geology. The awards are made on the recommendation of the Department of Earth, and Ocean and Atmospheric Sciences.

Annual Awards**1049 – Phillips, Hager & North Scholarship in Finance****Rationale for Proposed Changes**

The donor would like to update the name of the scholarship to clarify that the scholarship is funded by the Phillips, Hager & North Research Centre and not the investment services firm Phillips, Hager & North.

Current Name: Phillips, Hager & North Scholarship in Finance

Proposed Name: Phillips, Hager & and North Centre for Financial Research Scholarship in Finance

**Proposed Award Description**

No change.

5147 – Go Global Pathfinder Award**Rationale for Proposed Changes**

Go Global will be establishing two Pathfinder awards, one for domestic students and one for international students. The description has been revised to reflect that the award is only for domestic students.

Current Award Description

Awards of up to \$5,000 each have been made available annually for students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Proposed Award Description

Awards of up to \$5,000 each have been made available annually for domestic students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

Revised degree requirements

Bachelor of Applied Science > Chemical Engineering or Chemical and Biological Engineering

Revised course

CHBE 352 (4) Transport Phenomena II

Revised course

CHBE 370 (3) Fundamentals of Sustainable Engineering

FACULTY OF ARTS

New minor

Jewish Studies

New course code

MES (Middle Eastern Studies)

New courses

ASIA 210 (3) Traditions of Yoga; **ASIA 321 (3)** Celebrity Culture in Chinese Societies; **MES 300 (3)**

The Middle East: Critical Questions and Debates; **TIBT 300 (3)** Classical Tibetan I; **TIBT 301 (3)**

Classical Tibetan II

Revised calendar pages

Bachelor of Arts > Academic Concession; Bachelor of Fine Arts > Academic Concession; Bachelor of Media Studies > Academic Concession

FACULTY OF FORESTRY

New program

Bachelor of Science in Forest Bioeconomy Sciences and Technology (BEST) Co-op Program

New courses

BEST 310 (3) Co-operative Work Placement I; **BEST 311 (3)** Co-operative Work Placement II; **BEST**

312 (3) Co-operative Work Placement III; **BEST 410 (3)** Co-operative Work Placement; **BEST 411 (3)**

Co-operative Work Placement IV; **BEST 412 (3)** Co-operative Work Placement V; **CONS 488 (6)**

Contemporary Forestry and Conservation in China; **UFOR 330 (3)** Environmental Justice and Urban

Green Equity; **UFOR 420 (3)** Ecology of Urban Green Infrastructure; **HGSE 370 (3)** Introduction to

Resilience Theory in Community; **HGSE 371 (3)** Re-Storying History: Indigenous Perspective; **HGSE**

372 (3) Language and Cultural Continuity; **HGSE 373 (3)** Community Planning and Development for

Resilience; **HGSE 374 (3)** Community Resilience Seminar

PETER A. ALLARD SCHOOL OF LAW

New courses

LAW 200 (3) Indigenous Settler Legal Relations; **LAW 271 (3)** Introduction to Public Law and the

Charter; **LAW 291 (2)** Aboriginal and Treaty Rights; **LAW 347 (2-3)** d Federalism; **Law 393 (3)** Green

Rights and Warrior Lawyers; **LAW 403 (3)** Principles of Sentencing.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

APPP 510 (1.5/3) d Topics in Engineering and Health Leadership

Commerce and Business Administration

New course

BAFI 550 (1.5) Fundamental Finance

Forestry

*New course***UFOR 520 (3)** Ecology of Urban Green Infrastructure**FACULTY OF SCIENCE***New courses***BIOL 370 (3)** Principles of Muscle Physiology and Energetics; **BIOL 371 (3)** Principles of Neurobiology I; **BIOL 372 (3)** Principles of Neurobiology II; **GEOB 302 (3)** Paleoecology: Lessons for the Anthropocene; **GEOB 303 (3)** Tropical Ecosystems in a Changing World*Revised program*

Combined Honours: Biophysics



VANCOUVER SENATE

MINUTES OF 18 MARCH 2020

DRAFT**Attendance**

Present: J.M Holmes (Vice-Chair), C. Eaton (Acting Secretary), M. Aronson, J. Burnham, R. Boushel, L. Burr, G. Faulkner, B. Fisher, Forwell, J. Gilbert, C. Gilby, C. Jaeger, C. Krebs, M. Koehoorn, C. Marshall, J. Olson, S. Parker, S. Porter, L. Stothers, A. Szeri, R. Topping, R. Yada.

Regrets: TBC.

Call to Order

The Vice-Chair of Senate, Mr J. Maximillian Holmes, called the seventh regular meeting of the Senate to order at 6:02 pm.

Agenda

By general consent, the agenda was amended to move immediately to the report of the Agenda Committee.

Agenda Committee

At the Request of the Vice-Chair of Senate, the Acting Secretary to Senate, Mr Christopher Eaton, spoke on behalf of the Agenda Committee.

Mr Eaton noted that the Agenda Committee was proposing a suspension of Rule 10 and 24 of the *Rules and Procedures of Senate* and temporarily replace them by new language. The change to Rule would allow the Seante to meet via remote means, and the change Rule 24 would allow the Senate to consider matters more expediently via email and lower the threshold for approval by email from unanimous consent to 2/3rds in favour. Both were proposed as temporary measures that would expire on 31 December 2020; however, the Senate – meeting remotely – could later approved an extension or curtailment.

The Vice-Chair noted that to approve the proposed motion would require 2/3rds in favour.

Lawrence Burr
Charlotte Gilby

}

That Rules 10 and 24 of the Rules and Procedures of Senate be suspended until 31 December 2020



and be replaced by the following amended text during that time:

*10: In cases where a member cannot attend meetings of Senate **or its committees** in person for academic or workplace accommodation reasons, the Chair of **Senate or the relevant committee** shall permit their remote attendance and voting through electronic means acceptable to the Secretary. Members so attending will be considered present for all purposes.*

24: In the event of a regularly-scheduled Senate meeting being cancelled, or if an extraordinary need for Senate approval exists between regularly scheduled meetings, the Agenda Committee may elect to have business ~~it considers to be routine but time-sensitive to be~~ considered via email under the procedures set out in this section.

- a. The motion in question shall be sent via email by the Secretary to every Senator and should the Agenda Committee not consider it a matter needing to be considered in camera, shall be posted to a web site designated by the Secretary.*
- b. The email sent under Section 24 (a) shall specify the text of the motion to be considered for approval and include any necessary supporting materials.*
- c. A matter sent out via email is approved if **no more than 1/3rd of the total voting membership of the Senate send objections** ~~objections are sent~~ to the Secretary within ~~seven (7) days~~ **72 hours** of the email being sent.*
- d. ~~If an objection is raised by any Senator~~ **sufficient objections are noted** under Section 24 (c) the matter is not approved and shall be considered at the next meeting of the Senate as a normal*



item of business but shall not be considered a motion to reconsider the question or a renewal of the motion

- e. A motion approved under this section shall be reported by the Secretary at the next meeting of Senate under Reports from the Registrar.*
- f. All Senators shall specify one or more email address(es) for the purposes of email consideration of matters and shall apprise the Secretary of any changes to those addresses in a timely manner.*
- g. A change to or suspension of the Rules and Procedures shall not be considered under this section.*

Senator Forwell asked by the suspension was time limited given that we did not know when the current situation would end.

Mr Eaton agreed that we did not know when the current situation would be resolved; however, the Agenda Committee wanted to ensure that this would need to be reconsidered by a set date as it set aside some of the normal democratic safeguards in Senate rules.

Mr Eaton confirmed for Senate Gilby that with the email approval option that 1/3rd of Senators would have to object rather than 2/3rds reply in favour.

Approved

Agenda

By general consent, all other matters of the agenda were postponed until the next regular or special meeting of the Senate.

Adjournment

Seeing no other business, the meeting was adjourned at 6:04 pm.



6 March 2020

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute for Robert Horne Lee, CM, OBC

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

Dr. Robert Horne Lee, CM, OBC,

Motion: *That Senate approve the Memorial Minute for Dr. Robert Horne Lee, CM, OBC, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee



Dr. Robert Horne Lee, CM, OBC

The Senate Tributes Committee wishes to pay their deepest respects towards Chancellor Emeritus Robert Horne Lee, who died 19 February 2020 after a lifetime of community service, strong ties to his alma mater, and business success.

Robert Horne “Bob” Lee was born Vancouver on 25 June 1933 to Bick and King Choon Lee. His parents operated a restaurant in Chinatown where Lee worked. Lee graduated from King Edward High School and completed a Bachelor of Commerce degree from the then UBC School of Commerce in 1956. He met his wife of 62 years, Lily Lee (BSN’56) while at UBC. Their four children all also graduated from UBC. Long interested in business and property development, Lee co-founded Wall Financial Corporation in 1996 and established Prospero Group in 1979. Over his career, he served on numerous corporate boards, including Canadian National Railways, the BC Telephone Company, Wall financial Corporation and Crown Life.

From 1985 to 1990 Lee was a member of the UBC Board of Governors and from 1993 to 1996 served a member of the Senate and Board as UBC’s 14th Chancellor. After completing his term as Chancellor, he remained actively involved in UBC in a wide range of informal supportive capacities. Beyond his tremendous contribution to UBC, Lee’s history of community support included B.C.’s Children’s Hospital, the B.C. Paraplegic Association, the Canadian National Institute for the Blind, Mount St. Joseph Hospital and the Rick Hansen Man-in-Motion Foundation. He also served on the boards of the UBC Foundation, Vancouver Port Authority, the Vancouver Police, and the Vancouver Foundation. In 1996, the University Senate granted him an honorary doctor of Laws in recognition of his tremendous service to UBC and the broader community.

The Robert H. Lee Alumni Centre and the Robert H. Lee Graduate School are named in recognition of his support to his alma mater, and the Robert H. Lee YMCA and the Robert and Lily Lee Family Community Health Centre are named in recognition of his support to the broader community. In addition to his generosity in both time and financial support to UBC, Lee’s most lasting impact may well be his visionary development and support for UBC Properties Trust, which to date has generated over \$1.7 dollars towards UBC’s endowment and is expected to generate over \$4 billion overall.

Fondly known as “Mr. UBC” to our community, Robert H. Lee will be remembered for his generosity, integrity, and kindness. His positive impact upon this community and his care for his alma mater will be felt in perpetuity. To his family and friends, the Senate and the University of British Columbia expresses its condolences and thanks.

3 April 2020

From: Okanagan and Vancouver Senate Academic Policy Committees

To: Okanagan and Vancouver Senates

Re: *Policy J-136 – Academic Accommodation for all Students’ Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students*

The Okanagan and Vancouver Senate Academic Policies Committees is pleased to present to the Okanagan and Vancouver Senates for their consideration *Policy J-136 – Academic Accommodation for all Students’ Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students*. The policy is designed to provide reasonable and appropriate accommodation for students who are absent from classes (including lectures, discussions, tutorials, laboratories, clinical placements, etc.) and scheduled examinations in order to participate in observances of religious significance or observances of cultural importance to First Nations, Métis, and Inuit students.

The Board of Governors rescinded Policy #65 - *Religious Holidays* on 24 September 2019. In response to this action, the Senate Academic Policy Committees of both campuses worked together to draft a student-focused policy that would apply on both campuses.

In late-2019 a draft of the policy was presented for broad feedback from the community of both the Okanagan and Vancouver campuses of the University, including faculty, administrative and service staff, and students. The responses received were considered and incorporated into the policy, where appropriate.

Outside the scope of this policy, participation in cultural observations that are not religious in nature may result in a conflicting responsibility for students, and may therefore be treated as Academic Concessions (Okanagan Academic Concessions Policy and Vancouver Academic Concessions Policy).

After reviewing and discussing this proposal, we recommend the following to Senate:

Motion:

“That the Okanagan and Vancouver Senates approve Policy J-136 – Academic Accommodation for all Students’ Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students, as set out in the attached.”

Respectfully submitted,

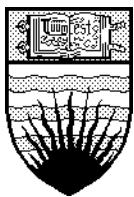
Dr. Jan Cioe, Chair

Okanagan Senate Academic Policy Committee

Dr. Paul Harrison, Chair

Vancouver Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

**SENATE POLICY:
J-#136****VANCOUVER & OKANAGAN
SENATES**

c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

Number & Title

J-136: Academic Accommodation for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students

Effective Date:

September 2020 (anticipated)

Approval Date:

April 2020 (anticipated)

Review Date:

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy Committees of both Senates

Authority:

University Act, S. 37(1)

"The academic governance of the university is vested in the senate and it has the following powers:

...(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university;

(g) to provide for courses of study in any place in British Columbia and to encourage and develop extension and correspondence programs;

(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;...

(n) to provide for the preparation and publication of a university calendar;

Purpose and Goals:

The University of British Columbia values respect for the diversity of people within its community and the religious and cultural traditions that guide their individual lives. Moreover, as set out in the Calls to Action resulting from the Truth and Reconciliation Commission, we recognize and respect the First Nations, Métis and Inuit peoples' right to self-determination in spiritual matters, including the right to practice, develop, and teach their own spiritual and religious traditions, customs, and ceremonies.

In keeping with these principles and values this policy is designed to provide reasonable and appropriate accommodation for students who are absent from classes (including lectures, discussions, tutorials, laboratories, clinical placements, etc.) and scheduled examinations in order to participate in observances of religious significance or observances of cultural importance to *First Nations, Métis, and Inuit students*.

Applicability:

This policy is applicable to all students at all campuses of the University.

Exclusions:

Students in the classifications of Visiting International Research Students and Residents (medical, dental, pharmacy) are not included in this policy. Persons in these categories who seek accommodations should contact their immediate supervisor to make suitable arrangements.

Non-religious cultural observances of those who are not *First Nations, Métis or Inuit students* are not accommodated under this policy. However, students may request academic concessions to participate in such observances if they create a conflicting responsibility with their course work and attendance.

Convocation ceremonies are excluded from this policy.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *First Nations, Métis, and Inuit students* are those students who self-identify as such and shall include those students who identify as belonging to groups that are indigenous to territory that crosses over or that is adjacent to the borders of Canada.

Policy:

- 1) The University provides reasonable and appropriate accommodation for a student who must be absent from classes (including lectures, discussions, tutorials, laboratories, clinical placements, etc.) and scheduled examinations in order to participate in observances of significance in keeping with the practices of the student's own sincerely-held religious beliefs and/or the cultural traditions of *First Nations, Métis, and Inuit students*;
- 2) The University accepts that sincerely-held beliefs by members of the same group may lead to different observance practices.
- 3) Documentation from faith or community leaders is not required to support requests for accommodation.
- 4) Students should first explore options for fulfilling their religious or cultural obligations that will avoid a conflict with a class or exam. If alternatives are not available, then students should seek accommodation.
- 5) Students are expected to incorporate the deadlines for submission of course work such as essays, reports, and homework/problem sets into their schedules without requesting accommodation.
- 6) Observance may restrict participation in course activities and may require:
 - a) absence from class in which work is produced for a grade;
 - b) absence from scheduled exams;
 - c) absence from a scheduled placement;
 - d) following specific dress codes;
 - e) temporary absence from class for daily prayers, fasting or breaking a fast during class; or,
 - f) missing other required activities identified in the course syllabus.
- 7) Accommodations may include, but are not limited to, the following:
 - a) setting an alternative date for in-term or final examinations or other in-class assessments that are missed;
 - b) providing an alternative assignment for satisfying the course requirement; and,
 - c) re-calculating the evaluation scheme to eliminate the component that has been missed.

- 8) No accommodation will be granted that causes undue hardship, including jeopardizing the academic integrity of the curriculum, the academic standards of courses, or the safety of the student or others.
- 9) Some course activities such as group presentations and laboratories may be impossible to reschedule and so accommodation may require alternative means of demonstrating that the learning outcomes have been achieved.
- 10) It is the responsibility of the student to make the request for accommodation to their course instructor or coordinator, their graduate advisor, or the Dean's Office of their program as appropriate with as much notice as possible (normally 14 days). Reasonable efforts will be made to accommodate such requests. Failure to make a timely request may result in a denial of the request.
- 11) The instructor/coordinator/advisor/Dean's Office will process requests expeditiously to avoid an academic disadvantage to the student.
- 12) If a course instructor and a student are unable to agree on the form of accommodation, the student may refer the request to the academic head of the unit offering the course or program to determine the appropriate form of accommodation.

Calendar Statement:

As above.

Consultations:

The following groups were consulted during the development of this policy:

Aboriginal Programs and Services, Okanagan Campus; AMS; UBCSUO; Academic Advisors; Centre for Accessibility; Chaplains; CTLT; Deans, Directors and Academic Heads; Disability Resource Centre; Enrolment Services; Equity and Inclusion; First Nations House of Learning; GSS; UBC Community via Senate website and UBC Today newsletter; VP Students' Office and AVP Students' Office; Office of the Ombudsperson; Office of University Counsel; Offices of the Provosts on either campus.

History:

This is the first version of this policy. Prior to this policy having been approved, the related provisions in this policy were covered under Board of Governors Policy #65 – Religious Holidays. In a review of the Board policy undertaken in

2018, it was determined that the Senate is the appropriate authority for dealing with academic accommodations for students' religious holidays.

Related Policies:

[Joint Board and Senate Policy LR7 -Academic Accommodations for Students with Disabilities](#)

[Board Policy SC7 – Discrimination](#)

[Senate Policy V-130 – Content and Distribution of Course Syllabi](#)

[Senate Policy V-135 - Academic Concession](#)

[Grading Practices](#)

[Withdrawal](#)

Appendix:

There is no appendix to this policy.

Procedures:

- 1) Faculties may vary the procedures and practices they implement to facilitate the submission and determination of requests for accommodation under this policy; however, in so doing they will adhere to the principles and provisions of policy J-136.
- 2) In determining the appropriate form of accommodation to be granted, instructors should be aware that the act of writing a test or essay in class or in formal exam conditions is a valuable learning experience and so should ensure that if the missed assessment is not rescheduled, students are able to see the assessment questions and learn from the instructor the kinds of answers that were expected.
- 3) Requests for accommodation must normally be made in person or in writing to the course instructor or, in multi-section courses, to the course coordinator. Students in the Faculty of Graduate and Postdoctoral Studies should direct requests to their graduate advisor or supervisor. Some other faculties and schools require that requests be made to the academic advising office ("Dean's Office") of that unit.
- 4) In cases where a satisfactory arrangement between the student and course instructor/coordinator cannot be made, or if the student is uncomfortable approaching the instructor to request accommodation, the student should contact the advising office of their home Faculty or School or the Equity & Inclusion office for assistance in communicating with the course instructor or the academic head of the unit offering the course.
- 5) Requests for accommodation for examinations scheduled in a formal examination period should be made well in advance and normally no

later than 14 days prior to the start of the examination period. Requests for accommodation for examinations and other academic requirements during the term should be made with as much notice as possible. Reasonable efforts will be made to accommodate such requests. If the observance occurs within 14 days of the start of a term, the student shall contact the course instructor/coordinator at the earliest opportunity to request accommodation.

- 6) In some credit courses, such as some practica and field-work courses, there may be steps required for approval and authorities involved in requests for accommodation in addition to those described in this policy.

3 April 2020

From: Senate Academic Policy Committee

To: Vancouver Senate

Re: Revisions to Policy V-135 – Academic Concession

The Senate Academic Policy Committee has considered revisions to *Policy V-135 – Academic Concession* as they relate to *Policy J-136 – Academic Accommodation for all Students’ Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students*, a new joint policy also being presented for Senate’s consideration. These revisions amend the grounds for academic concession to include observances of cultural importance to First Nations, Métis, and Inuit students. Other revisions include replacing references to *Board of Governors Policy #65 – Religious Holidays* with *Policy J-136*, corrections to the numbering of existing policies and minor changes in wording to improve clarity.

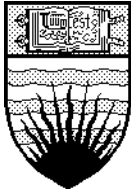
After reviewing and discussing this proposal, we recommend the following to Senate:

Motion:

“That Senate approve revisions to Policy V-135 – Academic Concession as set out in the attached.”

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA**SENATE POLICY:
V-#135.1****VANCOUVER SENATE**
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1**V-135.1: *Academic Concession*****Effective Date:**

September 2020 (anticipated)

Approval Date:

April 2020 (anticipated)

Review Date:

This policy shall be reviewed 5 years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Academic Policy Committee

Authority:*University Act, S. 37(1)*

“The academic governance of the university is vested in the senate and it has the following powers:

(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;

(g) to provide for courses of study in any place in British Columbia and to encourage and develop extension and correspondence programs;

(h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;

Purpose and Goals:

This policy articulates the University’s commitment to support students in their academic pursuits through the application of *academic concessions* in the event

that students experience unanticipated events or circumstances that interfere with their ability to accomplish academic work.

When considering requests for *academic concessions* the University applies principles of transparency, flexibility, and compassion. Fairness is achieved by applying this policy and its procedures in a flexible manner; however, it is recognized that fair treatment is not necessarily equal treatment in all circumstances. Flexibility allows decision-makers the reasonable exercise of discretion, sound judgement, and compassion in response to the unique circumstances of an individual student's case. In responding to students' requests for *academic concessions*, the University upholds the academic standards of the curriculum and expects that the requirements of each *course* or academic program will be met.

Following these principles, this policy is designed to set out the circumstances under which *academic concessions* may be granted to students, which types of *academic concessions* may be granted to students under various situations and by whom, as well as requirements and procedures for submitting and responding to student requests for *academic concessions*.

Applicability:

This policy applies to all students registered in credit *courses* and programs provided by the Vancouver Campus of the University, including graduate students registered in theses and dissertations, which may bear zero credits.

Exclusions:

Residents and Visiting International Research Students are not included in this policy. Persons in these categories who face unexpected circumstances should contact their immediate supervisor to make suitable arrangements.

Definitions:

For the purposes of this policy and in all other policies in which they are not otherwise defined:

- *Academic Concession* shall mean the provision of a variance in the timing or nature of a course or program requirement on the basis of one of the grounds defined in this policy.
- *Academic Advising Office* shall mean for undergraduate students, students in professional programs, and graduate students in programs administered by disciplinary faculties, the *academic advising office* or unit in the student's home faculty or school, or the dean's office in faculties where there is no *academic advising office*. For graduate students in programs administered by the Faculty of Graduate and Postdoctoral Studies, *academic advising office* shall mean the Office of the Dean and Vice-Provost, Faculty of Graduate and Postdoctoral Studies.

- *Course* shall mean course of instruction.
- *Dean* shall mean the dean of the student's home faculty (or the dean's designate), and for graduate programs administered by the Faculty of Graduate and Postdoctoral Studies, the Dean and Vice-Provost of Graduate and Postdoctoral Studies, except in cases of a student appeal of the decision of a course instructor when dean shall mean the dean of the faculty offering the course or the dean's designate.
- *Graduate Supervisor* shall mean the faculty member with primary responsibility for overseeing a graduate student's program of study.
- *Graduate Advisor* shall mean the appointed faculty member in a graduate program who takes administrative responsibility for ensuring that faculty supervising or teaching graduate students, and graduate students are aware of, and adhere to, applicable policies and procedures. The *graduate advisor* acts as the primary liaison with the Faculty of Graduate and Postdoctoral Studies.
- *Instructor* shall mean the instructor of record for a course or the supervisor responsible for a practicum, internship, or field work.

Policy:

- 1) Students facing circumstances that constitute grounds as set out in Section 3 may submit a request for *academic concession*. Students are responsible for submitting their requests as soon as possible.
- 2) Requests for academic concession may be made to the *instructor* of the student's *course*, their *graduate supervisor* or *graduate advisor* for their graduate program, or the *academic advising office* of their academic unit as appropriate and as set out in the attached procedures. If concurrent *academic concessions* are sought in more than one *course*, the request should be made directly to the *academic advising office* or equivalent.
- 3) Requests for *academic concessions* shall be determined on a case-by-case basis and in a timely manner by the *instructor*, *academic advising office*, or *dean* (on the recommendation of the *graduate supervisor* or *graduate advisor* for graduate students in programs administered by the Faculty of Graduate and Postdoctoral Studies). For graduate students in programs administered by Faculty of Graduate and Postdoctoral Studies, all requests resulting in a change to the student academic record must be directed to the Dean and Vice-Provost of Graduate and Postdoctoral Studies.
- 4) Determination of whether to grant an *academic concession* and which type of *academic concession* is most appropriate will depend on the student's individual circumstances. One or more of the following considerations may apply:
 - the nature and duration of the issue affecting the student;
 - confidential consultation with other appropriate units that can provide professional opinion on the student's situation;

- the scope and type of academic work affected;
 - the proportion of prescribed academic work having been completed at the point in the term or program when academic work is affected; and,
 - the student's achievements in the course or graduate or professional program to date.
- 5) Providing an *academic concession* shall not lower the academic standards of UBC, its courses, or its programs, and shall not remove either the need for evaluation or assessment or the need for the student to meet essential requirements.
 - 6) Courses and programs with continuous assessment and those that assess the development of graduate attributes and standards of professional conduct and of patient care may be constrained in the form of *academic concession* they can offer.
 - 7) In some credit courses, such as some practica, internships, and field-work courses, there may be steps required for approval and authorities involved in requests for academic concessions in addition to those described in this policy.
 - 8) *Grounds for Academic Concession*

Grounds for *academic concession* exist when one or more of the conditions below unexpectedly or unavoidably leads to a situation or conflict that hinders participation or attendance at a class session or examination, or an inability otherwise to fulfil the requirements of a course or academic program in a timely manner, particularly where the requirements are assessed as part of a grade.

Grounds for *academic concession* may exist when a student enters an academic term but may also arise when a student's circumstances change unexpectedly during the term.

Where a request for an *academic concession* has been found to be based on a protected ground covered by the BC Human Rights Code, the University has a duty to grant an *academic concession* unless doing so will create undue hardship (as that term has been interpreted under BC law) for the university. Other university policies may apply in these circumstances (see Related Board Policies: **SC7#3, #65, and SC17#131**; and Joint Board and Senate Policy **LR7#73; Senate Policy J-#136 [link TBD]**).

Grounds for *academic concession* fall into one or more of the following categories:

- a) *Conflicting Responsibilities*

It is a student's responsibility to arrange their scheduled non-academic activities to the best of their ability in a manner that enables full attendance and participation in their *courses* and programs, including required practica and internships.

Conflicting responsibilities do not include travel or social plans that conflict with class or exam schedules unless the travel is related to another valid ground for *academic concession*.

Conflicting responsibilities that create grounds for *academic concession* are beyond the student's control and normally arise after the student has registered in *courses*. Examples include:

- i. being absent from campus to represent the University, British Columbia or Canada in a competition or performance
- ii. attending meetings required as a member of a University governance body
- iii. being called to serve in the military
- iv. needing to work to support oneself or one's family but only when the need changed after the student registered in the *course*
- v. a change in the need to provide care for a dependant or family member
- vi. being required to attend a court session (i.e., as a witness, jury member, or party)
- vii. being required to attend a hearing on a matter of university discipline or academic standing
- viii. being required to report to a government office for immigration or citizenship proceedings
- ix. participating in a religious observance **or, for First Nations, Métis, or Inuit students of Canada, a cultural observance** (see **Senate Policy J-#136 [link TBD]** ~~Board Policy #65~~)

Other conflicting responsibilities that can be foreseen may also **or** occasionally create grounds for *academic concession* (e.g., attending an academic conference or professional development opportunity, **participating in a cultural observance other than those listed above**). In these situations, students must consult their *instructor* or *graduate supervisor* or *graduate advisor* or their *academic advising office* as appropriate.

b) Medical Circumstances

Medical circumstances that create grounds for *academic concession* are normally unanticipated and include, but are not limited to, the following:

- i. Acute physical or mental illness or a medical circumstance that emerges or recurs during a term
- ii. The emergence of, or a change in, a chronic physical or mental health condition

Students with disabilities eligible for academic accommodations under Joint Board and Senate Policy [LR7#73](#) are required to work with the Centre for Accessibility in this regard. The Centre is available for consultation with students, instructors, and advisors of all types if it is unclear whether a medical circumstance qualifies for academic concession, especially where the student's temporary illness or injury has persisted for more than one academic term. Students who are experiencing the emergence of a chronic condition may work directly with an *academic advising office*.

c) Compassionate Grounds

Compassionate grounds for *academic concession* may arise in the immediate aftermath of an unanticipated event, or later. Examples include:

- i. a traumatic event experienced by the student, a family member, or a close friend
- ii. an act of sexual assault or other sexual misconduct experienced by the student, a family member, or a close friend
- iii. a death in the family or of a close friend

9) Types of *Academic Concessions*

There are numerous types of *academic concessions* and the list below is non-exhaustive. The *instructor*, *academic advising office*, or *graduate supervisor* or *graduate advisor*, or *dean* or designate will determine the most appropriate *academic concession* to apply in a given situation, depending on the grounds and the situation of the student according to the procedures set out in this policy and where applicable, additional procedures set out by the faculty.

a) In-term Concessions

An *instructor* (or *academic advising office* where appropriate) can provide one or more options to students who miss a marked assignment, test, or deadline. The options for each course should be identified in the course syllabus. Examples include, but are not limited to, provision of make-up tests, reweighting of missed marks to a later test or assignment, provision of an alternative means of fulfilling a participation or presentation requirement, or allowance for a maximum number of class discussions or quizzes to be missed. In-term concessions are not reflected on the student's transcript.

b) Late Withdrawal

Late withdrawal from one or more *courses* is granted by the student's *Dean* or director or their designate (such as an *academic advising office*), but not by an *instructor*. A student may be granted withdrawal from a course after the withdrawal deadline (with "W" standing) when the student has not met *course* requirements during the term but has valid grounds for *academic concession* that address the reasons for the lack of demonstrated achievement. A student will not

normally be granted late withdrawal if the final examination has been sat or final assignment completed.

For the provisions for late withdrawal from all registered *courses* or from a program, see “[Withdrawal](#)”. Granting late withdrawal from a term or a program may be contingent on a plan co-developed by the student, an *academic advising office*, a *graduate supervisor* or *graduate advisor*, and other support services as appropriate. The plan may set conditions to be met before the student can be re-admitted and resume studies. An application for readmission must be made by the published application deadline for the program (see [Readmission](#)).

While a student is the subject of academic discipline proceedings, withdrawal is not an available concession in the course in which the matter of discipline is being considered.

c) Deferred Standing

Deferred standing is granted by the student’s *dean* or director or their designate (such as an *academic advising office*), but not by a course *instructor*. For the provisions for deferral of a final examination or assignment beyond end of term (i.e., approval to write the missed examination or submit the assignment later) see [Standings](#).

d) Aegrotat Standing

See [Standings](#).

e) Adjudicated Pass

See [Standings](#).

f) Retroactive Course Drop

The academic transcript should be a true representation of the student’s relationship with the university. In exceptional cases, normally involving extraordinary compassionate or medical grounds, a *dean* may remove a student’s registration in a *course* from the academic record. Examples include:

- The student was incapable of withdrawing themselves by the withdrawal deadline
- The occurrence of severe trauma

Such a concession is not granted to accommodate a student’s desire for a tuition rebate; for such purposes, there is a process whereby a student who, for extenuating circumstances, withdrew from a *course* or was withdrawn as a concession can appeal for a partial tuition refund (see [tuition refund](#)).

10) Documentation for *Academic Concession* requests

In all cases, students' requests for *academic concession* should be made as early as reasonably possible, in writing, to their *instructor*, *graduate supervisor* or *graduate advisor*, or *academic advising office* or equivalent in accordance with the procedures for this policy and those set out by the student's faculty/school. These requests should clearly state the grounds for the concession and the anticipated duration of the conflict and or hindrance to academic work. In some situations, this self-declaration is sufficient but the submission of supporting documentation may be required along with, or following, the self-declaration.

a) Documentation for Conflicting Responsibilities

Supporting documentation should normally be provided in support of requests for *academic concessions* on the grounds of conflicting responsibilities. A self-declaration may be sufficient where there is no practicable way to provide a letter or other official document from an organization relevant to the conflict.

In the case of an *academic concession* for care for a family member or for a religious observance, the University does not require documentation. However, advance notice of interference with academic activities should be provided by the student as soon as reasonably possible and in the case of a religious **or cultural** observance, no later than two weeks in advance (see **Senate Policy J-#136 [link TBD]**~~Board Policy #65~~).

b) Documentation for Medical Circumstances

For first occurrences of an acute illness likely to be quickly resolved without seeing a health professional, a self-declaration will suffice. Health professionals are not able to provide meaningful reports for students who have not been under their care prior to the illness.

If a student makes a second or subsequent request to an *instructor* for *academic concessions* resulting from acute illness, the *instructor* will refer the student to their *academic advising office* or *graduate supervisor* or *graduate advisor*. Students who are experiencing the emergence of a chronic condition may work directly with a faculty or school *academic advising office*, or *graduate advisor*, or *dean* as appropriate. In such cases, the student may be asked to provide documentation to ensure that underlying health issues are being monitored properly.

If the student is not registered with the Centre for Accessibility, the *academic advising office* or *graduate supervisor* or *graduate advisor* may seek the advice of the Centre regarding documentation submitted.

c) Documentation for Compassionate Grounds

When a student first seeks *academic concession* on compassionate grounds, a self-declaration will suffice. As traumatic events may show effects long after the occurrence of the event, a self-declaration may also suffice for the first incidence

where re-traumatization arises. If a prolonged absence is anticipated on compassionate grounds, supporting documentation may be requested. Documentation can be provided by a professional or unit that can assess the effect of the event on the student.

If documentation is requested, it must come from a support unit or professional able to speak to the impact on the student. The *academic advising office* or *graduate supervisor* or *graduate advisor* or equivalent with input from the instructor then determines the appropriate concession that best supports the student's wellbeing and academic progress, through direct communication with the student, ensuring that the student understands the alternatives and their implications.

11) Confidential Sharing of Information

Whether the student first consults their *academic advising office* or *graduate supervisor* or *graduate advisor* or instead another source of support either within or outside UBC, all communications are governed by the Freedom of Information and Protection of Privacy Act.

A third-party authorization is needed if the student wishes to authorize a person or unit external to UBC to speak with any member of the University on their behalf.

12) Appeals

- a) If a student believes that their request for an in-term concession has been unfairly denied, they are encouraged to take their protest to the head of the academic unit (often a department) that offers the course who will consult the course *instructor*, their *academic advising office*, *graduate supervisor* or *graduate advisor* and any other applicable service unit before making a decision. If the complaint is not resolved there, the student may take it to the *dean* of the faculty, director of the school responsible for the *course*, or Dean of the Faculty of Graduate and Postdoctoral Studies in accordance with the [Academic Calendar regulations on protests for academic standings](#).
- b) Students who are denied *academic concession* by their *academic advising office* or *graduate supervisor* or *graduate advisor* (or other designate of the dean or director) may appeal the decision if they feel that policy was not applied appropriately. See [Senate Appeals on Academic Standing](#).

13) Procedures

The Senate Academic Policy Committee may set procedures under this policy to assist with its implementation and interpretation.

Calendar Statement:

As above.

Consultations

The following groups were consulted during the development of this policy:

AMS; Academic Advisors; Centre for Accessibility; CTLT; Deans, Directors and Unit Heads; Enrolment Services; UBC Community via Senate Website and UBC Today newsletter, VP Students' Office (Student Development and Services); Office of the Ombudsperson; Office of University Counsel

History:

This version of the policy includes amendments related to Senate Policy J-#136. The This is the first enumerated version of the policy for Academic Concessions using the approved policy template **was reviewed by Senate in May 2019**. The previous versions of this policy have been found in the Academic Calendar with the latest version having been reviewed by Senate in January of 2002. Earlier versions were considered by Senate in December 2000 and February 1994. Prior to 1994, the subject matter was included under the heading "Medical, Emotional or other problems".

Related Policies:

[Board Policy **SC7**#3 – Discrimination and Harassment](#)

[Board Policy #65 – Religious Holidays](#)

[Joint Board and Senate Policy **LR7**#73 -Accommodations for Students with Disabilities](#)

[Board Policy **SC17**#134 – Sexual Assault and other Sexual Misconduct](#)

[Senate Policy V-130 – Content and Distribution of Course Syllabi](#)

Senate Policy J-136 – Academic Accommodations for all Students' Religious Observances and for Cultural Observances for First Nations, Métis, and Inuit Students [link TBD]

[Senate Policy V-302.2 – Graduate Student Leaves of Absence](#)

[Senate Policy V-303- Graduate Student Parental Accommodation Policy](#)

[Senate Appeals on Academic Standing](#)

[Attendance](#)

[Change of Registration](#)

[Grading Practices](#)

[Readmission](#)

[Withdrawal](#)

Appendix

There is no appendix to this policy.

Procedures:

These procedures can be amended from time to time by approval of the Vancouver Senate Academic Policy Committee.

1. General Considerations

- a. Faculties may vary the procedures and practices they implement to facilitate the submission and determination of requests for *academic concession*; however, in so doing they will adhere to the principles and provisions of Policy V-135.
- b. Course *instructors* are normally responsible for responding to requests from students who miss required assignments, tests, or deadlines during the term. The options for making up for missed work should be described in the course syllabus. If the *instructor's* academic unit manages such inquiries centrally (i.e., in the *academic advising office* or *dean's* office of the instructor's home faculty or school or by the *graduate advisor* for the student's program), that information should also be provided to students.
- c. Students are expected to pay timely attention to life events that disrupt normal participation in academic work and are urged to contact their *instructor*, *graduate supervisor* or *graduate advisor*, or *academic advising office* as soon as possible upon realizing that they require an *academic concession*.
- d. *Instructors* are strongly encouraged to make clear in their course syllabi the provisions for missed/late work and the potential penalties that students may incur.
- e. Other issues may require the intervention of the student's home *academic advising office*, either directly or with input from another support unit.
- f. In some circumstances related to the BC Human Rights Code the University may have a duty to inquire even if the student has not requested an *academic concession*.

2. Students must plan so as to avoid when possible conflicts with academic requirements

- a. When registering for *courses*, students who know they have commitments outside their academic studies are expected to try to schedule those commitments and their academic courses so as to avoid conflicts. This includes checking the schedules for the start and end dates of each upcoming term and of the term-end formal examination periods.
- b. Once a term starts, students should use their course syllabi to anticipate any possible conflicts between course requirements (e.g., dates of tests) and their outside commitments. If detail of a *course* schedule in the syllabus is not sufficient, students must ask the course *instructor* for more information (see [Policy V-135: Content and Distribution of Course Syllabi](#) [Policy V-130: Content and Distribution of Course Syllabi](#)).
- c. If efforts under a. and b. above do not avoid all conflicts, students should look in the *course* syllabus for information on options for meeting *course* requirements when a required activity is missed (as required under [Policy V-135: Content and Distribution of Course Syllabi](#) [Policy V-130: Content and Distribution of Course Syllabi](#)). If options are not provided in the syllabus, students must discuss options with the relevant *course* instructor(s).

- d. Students who are registered with the Centre for Accessibility must provide each course *instructor* with the requisite letter describing the required accommodation (see [Joint Board and Senate Policy LR7#73 – Accommodations for Students with Disabilities](#)).

3. Managing Unanticipated Disruptions During a Term

- a. Missing one or only a few classes, tests, or deadlines:
- Students who miss required course or program activities over a short period for reasons of a medical circumstance that quickly resolves or a change in circumstances that creates a conflict with *course* or program requirements should look in the course syllabus for options as described in 1.b and d. above.
- b. Missing several classes, tests, or deadlines over one or more courses or encountering repeated or prolonged episodes of disruption:
- If a medical circumstance is prolonged, the student has a compassionate ground for seeking an *academic concession* (see Policy clause 8.c), or a change in circumstances creates a long-term conflict with academic work, then the student should consult their home *academic advising office*, either directly or via a representative of another support unit, to discuss options.
- c. Sources of support other than academic advising offices:
- Depending on the student's circumstances, instead of first speaking to a representative in the home *academic advising office*, a student may wish to consult a different source of support (such as the Centre for Accessibility, the Sexual Violence Prevention and Response Office, Student Health Service, Counselling Services, the AMS' Sexual Assault Support Centre or an outside agency¹) and then have a representative communicate with the *academic advising office* on their behalf.
- d. What students can expect from their home faculty or school:
- The *dean* or director (or designate such as an *academic advising office*) makes decisions on *academic concessions* based on the student's individual circumstances, including the grounds for *academic concession* and the student's understanding of the implications of alternative actions on the student's academic progress.
 - Information provided by a student or on behalf of a student by another support unit will be kept confidential.
 - In many instances, students will be asked to provide a self-declaration to describe their situation. However, if the *academic advising office* feels that the student's situation warrants input from or referral to one or more support units on or off campus, a decision on *academic concession* may require feedback from the other unit(s).
 - If a student seeks repeated *academic concessions* without evidence that proactive steps have been taken to address their issue(s), further *academic concessions* may not be granted.

¹ The AMS' Sexual Assault Support Centre and any other outside agency are third-parties to the university with regard to the confidential sharing of information described in Policy Section 11.

4. Managing Missed Term-end Submission Deadlines or Formal Examinations

- a. In these cases, the student's home *academic advising office* must be involved in decisions on *academic concessions* (see Policy clause 9. b-f.).

18 March 2020

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

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 – ENDOWED

Dr. Wilma Ethel Elias Scholarship in Chemistry

Scholarships totalling \$7,200 have been made available through an endowment established by an estate gift from Dr. Wilma Ethel Elias (1925-2018) for female graduate students studying chemistry. Dr. Elias was the first woman to obtain a Ph.D. at UBC. The scholarships are made on the recommendation of the Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Kim-Bautista Award in Law

Awards totalling \$1,200 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school and have demonstrated academic excellence and community service. Preference will be given to students who identify as Black, or as a person of colour. Financial need may be considered. Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter session).

Dr. Miguel A. Romero Sánchez Memorial Fellowship in Chemistry

A \$15,000 fellowship has been made available through an endowment established by Dr. Miguel Angel Romero (Ph.D. 1990) in memory of his father Dr. Miguel Antonio Romero Sánchez (1925–1997) for an outstanding Ph.D. student in the Department of Chemistry. Preference will be given to a student with Mexican citizenship. Conditional on the recipient's continued satisfactory academic progress the fellowship may be renewed for an additional year of study. Dr. Romero Sánchez was a prominent organic chemist in Mexico. He completed his undergraduate degree at the National Autonomous University of Mexico, his M.S. and Ph.D. in organic chemistry at Harvard University and a postdoctoral fellowship at Imperial College London. Dr. Romero Sánchez was the founder and first President of the Mexican Mineralogical Society and was awarded the Carnegie Museum of Natural History Mineralogical Award in 1992. The fellowships are made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL**Go Global International Education Community Field Experience Award**

Awards valued up to \$1,000 each have been made available for international Bachelor of Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020/2021 winter session).

Go Global International Self-Initiated Research Award

Awards valued up to \$2,000 each have been made available annually for international undergraduate or graduate students participating in recognized student activities through self-initiated international research placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020 summer session).

Go Global International Structured Undergraduate Research Program Award

Awards valued up to \$2,000 each have been made available annually for international undergraduate students participating in recognized student activities through structured international research placements arranged by Go Global. The awards are made on the recommendation of Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020 summer session).

Liu Scholars Award

Awards of \$2,000 each have been made available annually by the School of Public Policy and Global Affairs for Ph.D. students who have successfully completed a project with the Liu Scholars program. The awards are made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Wayne Robertson, Q.C. Access to Justice Award

A \$2,000 award has been made available annually through a gift from the Governors of the Law Foundation of British Columbia and the benchers of the Law Society of British Columbia in honour of Wayne Robertson, Q.C. for a second or third year J.D. student in good academic standing who through coursework or volunteerism has contributed significantly to increasing access to justice. Financial need may be considered. Wayne Robertson, Q.C., served as Executive Director of the Law Foundation of British Columbia from 2002 to 2019. He has devoted many volunteer hours to various community and non-profit organizations, serving as a board member for both the Canadian Crossroads International and Community Legal Assistance Society. This award was created in recognition of Wayne's work to increase access to justice. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2019/2020 winter session).

Ian Townsend-Gault Memorial Graduate Research Award in Law

A \$2,000 award has been made available annually through a gift from friends and family in memory of Ian Townsend-Gault (1952-2016) for outstanding students in research-based graduate programs in the Peter A. Allard School of Law. Preference will be given to students conducting research in Asian law or international law. Ian Townsend-Gault was the Founding Director for the Centre for Asian Legal Studies at the Peter A. Allard School of Law, where he served as an Associate Professor. This academic award is made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

UBC Emeritus College Award for Excellence in the Innovative and Creative Endeavors of Emeriti

One or more awards of \$1,000 are offered annually by the UBC Emeritus College to celebrate excellence in the innovative and creative endeavors of Emeriti since attaining Emeritus status. Nominations for the award may be made by any Emeritus to the UBC Emeritus College Office. The first Award will be in 2020-2021.

Eligibility: All persons listed under 'Emeritus Status' in the UBC Vancouver Academic Calendar.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

1795 – Dental Undergraduate Society Award

Rationale for Proposed Changes

As approved at the Board of Governors meeting in February, the Terms of Reference for the Dental Undergraduate Society Award Endowment Fund was amended to include Dental Hygiene Students in the purpose of the fund, so that the award will now support both Doctor of Dental Medicine and Dental Hygiene students. When the award was established in 2003, the Dental Hygiene program had not been created. The faculty has requested that the award description be amended to include Dental Hygiene students, and that the word “externship” be removed from the description as it made the award difficult to adjudicate.

Current Award Description

Awards totaling \$1,500 have been endowed by the Dental Undergraduate Society to recognize undergraduate D.M.D. students participating in an externship focused on volunteer dentistry in an underprivileged and underserved area. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Description

Awards totaling \$1,500 have been ~~endowed~~ made available through an endowment established by the Dental Undergraduate Society to recognize for undergraduate D.M.D. or D.H.D.P. students who have ~~participating~~ participated in an ~~externship~~ focused on volunteer dentistry program in an underprivileged and underserved area. The awards ~~are~~ is made on the recommendation of the Faculty of Dentistry.

Annual Awards

5141 – Go Global International Community Field Experience Award

Rationale for Proposed Changes

As awards for international students who go on exchange are funded by International Student Initiative, to streamline the adjudication and administration of the their awards, Go Global has created separate, identical awards for international students and is revising their existing awards to be for domestic students.

Current Award Description

Awards valued up to \$1,000 each are offered to domestic and international UBC Teacher Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Name: Go Global-~~International~~ Education Community Field Experience Award

Proposed Award Description

Awards valued up to \$1,000 each ~~are offered to~~ have been made available annually for domestic and international UBC Teacher Bachelor of Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

5143 – Go Global Self-Initiated Research Award**Rationale for Proposed Changes**

As awards for international students who go on exchange are funded by International Student Initiative, to streamline the adjudication and administration of the their awards, Go Global has created separate, identitital awards for international students and is revising their existing awards to be for domestic students.

Current Award Description

Awards valued up to \$2,000 each are offered to domestic and international UBC students participating in recognized student activities through self-initiated international research placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Description

Awards valued up to \$2,000 each ~~are offered to~~ have been made available annually for domestic and international UBC undergraduate and graduate students participating in recognized student activities through self-initiated international research placements arranged by Go Global. The Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

6521 – Robert and Averil Kennedy Forestry Graduate Scholarship

Rationale for Proposed Changes

The award will now be funded through an endowment. The description has been updated to reflect the change in funding source and to follow current award description stylistic conventions.

Current Description:

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

Proposed Name: Robert and Averil Kennedy Family Forestry Graduate Scholarship in Forestry

Proposed Description:

A \$6,000 scholarship is offered annually by Dr. Robert (Bob) and Averil Kennedy. Scholarships totalling \$4,000 have been made available through an endowment established by the Kennedy family, friends and colleagues, along with matching funds from the Faculty of Forestry, in memory of Dr. Robert (Bob) Kennedy (1931-2019). The scholarship is awarded to a graduate student enrolled in a thesis-based Master's program in the Faculty of Forestry and whose area of study is wood science. The scholarship may be given to the same recipient for a maximum of two years. Dr. Kennedy received his undergraduate degree from the State University of New York, a Master's degree from UBC and his PhD from Yale University. He dedicated his career to the advancement of wood behaviour through wood science research and teaching. Dr. Kennedy was Dean of the Faculty of Forestry from 1983 until his retirement in 1991 when he became an Emeritus Professor. The award scholarships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

President's Award for Distinguished Service by a UBC Emeritus

Rationale for Proposed Changes

The award will now be funded by the UBC Emeritus College. The description has been updated to reflect this.

Current Award Description

One or more awards of \$1,000 are offered annually by the UBC Association of Professors Emeriti to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost's Office, UBC.

Eligibility: All persons listed under 'Emeritus Status' in The UBC Vancouver Academic Calendar.

Proposed Award Description

One or more awards of \$1,000 are offered annually by the ~~UBC Association of Professors Emeriti~~ UBC Emeritus College to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost's Office, UBC.

Eligibility: All persons listed under 'Emeritus Status' in The UBC Vancouver Academic Calendar.

4501 – BC Association of Social Workers Prize**Rationale for Proposed Changes**

Students enter the Bachelor of Social Work program in third-year rather than first-year. The award description is being updated to reflect this. The adjudication body is being revised to reflect that the student selection is made by the School and not the Director. The funding language has been updated to follow current award language conventions.

Current Award Description

A \$250 prize is offered by the British Columbia Association of Social Workers to an outstanding first year student in the School of Social Work, UBC Vancouver Campus. The award is made on the recommendation of the Director of the School.

Proposed Award Description

A \$250 prize ~~is offered~~ has been made available annually through a gift from by the British Columbia Association of Social Workers to ~~for~~ an outstanding ~~first~~ ~~third~~ year student in the

School of Social Work, UBC Vancouver Campus. The award prize is made on the recommendation of the Director of the School of Social Work.

4481 – Art Soregaroli Memorial Award

Rationale for Proposed Changes

This award will now be funded through an endowment. The award description has been revised to reflect the change in funding source.

Current Award Description

A \$1,000 award is offered annually by family, friends and former students in memory of Dr. Art Soregaroli to a top-performing undergraduate student in Earth, Ocean and Atmospheric Sciences, with preference to a student enrolled in a 3rd or 4th-year mineral-deposit geology course. Art was a UBC alumnus and professor of Economic Geology. He would later go on to join the Geological Survey of Canada in the early 1970's, serve as the Vice President at Westmin Resources, and end his career as the chief geoscientist for Teck Corporation. Art's love of mineral collecting and travel took him and wife Rosalie to many exotic destinations in the years that followed. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences.

Proposed Award Description

Awards totalling \$4,000 A \$1,000 award is offered annually have been made available through an endowment established by family, friends and former students in memory of Dr. Art Soregaroli (1933-2017) for to a top-performing undergraduate students in the Department of Earth, Ocean and Atmospheric Sciences, with preference to a student enrolled in a 3rd or 4th-third or fourth year mineral-deposit geology courses. Art was a UBC alumnus and professor of Economic Geology. He would later go on to join the Geological Survey of Canada in the early 1970's, serve as the Vice President at Westmin Resources, and end his career as the chief geoscientist for Teck Corporation. Art's love of mineral collecting and travel took him and wife Rosalie to many exotic destinations in the years that followed. The awards is are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences.

15 April 2020

From: Senate Awards Committee

To: Senate

Re: April Award Recommendations

NEW AWARDS – ENDOWED

Carl Trygve Carlsen Remembrance Scholarship in Athletics

One or more scholarships, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, without exceeding \$2500 per student. The scholarships have been made available through an endowment established by an estate gift from Carl Trygve Carlsen for student athletes. Scholarships are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

NITEP Student Bursary in Education

Bursaries totalling \$1,200 have been made available through an endowment established by alumni and friends of the Faculty of Education for UBC students enrolled in the NITEP – Indigenous Teacher Education Program in Faculty of Education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

James O'Rourke Scholarship in Mining Engineering

Scholarships totalling \$4,000 have been made available through an endowment established in honour of James (Jim) O'Rourke (B.A.Sc. 1964), P.Eng., OBC, and supported by friends, family and colleagues, for outstanding Bachelor of Applied Science students specializing in Mining Engineering. Preference will be given to students studying Mineral Processing. Mr. O'Rourke is the founder of Copper Mountain Mining Corp and played a vital role in many prominent global mining projects in his fifty-year career. He served as president and director of numerous public and private companies and his contributions to mining and business have been recognized with honors including a Lifetime Achievement Award from the Mining Association of B.C. and induction into the Canadian Mining Hall of Fame. Jim received the Order of British Columbia (OBC) in 2011 for his contributions to mine building in B.C. The scholarships are made on the recommendation of Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Judah Shumiatcher Memorial Award in Architecture

Awards totalling \$2,000 have been made available through an endowment established by the Shumiatcher Family in memory of Judah Shumiatcher (1928-2019) for outstanding students in the Master of Architecture program. Preference will be given to students whose designs encourage and inspire human action, experience and exchange. Judah (B.A. 1964, B.Arch. 1966) learned the art of hat making as a child in his father's shop, and originally pursued a career as a building contractor, but decided to become an architect after meeting Frank Lloyd Wright in New York City. Judah designed a custom home in Vancouver for his family, where they lived for thirty-eight years. Judah's work reflected his view that the most important element of architecture is the relationship between designed spaces and the people living, working and playing within them. The awards are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Peter Winterburn Memorial Award

Awards totalling \$2,000 have been made available through an endowment established by Vale Canada Limited, in memory of Dr. Peter Winterburn (1962 – 2019). The awards are available for graduate students affiliated with MDRU-Mineral Deposit Research Unit whose research focuses on mineral exploration geochemistry. Recipients are selected based upon academic excellence. Dr. Winterburn served as the NSERC/ACME Labs/Bureau Veritas Minerals Executive Industrial Research Chair in Exploration Geochemistry in the MDRU at UBC from 2013 to 2018. This award was established in recognition of Dr. Winterburn's contributions to exploration geochemistry and his legacy as a valued colleague, a respected geochemist and an inspiring mentor. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL**Ansari-Cook Foundation Bursary in Engineering for Indigenous Students**

Bursaries totalling \$5,000 have been made available annually through a gift from the Ansari-Cook Foundation for First Nations, Métis, and Inuit students of Canada enrolled in the Bachelor of Applied Science program. Preference will be given to students specializing in Mechanical Engineering. The Ansari-Cook Foundation was established in 2018 with the goal of enhancing the quality of life in the community. One of its mandates is to advance education by providing financial assistance to students enrolled in post-secondary education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Ausenco Scholarship in Mining Engineering

Scholarships totalling \$2,000 have been made available annually through a gift from Ausenco for outstanding Bachelor of Applied Science students specializing in Mining Engineering. Ausenco is a global engineering and project management company providing services in minerals and metals, process infrastructure, program management, environment and sustainability, and energy. Scholarships are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Ausenco Scholarship for Women in Engineering

Scholarships totalling \$2,000 have been made available annually through a gift from Ausenco for outstanding female students in the Bachelor of Applied Science program specializing in Civil, Electrical, Engineering Physics, Environmental, Mechanical or Mining Engineering. Ausenco is a global engineering and project management company providing services in minerals and metals, process infrastructure, program management, environment and sustainability, and energy. Scholarships are made on the recommendation of the Faculty of Applied Science. (First award available for the 2020/2021 winter session).

Gentai Financial Group Scholarship in Finance

Scholarships totalling \$10,000, no less than \$2,000 each, have been made available annually through a gift from Gentai Financial Group for outstanding Bachelor of Commerce students specializing in finance at the Sauder School of Business. Gentai Financial Group is the umbrella company for Genesis Mortgage Investment Corporation, Gentai Capital Corporation and Gentai Asset Management Corporation. Gentai invests in mortgages across Canada with a long-term focus to provide investors with capital protection and income generation. The company is excited to build a meaningful relationship with the University and wants to help reduce financial barriers for students who wish to pursue higher education. The scholarships are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Drew Green Thunderbird Award

Awards totalling \$5,000, which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations, are offered annually by Drew Green for members of the UBC Thunderbirds Football team, Men's Basketball team, and Women's Basketball team in any year of study. Preference will be given to students from Scarborough, Ontario. Drew Green is a football and basketball enthusiast and established this award to support athletes from his hometown of Scarborough Ontario. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

Dr. Cecilia Y. S. Lee Bursary in Dentistry

Bursaries totalling \$3,500 have been made available annually through a gift from Dr. Cecilia Y. S. Lee (B.Sc. 1982, D.M.D. 1989) for students in the Doctor of Dental Medicine degree program. Cecilia was a recipient of student awards during her time at UBC and distinctly remembers how happy it made her to receive the support. Through this gift, she hopes to pay it forward and ensure current students have similar opportunities. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Joseph Perdue Memorial Bursary in Electrical Engineering

Bursaries totalling \$1,000 are offered annually by friends and family in memory of Joseph Perdue (1952-2017) for Bachelor of Applied Science students specializing in electrical engineering. Joseph Perdue (B.A.Sc. 1952) enrolled at UBC after serving in the Canadian Navy in World War II. After graduation, he moved to Toronto with his wife Teresa, where they raised their five children. In 2016, Joseph saw his grandson graduate from the UBC Faculty of Applied Science just as he had sixty-four years before. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Barbara Peat Memorial Scholarship in Chemical and Biological Engineering

Scholarships totalling \$25,000 have been made available annually through a gift from George Peat (B.A.Sc 1976), friends and family in memory of Barbara Peat (B.A.Sc 1980) for outstanding female chemical and biological engineering students in any year of study. Preference is given to students who are actively involved in a student team or club. Financial need may be considered. As one of two women in her graduating class in bioresource engineering, Barbara Peat (née Hislop) was always eager to support women studying engineering. She was a member of the UBC's Women's squash and fencing teams, was a linguist, and practiced in ten countries during her career. The scholarships are made on the recommendation of the Department of Chemical and Biological Engineering. (First award available for the 2020/2021 winter session).

Stikeman Elliott Entrance Scholarship

Scholarships totaling \$8,000 are offered annually by Stikeman Elliott LLP to a student entering first year of the JD program who has demonstrated academic excellence. Preference will be given to a student with 1) an undergraduate degree and/or MA in Business and/or 2) a background and/or work experience in the business field. The scholarship is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter season)

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

818 – BC Food Processors Association Award in Food Science

Rationale for Proposed Changes

The association has changed its name from BC Food Processors Association to BC Food and Beverage. The award description has been updated to reflect this.

Current Award Description

A \$2,500 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.

Proposed Name: BC Food and Beverage Processors Association Award in Food Science

Proposed Award Description

A \$2,500 award is offered annually by the British Columbia Food and Beverage 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 BC Food and Beverage. Preference is given to students who have volunteered or are currently volunteering for the BCFPA BC Food and Beverage. 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.



18 March 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: March Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revision of degree requirements, and revision of parchment, be brought forward by the faculties of Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, and Allard Law be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF ARTS***Parchment change*

Inclusion of Majors to the Bachelor of Arts/Fine Arts/Music parchment

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION*New course***COMM 470 (3)** Venture Capital**FACULTY OF LAND AND FOOD SYSTEMS***New course***APBI 462 (3)** Conservation Agriculture and Biodiversity Monitoring**PETER A ALLARD SCHOOL OF LAW***Revised degree requirements*

Juris Doctor>Peter A. Allard School of Law

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

MECH 500 (1-12) d Emerging Topics in Mechanical Engineering; **MECH 515 (1-12) d** Emerging Topics in Applied Mechanics; **MECH 530 (1-12) d** Emerging Topics in Applied Mechanics; **MECH 540 (1-12) d** Emerging Topics in Mechatronics, Manufacturing, Controls, & Automation; **MECH 570 (1-12) d** Emerging Topics in Thermofluids; **NAME 500 (1-12) d** Special Topics in Naval Architecture and Marine Engineering



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Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



Office of the Dean
Faculty of Arts

TO: Senate Curriculum Committee

FROM: Gage Averill (Dean)

Phone: (604) 822-3247

FAX: (604) 822-6607

DATE: February 12, 2020

RE: Change to Faculty of Arts UBC degree parchment to include Major/s

Please note that where Arts is mentioned it is to include the B.A., B.FA., and B.Mus. degrees.

BACKGROUND & RATIONALE

There are up to four possible lines available to describe the conferred degree on the parchment; currently, the Faculty of Arts utilizes only two (Bachelor of Arts – line 1 & Co-op Program – line 3). Students have expressed great interest in seeing, in addition to “Bachelor of Arts”, their major/s included on their parchments to showcase their specific field of study. Other UBC Faculties already display majors, and our students would also appreciate consistency across parchments. Arts is a large and diverse Faculty that offers students many fields of study and innumerable combinations of specializations. Students increasingly identify with their core discipline/s, which may include one or more major or honours programs.

The complexity of offerings and combinations, along with the length of some of our specializations has been a historical obstacle to including majors and ensuring that these could be captured coherently and accurately. Having now done work to confirm that the system can accommodate this change, we propose to move forward with the addition of majors (line 2).

STUDENT CONSULTATION RESULTS

There has been overwhelming support from the Arts Student Body in favour of changing the Arts degree parchments to include majors. Many Arts students were unaware of the current parchment policy detailing only “Bachelor of Arts” without listing their major(s); upon learning of the current policy, many students were dismayed and looked for a change. As a result, the Faculty of Arts Student Senator published a questionnaire that received over 1,400 student responses (approximately 10.4% of the Arts undergraduate population) and included students from across the Faculty’s various departments and programs. Of these

responses, 97.7% of students responded positively to the survey's first question which asked whether or not they supported a change to include major/s on the parchment. Many of these students provided additional comments. The fundamental reasons cited by those in favour included:

- Students strongly identify with their major(s) and are proud of their studies in their chosen discipline/s.
- Including majors highlights the significant variation of offerings in the Faculty of Arts and better reflects the individual achievements that exist: i.e., a Computer Science major is very different from an Economics major, which is also very different from majors in History or Linguistics.
- Students often need to present parchments to government offices and future employers to verify their credentials. Students have highlighted the current parchments, which lack majors, as an obstacle to obtaining the NAFTA TN visa and other work permissions. Furthermore, concern was raised by students who did not want to present future employers with their full transcripts.

It is important to recognise that 31(2.2%) responses out of over 1,400, did not support this proposal. In one instance, the student felt the transcript already provided sufficient information and only one student explicitly noted that they would not want their major on the parchment. Ideally, the system would allow students to opt out (i.e., retaining a parchment that lists only Bachelor of Arts); however, this is not currently an option given the limitations with UBC's current Student Information System. We hope that future Student Systems will allow an opt-out option, to accommodate all student preferences.

Based on direct student feedback provided, it is clear Faculty of Arts undergraduate students overwhelmingly support this proposal. Students who have devoted themselves to their studies want a graduation parchment that they can be proud of and that accurately reflects their accomplishments.

Given that UBC has the technical ability to include majors on parchments, including the diverse range of BA majors and combinations, this proposal would bring the Faculty of Arts in line with other Faculty practices and give students what they have been asking for.

PROPOSAL

The Faculty of Arts respectfully requests approval to have parchments use the available lines as follows:

Line 1: "Bachelor of Arts" (unchanged)

Line 2: Field of Study, as described below

Line 3: Other information, specifically "Co-operative Education Program" (unchanged)

Line 4: Unused (unchanged)

EXPLANATION

Line 2: Field of Study

Each Bachelor of Arts student graduates with a specialization/major, and some graduate with more than one specialization/major. (We do not intend to include minor specializations on the parchment.)

The proposed representation of the various types of primary specializations is shown in the table below.

Primary Specialization Type	Appearance on Parchment Line 2
Major	Major in English
Combined Major	Combined Major in English and History
Honours	Honours in English
Combined Honours	Combined Honours in English and History
2 Majors	Major in English and Major in History
2 Majors, one is Honours	Honours in English and Major in History

Some B.A. students will have a second specialization which will be a Major or Honours in another Arts discipline. It is important that the parchment show each “type” of specialization (i.e. Major or Honours).

Examples would be:

- Major in Anthropology and Major in Philosophy,
- Honours in Economics and Major in Asian Area Studies

The second example demonstrates the need to include the “type;” if “Major” were omitted, the nature of the student’s studies could be misrepresented (i.e., “Honours in Economics and Asian Area Studies” would imply a double honours program).

Many of our majors have “emphases” (e.g. Geography [Human Geography]); we are not requesting that these be included (i.e., parchment would list: Major in Geography). The academic transcript would make clear the area of emphasis or particular program stream.

Order of the majors printed on the parchment would be based on the date that the student entered the major. For instance, if a student entered a major in Psychology in 2018W and then a second major in Linguistics in 2019W their parchment would read as follows: “Major in Psychology and Major in Linguistics”. Ordering majors by date is currently how UBC prints majors on student transcripts, and also how students are assigned to graduation processions. Students will not be allowed to select the order in which their majors appear on

their parchment; it is our understanding that this is the only option given the current UBC Student Information System.

Arts students can also be approved to complete one of many types of minor programs in addition to a primary specialization (sometimes even in addition to primary and secondary specializations). No request is being made to include minors on the parchment, because although such study is indicative of a student's interests and accomplishments, it is not core to the Arts degree and it is acknowledged on the student's transcript.

Lastly, no request is being made to allow students to request changes to previously printed parchments, in recognition of the difficulty this would create given specialization changes over time. This proposal requests that specializations be printed on Faculty of Arts parchment beginning in the academic year of approval and going forward.

Line 3: Other Information (Co-op)
To remain unchanged

Line 4: n/a (unused)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Faculty Approval Date: 2019 Nov 26 Effective Session (W or S): W Effective Academic Year: 2020	Date: 2019 Sep 21 Contact Person: Kin Lo Phone: 2-8430 Email: kin.lo@sauder.ubc.ca
Proposed Calendar Entry: COMM 470 (3) Venture Capital Theory and evidence concerning venture capital markets. Contracting, fundraising, and financing choice covered in depth, with the aim of catering to students looking to raise money for entrepreneurial ventures or to invest in entrepreneurial ventures. Pre-requisites: One of COMM 370 or COMM 387	URL: Present Calendar Entry: Type of Action: Create new course. Rationale for Proposed Change: This course on Venture Capital has been successful offered as a pilot as COMM 386G. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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.) Rationale for not being available for Cr/D/F: Commerce courses are generally not offered for Cr/D/F. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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.)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Applied Biology Faculty Approval Date: Oct 24, 2019 Session (W or S): S Academic Year: 2020</p>	<p>Date: Aug 30, 2019 Contact Person: Juli Carrillo Phone: 604-827-5039 Email: juli.carrillo@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 462 (3) Conservation Agriculture and Biodiversity Monitoring</p> <p>Biodiversity indicators and basic monitoring methods. Sources of agroecosystem biodiversity, including plants, insects, soil invertebrates, and vertebrates. Proficiency in using techniques to measure key abiotic factors in the field.</p> <p>Prerequisites: One of BIOL 300, GEOG 374, FRST 231, LFS 252. APBI 260 recommended.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a new course that was previously offered as a special topics course (APBI 490 920: Conservation Agriculture and Biodiversity Monitoring) in 2019, and fills a key gap on campus for training in biodiversity monitoring and conservation within agro-ecosystems.</p> <p>There is currently no other intensive field-based course that provides similar opportunities in experiential learning, scientific training and skill development in real world biodiversity monitoring techniques and analysis. This course specifically focuses on skill development and discussions of current issues in biodiversity monitoring and conservation practices in agricultural systems; these topics and learning outcomes are not currently offered in any other faculties. Maximum number of students = 30, due to classroom (UBC Farm Yurt) size constraints.</p> <div style="margin-top: 20px;"> <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) <small>(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.)</small> </div>



	<p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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

<p>Faculty: Peter A. Allard School of Law Department: Peter A. Allard School of Law Faculty Approval Date: October 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 31, 2020 Contact Person: Natasha Affolder Phone: 604-822-0734 Email: affolder@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements</p> <p>Regular Program</p> <p>The Juris Doctor program requires a student to acquire a minimum of 92 credits in three Winter Sessions in the Allard School of Law. First year consists of compulsory courses totaling 32 credits. The second and third years (or upper years) consist of two Winter Sessions totaling 60 credits. Each Winter Session consists of two consecutive terms. Students may not enrol in more than 18 credits per term or 34 credits per Winter Session.</p> <p>Juris Doctor – program entry September 2020 or later</p> <p>In the first year, students must take the following compulsory courses:</p> <ol style="list-style-type: none"> 1. Law 200 (Indigenous Settlor Legal Relations) 2. Law 211 (Contracts) 3. Law 221 (Criminal Law and Procedure) 4. Law 231 (Property Law) 5. Law 241 (Tort Law) 6. Law 261 (Transnational Law) 7. Law 271 (Introduction to Public Law and the Charter) 8. Law 281 (Legal Research & Writing) 9. Law 291 (Aboriginal and Treaty Rights) <p>In the upper years, students must take the following compulsory courses:</p> <ol style="list-style-type: none"> 1. LAW 347 (Federalism) 2. LAW 372 (Administrative Law) 3. LAW 300 (Jurisprudence and Critical 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.207.358.329</p> <p>Present Calendar Entry:</p> <p>Degree Requirements</p> <p>Regular Program</p> <p>The Juris Doctor program requires a student to acquire a minimum of 92 credits in three Winter Sessions in the Allard School of Law. First year consists of compulsory courses totaling 32 credits. The second and third years (or upper years) consist of two Winter Sessions totaling 60 credits. Each Winter Session consists of two consecutive terms. Students may not enrol in more than 18 credits per term or 34 credits per Winter Session.</p> <p>[continued below ...]</p>



Perspectives)

4. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.

Seminar or Directed Research: A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).

Experiential Learning Credit Requirement: Students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or
 - one of the courses approved by the Associate Dean, Academic Affairs and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning: Students are limited to a total of 20 credits of clinical offerings, competitive mooting, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Juris Doctor – program entry September 2019 or earlier

In the first year, students must take the following compulsory courses:

1. Law 201 (Constitutional Law)
2. Law 211 (Contracts)
3. Law 221 (Criminal Law and Procedure)



4. Law 231 (Property Law)
5. Law 241 (Tort Law)
6. Law 251 (Public Law)
7. Law 261 (Transnational Law)
8. Law 281 (Legal Research & Writing)

In the upper years, students must take the following compulsory courses:

1. LAW 372 (Administrative Law)
2. LAW 459 (Business Organizations) - this course is not compulsory for students who commenced their Juris Doctor degree in September 2018 or later
3. LAW 300 (Jurisprudence and Critical Perspectives)
4. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.

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Experiential Learning Credit Requirement:

Beginning with the entering class of 2018, students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or
 - one of the courses approved by the Associate Dean Academic and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning:

Commencing for students entering second-year Law in September 2017, students are limited to a total of 20 credits of clinical offerings, competitive mootings, and Law 486 Law Review Credit.

In the upper years, students must take the following compulsory courses:

1. LAW 372 (Administrative Law)
2. LAW 459 (Business Organizations) - this course is not compulsory for students who commenced their Juris Doctor degree in September 2018 or later
3. LAW 300 (Jurisprudence and Critical Perspectives)
4. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.

Seminar or Directed Research: A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).

Experiential Learning Credit Requirement:

Beginning with the entering class of 2018, ~~J.D.~~ students ~~in the Peter A. Allard School of Law~~ are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or
 - one of the courses approved by the Associate Dean Academic and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning:

Commencing for students entering second-year Law in September 2017, students are limited to a total of



Students may not take more than two clinical offerings during their Juris Doctor program.

Business Law Concentration

During the Juris Doctor program, students may undertake a range of courses (outlined below) that emphasize areas of law which are essential to the practice of business law. This cluster of courses constitutes the "Business Law Concentration." It is an optional program signaling that students have completed legal studies providing them with a solid theoretical, doctrinal, and practical education in business law.

Business Law Concentration Requirements

To complete a Business Law Concentration, students must complete 7 mandatory courses and an additional 6 credits from a list of optional courses, as designated by the Director of the Centre for Business Law and listed on the Faculty's website:

Seven mandatory courses:

- LAW 407 Taxation
- LAW 437 Commercial Transactions
- LAW 438 Secured Transactions
- LAW 451 Trust Law
- LAW 459 Business Organizations
- LAW 463 Securities Regulation
- LAW 466 Business Law Capstone

The Business Law Capstone is designed to draw together all the elements of the business law curriculum, in a practical manner. In order to undertake this course, students must have completed at least five courses from the Business Law Concentration, including Business Organizations (Law 459), Taxation (Law 407), Securities Regulation (Law 463) and other courses from the Concentration comprising at least 6 credits. This course is required for completion of the optional Business Law Concentration.

The Business Law Concentration constitutes approximately 50% of the total upper-year requirements to fulfill the J.D. Program and will be awarded if students complete and pass six mandatory courses in the Concentration and other courses in the Concentration comprising at least six credits.

Other Courses for Credit in the Juris Doctor Program

Students may, in their second and third years (which may include the Summer Sessions between first year, second year, and third year), take courses in other departments and schools of the University for

20 credits of clinical offerings, competitive moot and Law 486 Law Review Credit; and students may not take more than two clinical offerings during their Juris Doctor program.

Business Law Concentration

During the Juris Doctor program, students may undertake a range of courses (outlined below) that emphasize areas of law which are essential to the practice of business law. This cluster of courses constitutes the "Business Law Concentration." It is an optional program signaling that students have completed legal studies providing them with a solid theoretical, doctrinal, and practical education in business law.

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The Business Law Concentration constitutes approximately 50% of the total upper-year requirements to fulfill the J.D. Program and will be awarded if students complete and pass six mandatory courses in the Concentration and other courses in the Concentration comprising at least six credits.

Other Courses for Credit in the Juris Doctor Program

Students may, in their second and third years (which may include the Summer Sessions between first



credit in the law school. Such courses may be credited for not more than 6 credits toward the second or third-year credit requirements, but shall not reduce the hours or credits in the winter sessions below the minimum requirement of 30 credits. Each student must receive advance permission to register in such courses from the Associate Dean, Academic Affairs, who will base their judgement on the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student's course of study in the law school. More information, including how to apply for permission to take a non-Law course can be found on the [Allard Law website](#).

Part-Time Students

Ordinarily, part-time students must complete not less than 50% of the normal course load in each academic year. In first year, 50% of the normal course load is 16 credits. In the upper years, 50% of the normal course load is 14 to 17 credits.

year, second year, and third year), take courses in other departments and schools of the University for credit in the law school. Such courses may be credited for not more than 6 credits toward the second or third-year credit requirements, but shall not reduce the hours or credits in the winter sessions below the minimum requirement of 30 credits. Each student must receive advance permission to register in such courses from the Associate Dean, Academic Affairs, who will base their judgement on the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student's course of study in the law school. More information, including how to apply for permission to take a non-Law course can be found on the [Allard Law website](#).

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Ordinarily, part-time students must complete not less than 50% of the normal course load in each academic year. In first year, 50% of the normal course load is 16 credits. In the upper years, 50% of the normal course load is 14 to 17 credits.

Type of Action:

[Revised degree requirements](#)

Rationale for Proposed Change:

[In October 2019 the Faculty of Law submitted new course proposals to Senate for approval. These courses will be mandatory for first year J.D. students commencing their studies in September 2020. Now that the courses have been approved by Senate, the degree requirements page of the calendar must be updated to reflect these changes.](#)

☐

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

[N/A](#)

Rationale for not being available for Cr/D/F: [N/A](#)

☐

Pass/Fail or

☐ Honours/Pass/Fail grading

[N/A](#)

UBC Curriculum Proposal Form

Change to Course or Program

Category: 1

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: October 31, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: September 27, 2019 Contact Person: Tony Hodgson Phone: 604-822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 500 (1-12) d Emerging Topics in Mechanical Engineering	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: Creating new “emerging topics” courses that reflect the different research clusters in the department to provide organization and clarity for students, and make transcript entries more meaningful and specific. MECH 500 (general category) will be used to capture future emerging areas beyond our current identified clusters. In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) <small>(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.)</small> </div> </div> Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>Proposed Calendar Entry:</p> <p>MECH 515 (1-12) d Emerging Topics in Applied Mechanics</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Creating new “emerging topics” courses that reflect the different research clusters in the department to provide organization and clarity for students, and make transcript entries more meaningful and specific.</p> <p>In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>
	<p>URL:</p>

<p>Proposed Calendar Entry:</p> <p>MECH 530 (1-12) d Emerging Topics in Biomedical Engineering</p>	<p>N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Creating new “emerging topics” courses that reflect the different research clusters in the department to provide organization and clarity for students, and make transcript entries more meaningful and specific.</p> <p>In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>
<p>Proposed Calendar Entry:</p> <p>MECH 540 (1-12) d Emerging Topics in Mechatronics, Manufacturing, Controls, & Automation</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p>

	<p>Creating new “emerging topics” courses that reflect the different research clusters in the department to provide organization and clarity for students, and make transcript entries more meaningful and specific.</p> <p>In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>
<p>Proposed Calendar Entry:</p> <p>MECH 570 (1-12) d Emerging Topics in Thermofluids</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Creating new “emerging topics” courses that reflect the different research clusters in the department to provide organization and clarity for students, and make transcript entries more meaningful and specific.</p> <p>In lieu of a sample syllabus, we have attached a supporting document to our</p>

	<p>proposal that outlines the purpose of the courses, as well as the department policy on course requirements, the approval process, and how information will be communicated to students.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: October 31, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: September 27, 2019 Contact Person: Tony Hodgson Phone: 604-822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: NAME 500 (1-12) d Special Topics in Naval Architecture and Marine Engineering	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: The Naval Architecture and Marine Engineering (NAME) program at UBC currently does not have its own special topics course. Given that the NAME program is growing and that their curriculum and special topics are interdisciplinary in nature, we would like to create a NAME special topics course to pilot new graduate courses and schedule special topics offerings. In lieu of a sample syllabus, we have attached a supporting document to our proposal that outlines the purpose of the courses, as well as the program policy on course requirements, the approval process, and how information will be communicated to students. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are

	<p>offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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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15 April 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: April Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, new course codes, revision of degree requirements, new minor, revised courses, revised course code, and revised programs be brought forward by the faculties of Arts, Allard Law, Graduate and Postdoctoral Studies, and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF ARTS***New Minor***Middle East Studies***New course codes***ARBM:** Modern Standard Arabic**ASL:** American Sign Language**THFL:** Theatre and Film*Revised course code***ARBC:** Classical Arabic*New courses*

ASIA 334 (3) Writing Women in Premodern East Asia; **ASIA 465 (3)** Japanese Horror; **ASL 100 (3)** American Sign Language and Deaf Culture I; **ASL 101 (3)** American Sign Language and Deaf Culture II; **GERM 206 (3)** Exile, Flight and Migration (in English); **THFL 100 (3)** The Art of Storytelling for Stage and Screen; **AFST 309 (3)** Arts of Africa and the African Diasporas; **AFST 370 (3-6) d** Literatures and Cultures of Africa and/or the Middle East; **AFST 410 (3)** Seminar in African Art; **ARBM 101 (3)** Introductory Modern Standard Arabic I; **ARBM 102 (3)** Introductory Modern Standard Arabic II; **ASIA 331 (3)** **Islam** in South Asia (750 – 1750); **ASIA 380 (3)** Modern Arabic Literature from the Middle East and North Africa in Translation; **ASIA 491 (3)** India and the Persianate World; **ASTU 460 (3)** No Knowledge is Neutral; **GEOG 346 (3-6) d** Topics in Geography.

PETER A. ALLARD SCHOOL OF LAW*New course***LAW 446 (3)** Corporate Solicitors' Workshop.**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES****Arts***New courses***ENGL 565 (3-6) d** Studies in Environmental Humanities; **PPGA 555 (1-3) d** Asia Policy Practice.**Land and Food Systems***New courses***FRE 500 (3)** MSc Seminar; **FRE 600 (3)** PhD Seminar.

**Peter A. Allard School of Law***Revised program***Master of Laws in Taxation****Medicine***New course code***PRHC: Primary Health Care***New courses*

MEDG 580 (3) Genomic Testing and Clinical Bioinformatics; **MEDG 585 (3)** Applied Variant Interpretation; **MEDG 590 (3)** Evidenced-Based Genomic Counselling; **MEDG 595 (3)** Emerging Genomic Topics; **PRHC 501 (3)** Foundations in Primary Health Care I; **PRHC 503 (3)** Foundations in Primary Health Care II; **PRHC 505 (3)** Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice; **PRHC 507 (1.5)** Primary Health Care in Rural and Remote Communities; **PRHC 509 (1.5)** Special Topics in Primary Health Care.

FACULTY OF SCIENCE*New courses*

ATSC 313 (3) Renewable Energy Meteorology; **BIOL 403 (3)** Microbial Ecology; **CHEM 355 (1)** Chemistry Integrated Laboratory; **CHEM 488 (3/6) d** Topics in Chemistry; **CPSC 440 (3)** Advanced Machine Learning; **GEOB 415 (3)** River Restoration: Science and Society; **STAT 201 (3)** Statistical Inference for Data Science;

Revised courses

CPSC 310 (4) Introduction to Software Engineering; **ENPH 479 (6)** Engineering Physics Project III; **MATH 256 (3)** Differential Equations; **STAT 460 (3)** Statistical Inference I; **STAT 461 (3)** Statistical Inference II.

*Revised programs***Double Major in Science and Fine Arts****Major in Environmental Sciences****Honours in Environmental Sciences**

UNDERGRADUATE – NEW PROGRAMS

Minor in Middle East Studies

New Minor Program – Proposal for Calendar Entry

<p>Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 20 September 2019 Contact Person: Pheroze Unwalla & Stefania Burk Phone: (778) 980 2312 Email: pheroze@mail.ubc.ca and stefania.burk@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Middle East Studies</p> <p>Proposed Calendar Entry:</p> <p>Middle East Studies</p> <p>Middle East Studies is an interdisciplinary program. Students explore the complex histories, politics, religions, economies, and cultures of the region. The program also situates the Middle East in a global context, promoting study of its deep connections with other regions.</p> <p>Please visit https://mes.arts.ubc.ca for course offerings and further program details.</p> <p>Minor in Middle East Studies</p> <p>The minor consists of 30 credits, of which 18 credits must be at the 300-level or above.</p> <p>Lower-level Requirements</p> <p>12 credits at the lower-level:</p> <ul style="list-style-type: none"> 12 credits from the List of Approved Courses for 100 and 200-level <p>No more than 6 credits in lower-level language</p>	<p>URL: Please create a new program page for Minor in Middle East Studies. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create a Minor degree program in Middle East Studies</p> <p>Rationale for Proposed Change:</p> <p>At present, there is a significant gap in UBC's program offerings related to the Middle East. Research by UBC's student-led Middle East Engagement Collective (MEEC) noted UBC to be one of the only major research institutions in the world to lack a Middle East Studies program. Most importantly, however, there is demonstrable student demand for Middle East Studies at UBC exemplified by MEEC, a UBC student group created expressly to encourage the development of a minor program, Modern Standard Arabic courses, and expanded Go Global options in the Middle East. MEEC's Student Demand Survey revealed strong support for the creation of a Middle East Studies program at UBC among the general student population, and their proposal received robust support from Arts faculty members as well.</p>

<p>courses can count towards this Minor.</p> <p>Upper-level Requirements 18 credits at the upper-level:</p> <ul style="list-style-type: none"> MES 300 (3) The Middle East: Critical Questions and Debates 15 credits from the List of Approved Courses for 300 and 400-level^{1,2} <p>¹No more than 9 upper-level credits in any one course code can count towards this Minor.</p> <p>²No more than 6 credits of upper-level language courses can count towards this Minor.</p> <p>For the current List of Approved Courses, please see the Middle East Studies website. {link 'Middle East Studies' to https://mes.arts.ubc.ca}</p>	<p><i>See the attached Executive Summary for further information. The List of Approved Courses can be found in the Executive Summary.</i></p> <p>Note: <i>This Category 1 proposal for a new Minor in Middle East Studies follows Category 1 proposals recently approved by the Faculty of Arts and submitted to Senate, for a new MES subject code and the core required course MES 300.</i></p>
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New Minor Program – Executive Summary

Executive Summary **Minor Program in Middle East Studies (MES)** **Faculty of Arts** **The University of British Columbia**

Submitted by:

Dr. Pheroze Unwalla
 Department of History
 The University of British Columbia
 T: 778 980 2312
 E: pheroze@mail.ubc.ca

Mandate:

To build an interdisciplinary undergraduate minor program in Middle East Studies (MES) at the University of British Columbia's (UBC) Vancouver campus. It is anticipated that the program will commence in the 2020/21 academic year. The program will draw on and add to existing Arts courses on the Middle East.

Constraints:

Minor is 30 credits, including at least 18 upper level credits

Context:

At present, there is a significant gap in UBC's program offerings related to the Middle East. Research by UBC's student-led Middle East Engagement Collective (MEEC) noted UBC to be one of the only major research institutions in the world to lack a Middle East Studies program. The absence of any such course of learning is conspicuous as: a) UBC is renowned as one of the world's top research institutions as well as North America's 'most international university;' b) the university already has multiple programs dedicated to the study of other regions (e.g., Asian Studies, African Studies, Scandinavian Studies, Latin American Studies, etc.); and c) the Middle East is of immense popular, academic and geo-political interest, and is frequently acknowledged as one of the most misunderstood regions in the world.

Most importantly, however, there is demonstrable student demand for Middle East Studies at UBC exemplified by MEEC, a UBC student group created expressly to encourage the development of a minor program, Modern Standard Arabic courses, and expanded Go Global options in the Middle East. MEEC's Student Demand Survey (Appendix A attached to this report) revealed strong support for the creation of a Middle East Studies program at UBC among the general student population, and their proposal received overwhelming support from Arts faculty members as well.

Consequently, we seek to design an interdisciplinary Middle East Studies minor (the first at any institution in British Columbia) to fill this gap and meet student demand. Using existing courses in the Faculty of Arts and pushing for the development of others, MES will educate students about the region while encouraging them to deconstruct its traditional boundaries, thereby both utilizing and challenging the "Area Studies" paradigm.

At one level then, the program seeks to foster engagement with the history, politics, religions, economies, and cultures of the Middle East, training the next generation of Canadian and global leaders to understand, for example, the roots, impacts, and complexities of topical subjects such as the Syrian Civil War, the Israel-Palestine Conflict, the War on Terror, petroleum politics, regional sectarianism, and many others. Yet, rather than solely focusing on conflict and crisis, the program endeavors to promote student awareness of the rich diversity of the Middle East historically and contemporaneously, complicating widely held beliefs about its peoples, cultures, and contributions.

At another level, the minor situates the Middle East in a global context, allowing for study of Middle Eastern migrants, refugees and diasporic cultures, global manifestations of Middle Eastern faiths and faith-based communities, and the spread of problematic representations of Middle Eastern peoples and cultures. In doing so, the program acknowledges the Middle East's long and enduring connections with Africa, Asia, Europe, and the Americas, aiding students in grasping how the region intersects with their lives and of others.

Broad in geographical and temporal scope, MES is also necessarily interdisciplinary. Taking advantage of existing expertise and offerings from across UBC, the program requires students to take courses in multiple departments, providing exposure to multiple methodological approaches and tools in the study of the Middle East.¹ After completion and depending on their specialized course of study within the

¹ The MES minor program is being proposed at UBC at the same time as a Jewish Studies minor program. The programs differ substantially in emphasis and scope but do share a small number of courses. We see this as fortuitous since it offers

program, MES students might expand their understanding of the Middle East through graduate study or law school. They would also be well-suited for work in government, NGOs, think tanks, archives and libraries, and a range of other institutions.

Program Learning Outcomes

Upon successful completion of this Minor, students are expected to be able to:

1. Describe and compare diverse Middle Eastern cultures, peoples, politics, religions, geographies and/or economies in history and the present day.
2. Effectively situate the Middle East in and across local, national, regional, and global contexts.
3. Recognize and analyze vital connections between the Middle East and other regions and culture zones around the world.
4. Identify and critique the historical and contemporary paradigms that shape our understanding of the Middle East, its cultures, and peoples.
5. Critically read, analyze, and synthesize scholarship in the field of Middle East Studies.
6. Integrate various methodological tools to study the Middle East using an interdisciplinary approach.
7. Formulate critical responses to major questions and debates in Middle East Studies, including the utility of the 'Middle East' as an area of study.

Minor Program Outline:

Students are required to take one core course: MES 300 The Middle East: Critical Questions and Debates. Students must complete 30 credits of approved coursework with at least 18 credits at the 300- or 400-level (including MES 300). The following restrictions apply:

Lower-level (100 and 200-level) (maximum that counts towards minor: 12 credits):

- No more than 6 credits in lower-level language courses can count towards the minor

Upper-Level (300 and 400-level) (minimum requirement for minor: 18 credits):

- MES 300 The Middle East: Critical Questions and Debates (core course) is mandatory
- No more than 9 credits from any one course code can count towards the minor
- No more than 6 credits in upper-level language courses can count towards the minor

Students will be able to meet all requirements within normal completion time for a Bachelor of Arts degree. A work experience/work place term is not required for degree completion. Given the number and diversity of course options, the Chair will guide/approve an individual course plan for each student.

Core Course:

students with diverse yet intersecting interests the opportunity to learn together and share perspectives gleaned from their respective programs.

Students are required to take one 300-level core course:

MES 300 (3) The Middle East: Critical Questions and Debates: Critical questions and debates in Middle East Studies that shape scholarly and public perception of the region.

This course proposal has been approved by the Faculty of Arts and submitted to the Senate office to begin being offered 2020-21 pending approval. There are currently no existing courses on this subject.

***See Appendix B attached to this report for list of courses with full calendar entries**

Lower-level List of Approved Courses at the 100 and 200-level that will be made available on the Middle East Studies website

100 and 200-level Approved Language Courses

ARBC 101 (3) Beginning Classical Arabic I

ARBC 102 (3) Beginning Classical Arabic II

ARBC 201 (3) Classical Arabic (Intermediate) I

ARBC 202 (3) Classical Arabic (Intermediate) II

* Modern Standard Arabic courses are in development to be offered beginning in 2020-21 pending UBC Senate approval

HEBR 101 (3) Beginning Biblical Hebrew I

HEBR 102 (3) Beginning Biblical Hebrew II

HEBR 201 (3) Intermediate Biblical Hebrew I

HEBR 202 (3) Intermediate Biblical Hebrew II

PERS 100 (3) Basic Persian I

PERS 101 (3) Basic Persian II

PERS 104 (3) Basic Persian

PERS 200 (3) Intermediate-Low Persian I

PERS 201 (3) Intermediate-Low Persian II

100 and 200-level Approved Courses by Area of Study

ASIA 206 (3) Modern Islam

ASIA 207 (3) Classical Islam

CNRS 104 (3) Temples, Tombs, and Tyrants: The Archaeology of the Middle East, Greece, and Rome

HIST 280 (3) Islamic World History

NEST 101 (3) Introduction to Near Eastern and Egyptian Archaeology

RELG 101 (3) Introduction to the Western (Abrahamic) Religions: Judaism, Christianity, and Islam

RELG 201 (3) Near Eastern and Biblical Mythology

RELG 206 (3) Introduction to Judaism and its Texts

RELG 209 (3) Eden to Exile: Introduction to the Hebrew Bible

Upper-level List of Approved Courses at the 300 and 400-level that will be made available on the Middle East Studies website

300 and 400-level Approved Language Courses

ARBC 420 (3-12) d Supervised Study in Classical Arabic

* Modern Standard Arabic courses should be offered beginning in 2020-21

HEBR 479 (3-12) Supervised Study in Classical Hebrew

PERS 300 (3) Intermediate-High Persian I

PERS 301 (3) Intermediate-High Persian I

PERS 400 (3) Persian Short Story for Native and Heritage Speakers

300 and 400-level Approved Courses by Area of Study

ARTH 350 (3) Grounding the Islamic Image

ARTH 351 (3/6) Art and Architecture in the Islamic World

ARTH 354 (3) Mughal India: Art, Architecture and the Spectacle of Empire

ARTH 450 (3) Seminar in Art in the Islamic World

ASIA 310 (3/6) Studies in the History of a Major Asian Civilization (dependent on iteration)

ASIA 330 (3) Islam in South Asia

ASIA 360 (3-9) A Specific Asian Literature in Translation (dependent on iteration)

ASIA 392 (3) Classical Persian Literature in English Translation

ASIA 393 (3) History of Iran from the Sasanians to the Safavids

ASIA 394 (3) Post-Revolutionary Iranian Cinema

ASIA 395 (3) Modern Persian Literature

ASIA 408 (3) Religion, Society, and Secularism in Modern India

ASIA 414 (3) Architecture and Urbanism in Islamic South Asia

ASIA 428 (3) Mughal India

ASIA 433 (3) The Cinematic Lives of Muslims in South Asia

ASIA 461 (3) Gender and Sexuality in Modern Iranian Narratives

CNRS 335 (3-6) Practicum in Classical or Near Eastern Archaeology (archaeological field school, when in relevant regions)

CNRS 410 (3) The Archaeology of Ancient Cyprus

ENGL 370 (3-6) Literatures and Cultures of Africa and/or the Middle East (dependent on iteration)

GEOG 498 (3) Geographies of the Middle East

GRSJ 410 (3) Religious Feminisms

HIST 341 (3) Medieval Jewish History

HIST 342 (3) Modern Jewish History

HIST 352 (3) Modern Middle Eastern History

HIST 353 (3-6) Special Topics in Middle Eastern History

HIST 354 (3) The Ottoman Empire

HIST 405 (3) Diplomacy and Conflict in the Middle East, 1914 to the Present

NEST 304 (3) Ancient Egypt: Archaeology of the Land of the Pharaohs

NEST 317 (3) Introduction to Coptic

NEST 318 (3) Egyptomania

NEST 319 (3) The Archaeology of Ancient Iraq and Syria: Babylon and Beyond

NEST 402 (3-6) Archaeology of the City in the Ancient Near East

RELG 305 (3) The Prophetic Personality in Ancient Israel

RELG 306 (3) Archaeology and the Bible

RELG 308 (3) Talmud, Midrash and the Rabbinic Imagination

RELG 309 (3) Jews and Christians

RELG 310 (3) Jewish Responses to Catastrophe

RELG 316 (3) The Origins of Christianity: Literary Contexts

RELG 317 (3) The Origins of Christianity: Social, Religious, and Political Milieux

RELG 330 (3) Origins of Judaism

RELG 385 (3) Mystical Traditions: Jewish and Christian.

RELG 407 (3) Topics in Early Judaism

RELG 408 (3) Topics in Medieval Judaism

RELG 409 (3) Topics in Modern Judaism

RELG 448 (3) Seminar in the History of the Religion of Islam

Consultations:

The following Faculty of Arts departments and units were consulted and recommend approval of the proposed Minor in Middle East Studies:

Department of History (HIST)

Department of Geography (GEOG)

Department of Asian Studies (ASIA)

Department of Political Science (POLI)

International Relations Programs

Department of Gender, Race, Sexuality, and Social Justice (GRSJ)

Department of Classical, Near Eastern, and Religious Studies (CNERS)

Department of Sociology (SOCI)

Department of Anthropology (ANTH)

Department of Art History, Visual Art, and Theory (AHVA)

Department of English Language and Literatures (ENGL)

Student consultation has been conducted and the results reveal a strong interest in a Minor program in Middle East Studies. See Appendix A attached to this report for a summary of the findings.

Governance:

The MES Minor will be convened by a Program Chair with an appointment in one of the partner departments. Dr. Pheroze Unwalla (History) has volunteered to serve as the first Program Chair.

The Program Chair is responsible for...

- 1) ...working with the Dean's office to ensure the MES core course is offered at least every 2 years.
- 2) ...advising all MES students on their course/program planning. This includes:
 - a. ensuring that they complete all requirements for the minor in a timely manner;
 - b. guiding/approving the individual course plan for students;
 - c. providing guidance on post-BA career planning as related to the minor;
 - d. helping to identify and recommend internal and external opportunities related to the minor (co-op, Go Global opportunities, internships, etc.).
- 3) ...working with department Heads/Chairs to ensure an adequate number of courses are offered to students each year. The instructors' home departments will oversee the administration of any MES courses.
- 4) ...innovating and expanding the study of the Middle East at UBC. This includes:
 - a. advocating for the hiring of new faculty and the creation of new courses, particularly in programs that contain no such instructors or offerings at present (Political Science, Anthropology, Sociology, etc.)
 - b. collaborating with departments, programs, and student groups (e.g., Middle East Engagement Collective) to hold events, promote the minor, and provide MES and UBC students with rewarding experiences and opportunities
 - c. securing funding to ensure the minor's long-term success and growth.

The Program Chair will administer the program and teach the core course. They will receive a course release and/or stipend and other support to be negotiated in the future.

Administrative support for the minor program will be provided through the Dean's Office.

The program will receive \$3000 in discretionary funding for start-up costs, lectures, and events. Thereafter, the program will require \$1000 per year to support its growth and wellbeing.

Bachelor of Arts > Table of Contents – Edit to add Middle East Studies

Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: Feb. 13, 2020 Session (W or S): W Effective Academic Year: 2020	Date: September 20, 2019 Contact Person: Pheroze Unwalla & Stefania Burk Phone: (778) 980 2312 Email: pheroze@mail.ubc.ca and stefania.burk@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Proposed Calendar Entry: . . . Mathematics Medieval Studies Middle East Studies Modern European Studies . . .	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0 Present Calendar Entry: . . . Mathematics Medieval Studies Modern European Studies . . . Type of Action: Edit Faculty of Arts, Bachelor of Arts page to add new program in Middle East Studies. Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Middle East Studies.</i>

Homepage > Academic Programs > Edit to add Middle East Studies

Calendar Navigation: Homepage Academic programs	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?page=programs						
Proposed Calendar Entry: <div><div></div><div></div><div></div><div></div></div>	Present Calendar Entry: <div><div></div><div></div><div></div><div></div></div>						
<table><tr><td>Microbiology and Oceanography</td><td>Science</td><td>Undergraduate</td></tr></table>	Microbiology and Oceanography	Science	Undergraduate	<table><tr><td>Microbiology and Oceanography</td><td>Science</td><td>Undergraduate</td></tr></table>	Microbiology and Oceanography	Science	Undergraduate
Microbiology and Oceanography	Science	Undergraduate					
Microbiology and Oceanography	Science	Undergraduate					

Middle East Studies	Arts	Undergraduate	Midwifery	Medicine	Undergraduate
Midwifery	Medicine	Undergraduate	Mining Engineering	Applied Science	Undergraduate
Mining Engineering	Applied Science	Undergraduate	Mining Engineering	Graduate Studies	Graduate
Mining Engineering	Graduate Studies	Graduate	.		
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.			Type of Action:		
			Edit Homepage, Academic programs to add new Arts undergraduate program in Middle East Studies		
			Rationale for Proposed Change:		
			<i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Middle East Studies</i>		

UNDERGRADUATE – NEW COURSES & COURSE CODES

ASIA – Department of Asian Studies

ASIA 334 (3) Writing Women in Premodern East Asia

Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: September 18, 2019 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca
Proposed Calendar Entry: ASIA 334 (3) Writing Women in Premodern East Asia The construction of gender in literary writings by and about women in select areas of premodern East Asia.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: The proposed course complements a number of courses in the Department of Asian Studies. Its themes complement those of lower-level courses, such as ASIA 211 (Sex, Sexual Ethics, and Asian Religions), 212 (Writing about Japan), and 222/223 (Encountering Asia/Writing Asia). Higher-level

	<p>courses on related themes include ASIA 332 (Confucianism in China and Beyond: Reinventions of Tradition), 333 (Contemporary South Asian Gender and Sexuality Studies), 389 (Life Writings of South Asian Diasporic Women), and 464 (Japanese Women's Self-Writing). With its focus on primary sources in translation and anglophone scholarship, the course is accessible to students in the department wishing to read outside of the language of their specialty, as well as to students in other programs interested in histories of women, of writing, and of East Asian culture.</p> <p>This course will introduce students to works in a range of genres of writing from at least two areas (e.g., Japan and China; Japan, China, and Korea; Japan, Korea, and Vietnam). Primary source readings will be supplemented with secondary readings that provide historical and cultural context, as well as critical perspectives. Course assignments and activities are designed with the aim of fostering a low-stakes environment in which students will practice and develop skills in close reading, analytical thinking, and oral and written communication. The final assessment, an analytical paper, represents the culmination of the semester's work in these areas.</p>
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ASIA 465 (3) Japanese Horror

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 18, 2019 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 465 (3) Japanese Horror</p> <p>The genre of Japanese visual horror explored through formal visual literacy, genre theory, and textual analysis.</p> <p>Prerequisite: Restricted to students with 2nd year standing or above.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The proposed 400-level course is designed to examine three fields of study and applied skills: (1) the study</p>

	<p>Japanese popular culture, (2) the study of genre and theory via the horror genre, and (3) formal visual analysis.</p> <p>The Department of Asian Studies currently offers a class entitled “ASIA 305: Asian Horror Cinema: National Nightmares and Specters of Trauma,” a 55-student survey course that offers a pan-Asian introduction to horror films. Success of ASIA 305 signals that students have a keen interest in the topic and would benefit from an advanced, upper-level course that offers deeper engagement and focus. The proposed 400-level course is an in-depth study of (specifically) Japanese texts and culture. Moreover, intentionally titled “Japanese Horror,” the course, unlike ASIA 305, is not limited to cinema, but has been designed to support future course development (i.e. future texts could include anime, video games, and other forms of new media).</p>
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ASL – Department of Linguistics

ASL – Create new course code, American Sign Language

<p>Category: 1 Faculty: Arts Department: Linguistics Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 29, 2019 Contact Person: Strang Burton Phone: 778-887-4073 Email: strang.burton@ubc.ca</p>
<p>Proposed Calendar Entry: ASL – American Sign Language</p>	<p>URL: Create a new page for ASL courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new subject code – ASL – to designate American Sign Language courses offered within the Department of Linguistics.</p> <p>Rationale for Proposed Change: The Department of Linguistics seeks to launch new American Sign Language courses with a distinct subject code.</p> <p>Although many linguistics students will be interested in ASL courses, we anticipate a large</p>

	<p>body of students with other interests (in language learning, in Deaf culture, in intercultural communication, and in education) will have an interest in these courses. Linguistics courses focus primarily on structural analysis and learning about languages, rather than working towards proficiency in the languages, but the ASL courses will specifically have proficiency as a main goal. Further, while Linguistics is happy to administer the courses indefinitely it may well be that a more suitable home for them eventually emerges at UBC as new programs develop. For these reasons, LING is not an appropriate course code, and new course codes are required.</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as a Category 1 proposals for two new courses that uses this subject code (ASL 100 and ASL 101).</i></p>
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Faculty of Arts > Table of Contents > Edit to add ASL American Sign Language

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>ARTS Arts One Program</p> <p>ASIA Asian Studies</p> <p>ASL American Sign Language</p> <p>ASLA Asian Languages</p> <p>ASTU Arts Studies</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>ARTS Arts One Program</p> <p>ASIA Asian Studies</p> <p>ASLA Asian Languages</p> <p>ASTU Arts Studies</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Edit Faculty of Arts, Table of Contents, to add the new ASL code for American Sign Language courses</p> <p>Rationale for Proposed Change:</p>
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	<i>Note: This proposal is linked to a category 1 proposal creating a new ASL Course Code.</i>
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Courses by Subject Name > Edit to Add ASL (American Sign Language)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>ASIA Asian Studies</p> <p>ASIC Arts and Science Interdisciplinary Courses</p> <p>ASL American Sign Language</p> <p>ASLA Asian Languages</p> <p>ASTR Astronomy</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>ASIA Asian Studies</p> <p>ASIC Arts and Science Interdisciplinary Courses</p> <p>ASLA Asian Languages</p> <p>ASTR Astronomy</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>Type of Action: Edit, Courses By Subject Code, to add new course code ASL, American Sign Language.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ASL Course Code</i></p>
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Courses by Subject Code > Edit to Add ASL (American Sign Language)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>ARTS Arts One Program</p> <p>ASIA Asian Studies</p> <p>ASL American Sign Language</p> <p>ASLA Asian Languages</p> <p>ASTU Arts Studies</p> <p style="text-align: center;">.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>ARTS Arts One Program</p> <p>ASIA Asian Studies</p> <p>ASLA Asian Languages</p> <p>ASTU Arts Studies</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>
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	<p>Type of Action: Amend the calendar list of courses offered by the Faculty of Arts to include the new ASL code for American Sign Language courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ASL Course Code</i></p>
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ASL 100 (3) American Sign Language and Deaf Culture II

<p>Category: 1 Faculty: Arts Department: Linguistics Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 29, 2019 Contact Person: Strang Burton Phone: 778-887-4073 Email: strang.burton@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASL 100 (3) American Sign Language and Deaf Culture I</p> <p>Listening to and speaking ASL. Emphasizes core grammar and vocabulary, contextual use, connection between language and Deaf culture. For students new to ASL.</p>	<p>URL: This proposal is submitted alongside a Category 1 proposal request to create a new ASL course code and a new page for ASL courses.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>ASL is a fully complex and systematic natural language with unique features not found in English or any spoken languages, and also a language with a significant local community of native speakers. As one of the few universities in Canada where one can study ASL, or any signed language, for credit, this course would meet student demand for regular courses in this area, promote ongoing engagement between the UBC community and the local Deaf community, and more generally promote cross-linguistic and cross-cultural understanding between the Deaf and hearing communities. The fact that we are able to offer these courses provides a unique opportunity for the many students who are interested.</p>

	<p>This proposal is being submitted with ASL 101, which will be a continuation of ASL 100, and a proposal for a new ASL course code.</p> <p>Previously ASL 100 was offered under the course code LING 447, because members of the local Deaf community approached Linguistics and asked if we could co-create with Deaf instructors a course in the language.</p> <p>The Deaf community approached linguistics because they had a similar arrangement with Linguistics at U. Victoria. Although these courses are not linguistics courses, UBC linguistics was deemed the best current fit for the hosting department, because Linguistics has a significant research focus on ASL, while the other modern language courses at UBC are mainly organized along geographical dimensions and ASL does not fit well with any geographical region (and is also not a First Nations or Endangered language).</p> <p>Linguistics is able to continue to administer the courses indefinitely, but we note that the existence of the courses does not mean that they have to be housed in linguistics, and future organizations of language programs at UBC might provide a more suitable home. But because Linguistics has a significant research interest in ASL, we are happy to continue to administer them for as long as needed.</p>
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ASL 101 (3) American Sign Language and Deaf Culture II

Category: 1 Faculty: Arts Department: Linguistics Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 29, 2019 Contact Person: Strang Burton Phone: 778-887-4073 Email: strang.burton@ubc.ca
Proposed Calendar Entry: ASL 101 (3) American Sign Language and Deaf Culture II	URL: This proposal is submitted alongside a Category 1 proposal request to create a new ASL course code and a new page for ASL courses. Present Calendar Entry: None

<p>Skills in using ASL in a range of social contexts. Training in grammar and vocabulary that builds fluency, and in using the language appropriately for meaningful interactions with members of the Deaf community. For students with basic ASL conversational ability.</p> <p>Prerequisite: ASL 100 or by placement</p>	<p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>This course proposal is being submitted at the same time as an introductory level ASL 100 course. Most students interested in ASL even if their goal is not to speak the language at an advanced level, will benefit from taking at least two introductory level 3-credit courses, as the unique modality of the language means makes it challenging to gain enough proficiency to have meaningful interactions in the language.</p> <p><i>A note on the prerequisites wording: although 'or with permission' is understood for most courses, we have been explicit about the placement process in the prerequisites section, because this is a new language area and students may be unfamiliar with the process for placement.</i></p>
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GERM – Department of Central, Eastern, and Northern European Studies

GERM 206 (3) Exile, Flight and Migration (in English)

<p>Category: 1 Faculty: Arts Department: CENES Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: September 9, 2019 Contact Person: Caroline Rieger and Markus Hallensleben Phone: 604 822 5156 Email: carolin@mail.ubc.ca and mhallen@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GERM 206 (3) Exile, Flight and Migration (in English)</p> <p>Transnational narratives about exile, migration and integration in the German-speaking countries.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GERM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course will focus on transnational narratives about exile, flight and migration, belonging and integration, in the context of the recent arrival of unprecedented numbers of refugees in Europe and</p>

	<p>mainly in Germany. By offering this course, the Department of Central, Eastern, and Northern European Studies (CENES) aims to attract similar numbers of students (30-60 per section) as are currently enrolled in our second-year CENS and third and fourth-year GERM lecture courses on literature in translation.</p> <p>While the department has addressed a significant increase in student interest in general literature courses in translation (e.g., CENS 202, GERM 301, 302, 303, 411, 412, 426), the growing importance of contemporary German-language migrant literature (in translation) has not been addressed. This proposed course is part of a departmental effort to increase students' enrolment in the German core program before they make decisions about their degree paths. In addition to meeting the students' interest in topics of refuge, exile, national borders and belonging within a European cultural and historical context (specifically within Germany, Austria and Switzerland), this course also aligns with UBC's recently established Excellence Research Cluster on Migration, of which two of the course developers are part (Markus Hallensleben and Sabine Zimmermann).</p> <p>This course was developed by Dr. Markus Hallensleben (Assoc. Prof., Dept. of CENES), Dr. Uma Kumar (Lecturer, Dept. of CENES), and PhD student Sabine Zimmermann (Germanic Studies).</p>
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THFL – Department of Theatre and Film

THFL – Create new course code THFL, Theatre and Film

Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: October 3, 2019 Contact Person: Tom Scholte Phone: 2-5593 Email: tom.scholte@ubc.ca
Proposed Calendar Entry: THFL – Theatre and Film	URL: Create a new page for THFL courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)

Present Calendar Entry: None**Type of Action:**

Create new subject code – THFL – to designate courses offered within the Department of Theatre and Film that specifically bring together the disciplines of theatre and film.

Rationale for Proposed Change:

The Department of Theatre and Film seeks to launch a new Theatre and Film (THFL) course, as well as designate future Theatre and Film courses, with a distinct subject code.

There is a long-standing need in our department, identified in successive external reviews and in our own internal discussion over many years to break through the multi-disciplinary silos of our various BFA programs (Acting/Directing, Design and Production, Film Production) and to cultivate, instead, a multi-disciplinary cohort of young artists whose enhanced depth of practice and capacity for cross-disciplinary collaboration will serve them well throughout their studies and in the contemporary creative industries. The creation of this new course code will allow us to develop, and students to easily identify, new multi and cross disciplinary courses aimed at realizing this mission that do not sit comfortably under our traditional discipline specific course codes, THTR (Theatre) and FIPR (Film Production). Many of these courses will become required for our BFA degrees. Through the creation of this course code, we can begin to fulfill the cross-disciplinary promise implied in our rather unique departmental name (compared to most others in the field that specialize in either film *or* theatre) to which so many students have been attracted only to be disappointed by the degree of fragmentation that has, historically, been the case.

Note: This Category 1 proposal for a new subject code is submitted at the same time as a Category 1 proposal for a new course that uses this subject code (THFL 100).

Faculty of Arts > Table of Contents > Edit to add THFL Theatre and Film

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>SPAN Spanish</p> <p>SWED Swedish</p> <p>THFL Theatre and Film</p> <p>THTR Theatre</p> <p>TIBT Tibetan Languages</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>SPAN Spanish</p> <p>SWED Swedish</p> <p>THTR Theatre</p> <p>TIBT Tibetan Languages</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Edit Faculty of Arts, Table of Contents, to add the new THFL code for Theatre and Film courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new THFL Course Code.</i></p>
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Courses by Subject Name > Edit to Add THFL (Theatre and Film)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>SURG Surgery</p> <p>SWED Swedish</p> <p>THFL Theatre and Film</p> <p>THTR Theatre</p> <p>TIBT Tibetan Languages</p> <p>.</p> <p>.</p> <p>.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>SURG Surgery</p> <p>SWED Swedish</p> <p>THTR Theatre</p> <p>TIBT Tibetan Languages</p> <p>.</p> <p>.</p>
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	<p>Type of Action: Edit, <u>Courses By Subject Code</u>, to add new course code THFL, Theatre and Film.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new THFL Course Code</i></p>
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Courses by Subject Code > Edit to Add THFL (Theatre and Film)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>SPAN <u>Spanish</u> SWED <u>Swedish</u> THFL Theatre and Film THTR <u>Theatre</u> TIBT <u>Tibetan Languages</u></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>SPAN <u>Spanish</u> SWED <u>Swedish</u> THTR <u>Theatre</u> TIBT <u>Tibetan Languages</u></p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">.</p> <p>Type of Action: Amend the calendar list of courses offered by the Faculty of Arts to include the new THFL code Theatre and Film courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new THFL Course Code</i></p>
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THFL 100 (3) The Art of Storytelling for Stage and Screen

<p>Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 3, 2019 Contact Person: Tom Scholte Phone: 2-5593 Email: tom.scholte@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>THFL 100 (3) The Art of Storytelling for Stage and Screen</p>	<p>URL: This proposal is submitted alongside a Category 1 proposal request to create a new THFL course code and a new page for THFL courses.</p> <p>Present Calendar Entry: None</p>

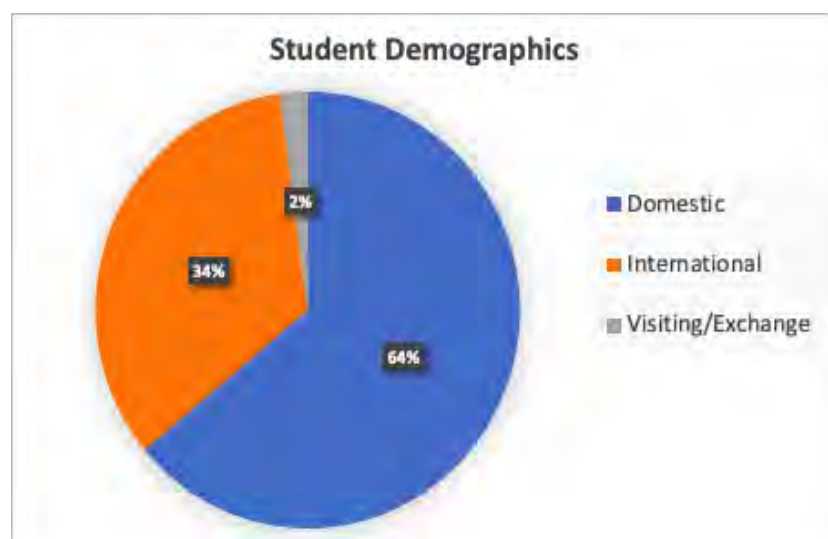
<p>Fundamental elements of the art of storytelling as approached within each of the core areas taught in the Department of Theatre and Film: Acting/Directing, Design and Production, and Film Production.</p>	<p>Type of Action: New Course</p>
<p>Prerequisite: Restricted to students in one of the following BFA programs: Major in Acting; Major in Film Production; Major in Theatre Design and Production</p>	<p>Rationale for Proposed Change: As of 2016W, the Department of Theatre and Film's BFA programs in Acting, Design and Production, and Film Production has moved from an entrance requirement of one year of post-secondary study to direct entrance from high-school. The primary motivation for this change was our difficulty competing for top students with other programs who had long been offering direct entry. We have not chosen to move the beginning of the most intensive parts of our training programs down to the first year but, rather, have focused on creating new lower-level courses (such as THTR 130, FIPR 131, FIPR 101) to keep newly admitted students sufficiently engaged in their chosen discipline and preparing them for deeper immersion in subsequent years while still allowing them plenty of room in their schedules to begin fulfilling their electives. The proposed course continues this curricular initiative but also seeks to address another long identified need; to break through the multi-disciplinary silos of our various BFA programs and to cultivate a multi-disciplinary cohort of young artists whose enhanced depth of practice and capacity for cross-disciplinary collaboration will serve them well in their subsequent years of training as well as their transition into the professional field. In so doing, we can begin to fulfill the cross-disciplinary promise implied in our rather unique departmental name (compared to most others in the field that specialize in either film <i>or</i> theatre) to which so many students have been attracted only to be disappointed by the degree of fragmentation that has, historically, been the case.</p>

APPENDICES

APPENDIX A: Middle East Studies (MES) Minor, Student Consultation

The following is extracted from a “Middle East Studies Minor Program Proposal” created by UBC’s student-run Middle East Engagement Collective (MEEC) and submitted to the Faculty of Arts Dean’s Office in October 2018. The extracted portions speak to the level of student interest in the Middle East, a minor program, and associated initiatives.

This program hopes to target all students in the Faculty of Arts as well as students in other faculties who would find value in a Minor in Middle East Studies. In creating an interdisciplinary program, our goal is to provide course offerings in a diverse array of fields so that students have the opportunity to engage with the Middle East from a multi-disciplinary perspective and/or in disciplines they have interest in pursuing.

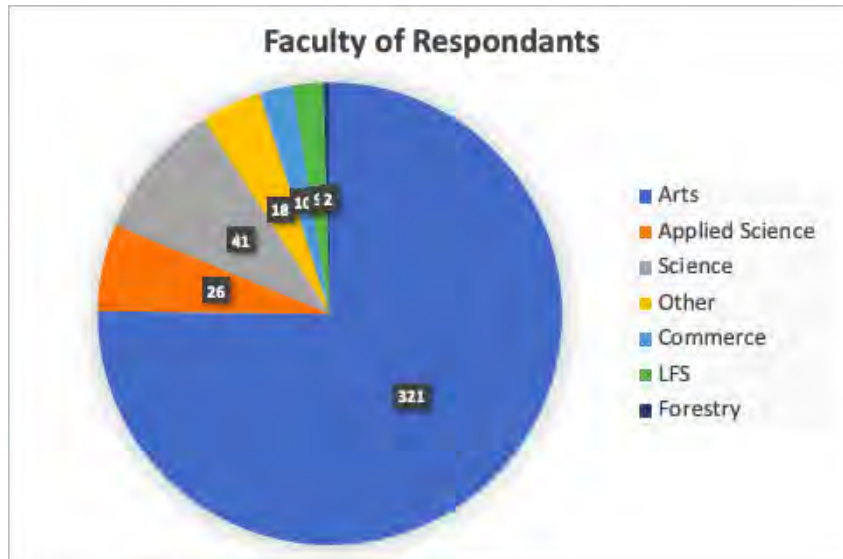


In preparing their proposal, MEEC consulted with the Arab Student Association, Turkish Student Society, Progressive Jewish Alliance, the International Relations Student Association, the International Student Association, the Classical, Near Eastern, and Religious Studies Student Association, the Muslim Students Association and the Afghan Cultural Club. All expressed strong interest in the development of a MES minor program.

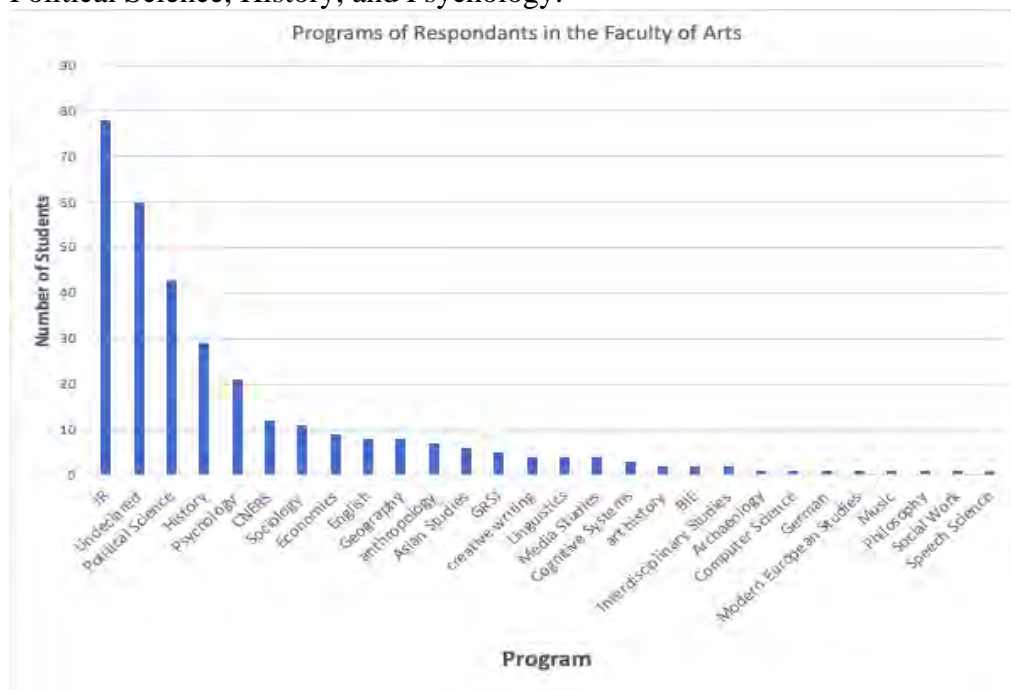
MEEC administered the survey with the general student population. They promoted the survey through a social media campaign, the MEEC website, flyers, classroom announcements, club newsletters, and other avenues. Five departments/programs also sent the survey out to their undergraduate student email lists. Approximately 430 students completed the survey with 64% of respondents self-identifying as domestic students, 34% as international students, and the remainder as visiting/exchange students. The five most common major programs were, in order, International Relations, Undeclared, Political Science, History, and Psychology.

We do not have further data on the country of origin for international students, however, anecdotally, the MEEC team is made up of one Egyptian-Canadian, one Syrian and three American students. We have found in promoting this initiative that students coming from American high schools show particular interest in studying the Middle East and in learning Modern Standard Arabic. Among

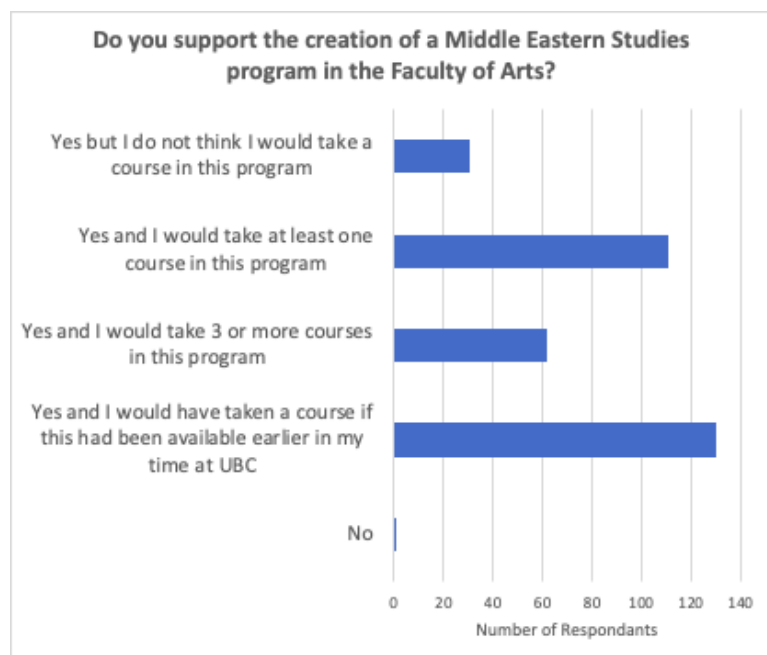
our domestic student respondents, 100% expressed interest participating in a Go Global program in the Middle East and North Africa (MENA) region and of the 262 domestic students who answered “Do you support the creation of a Middle Eastern Studies program in the Faculty of Arts?” all but one noted interest in taking at least one course within the program.



Among survey respondents, the overwhelming majority identified with the Faculty of Arts. Within Arts, the five most common majors of respondents (in order) are: International Relations, Undeclared, Political Science, History, and Psychology.



7. What is the evidence that there is demand for this program? (e.g., why do you feel that domestic and/or international students would be attracted? Is this program fulfilling an unmet / undermet industry requirement? etc.).



There is palpable student interest in a Middle East Studies program, as evidenced in the following charts that summarize data from the MEEC Student Survey:

One key takeaway from this question: 174 of 187 domestic students (93%) said that they would take at least one course in a Middle Eastern Studies program.

Overall, we believe that the data collected indicates a strong current student interest in a Middle Eastern Studies program--interest that only seems to increase with each cohort. In interactions with students, we also found that students often did not realize their interest in the Middle East until taking a class that included content on the region. We hypothesize that with the establishment of a Middle East Studies program and further course offerings, even more student interest will be cultivated.

Student Perspectives

At the end of the Student Demand Survey, students had the opportunity to share any additional thoughts. We've sorted those responses below as anonymous quotes.

Middle Eastern Studies

"As an Iranian-Canadian born and raised outside the Middle East and having never visited home, I have relied on post-secondary education to grow closer to my community and learn about my heritage. I have taken the few courses offered about Iran through Asian Studies and it has been wonderful to be in an academic setting and learn about my history at the same time. To quote my GRSJ professor, this "me-search" is integral to who I am as a person, as a scholar, as a member of society going forward, and I think it is super beneficial to the UBC community at large to have this area of study, and particularly for those of us living in diasporic contexts and searching for pieces of ourselves."

"I am hoping to major in International Relations, and would love to be able to specify and focus on the Middle East, especially Israel-Palestine conflict as well as EU-Iran and Canada-Iran relations. I think that this initiative is great!"

"I feel like I'd enjoy being able to take an intro middle eastern studies class because I feel it'd expose me to a new perspective that makes me rethink my own. Pretty standard comment but I feel the Middle East has so much to offer, and middle eastern perspectives would complement the academic diversity of UBC."

"I have lived in the UAE for 6 years and I'm surprised there ISN'T a course regarding the Middle East nor is their Arabic classes. I'd love to do a class about the Middle East and it's history/politics."

"I think the research/learning opportunities at UBC are asymmetric and considering the large amount of Middle Eastern students at UBC who I have had the pleasure of meeting/discussing academics with I would love the opportunity to learn more about their culture, countries and add more depth to my world political knowledge."

"I was disappointed to see the lack of courses offered within my Political Science program."

"I would be interested if this were to focus on immigration, national and global security, peace-building, and post - conflict reconstruction."

"I would be really interested in more Middle Eastern political science or international relations classes."

"It would be interesting to have Middle-Eastern history courses"

"Personally not interested. but know lots of students who are. I believe UBC does not have enough focus on Middle East studies in comparison to other regions, and believe more emphasis should be placed on the Middle East to make UBC even more well-rounded."

"To think that the average UBC science student knows more facts and history about outer space than they do about the Middle East is baffling to me. That's one of many reasons I support this initiative to bring about a Middle Eastern Studies Program."

"While my research interests are not related to the Middle East (if only tangentially), I do believe for the purposes of academic diversity it is crucial to have a program focusing on contemporary Middle Eastern languages, politics, culture, etc."

"would love to take courses on literature/cultural studies (like those in upper level French, Italian studies) offered in English"

"Yes! I love this initiative and really wish it had implemented earlier - but prop to this group for taking initiative now! As a side note in case this is of interest to you guys - i took on my double major in Asian Studies and got departmental permission for my specific focus to be on the middle east (and south asia out of personal interest). all the courses i am taking for this major are 'middle east relevant' (i.e. - middle east in graphic novels, HIST 405, Israel-Palestine Conflict - HIST 402 last year, etc.) The only unfortunate thing about this is that despite the fact that for all intents and purposes this degree is on Middle East and South Asian Studies, on my graduation degree it will nevertheless simply say 'Asian Studies' which in itself is quite misleading considering how broad a span 'Asia' constitutes"

Modern Standard Arabic

"As an IR student I am taking Arabic for my language credits. There are only 4 classes held for Arabic, and leads to no room for further improvement. I would love to have the opportunities to learn more and develop myself and my language skills further!"

"I hope Modern Standard Arabic will be offered in the future"

"I personally know a friend (also a UBC student) who would really like to learn Modern Standard Arabic. I would imagine that there are a substantial number of students who also share the same interest in such a class. I might even consider taking such a course, but my programme requirements might make that difficult."

"I would like to have the opportunity to learn spoken Levantine Arabic, particularly."

"I've looked on UBC's website to take Arabic class multiple times and always been dissappointed that only classical Arabic classes are offered, and only sporadically."

"I've been tutoring Egyptian Arabic for years in Vancouver. I think there is a need for a course in conversational Arabic at UBC."

"Taking ARBC 201, 202 has been an amazing experience! It was very disappointing for the students in my class to find out those are usually where classes in Arabic are capped. We all wanted to do a modern Arabic language class however that was not offered and there are mostly no upper levels every year. This school year was an exception that few new about!"

Go Global

"I would be great to work with the French departments if you were to go into morocco or Egypt, Lebanon or elsewhere where they also speak French."

"I actually did a study abroad program in Jordan with AMIDEAST. They primarily work with American universities, but I would suggest contacting them about possibly expanding opportunities for students at UBC."

"I was planning to find an exchange program myself, get permission from go global and try to get credit from arts advising, but I really would love to help you guys make this happen quicker now that I know I am not alone. I did a year abroad in Rennes, France with a host family and would love another experience like that especially if I get to live in the Middle East and learn Arabic. Please feel free to email me as I would love to come to a meeting or help out in any way."

"I would love to help all you organize this and use my connections in Iran if thats any help. also I think a lot of students have an irrational and unfortunate fear of going into the Middle East so maybe if you could ensure some sort of diplomatic protection for Canadian citizens, or send a professor who has lots of knowledge about the Middle East with them. try to promote the ancient cultural side by proving weekly trips or daily trips to visit the country or near by countries. This seems like a super cool thing that you're doing so best of luck!"

"It would be incredible to have study abroad options in the middle east! Thank you for trying to promote it!"

"More language courses would be amazing!!! There are basically no options for African languages at UBC. And barely any opportunities through go global to go to Africa or the Middle East, I would 100% take advantage of these opportunities if they were offered!"

General

"Any opportunity to critically engage in new perspective, particularly non-western views, is extremely valuable as a student, and as a university that prides itself on its international reputation."

"I am currently a first-year Dual BA student with UBC and Sciences Po Menton, studying my first year here on the Menton, France campus of Sciences Po. Here, the entire campus has a regional focus on the Middle Eastern and Mediterranean region but so far we've only had one class relating to the region (Introduction to Arabic and Islamic Civilizations), and we're being reassured that next year there will be more classes related to the region. Many of us don't have the opportunity to learn MSA because of our French level (B2 level of French proficiency is required before taking any other languages) so I feel like we're really depending on continuing our studies in Arabic and the general Middle Eastern region at UBC. It would be amazing to have contacts and work opportunities in the Middle East/Mediterranean region as well -- there are at least nine of us in the first year of Sciences Po-UBC Dual Degree program that support this initiative as well."

"I believe it is especially important to engage with and understand the Middle East in our current global society due to the vast misunderstandings and preconceived prejudices towards the Middle East, its people, and Islam that currently exist. Education is the best tool we have to inform people and lift them of ignorance and prejudice against an ancient and beautiful culture that we seldom devote much attention to in the Western world."

"I can't believe UBC doesn't already have a Middle Eastern and/or modern Arabic program."

"I think it would also be nice to offer Modern Hebrew courses"

"I think programmes that enhance students' knowledge on the Middle East is really important given the high prevalence of distorted understandings of this region."

"I think that more interaction with, and education regarding such a region would shed some light on what is arguably a underrated and often misunderstood culture."

"I think this is a really great initiative, this is unfortunate for me since I am graduating soon but for future Arts students, learning Arabic and more on the Middle East will help them better understand our current political climate and also the past."

"I wish there were turkish language classes offered at UBC"

"In my experience at UBC, it has sometimes felt as though there is a lack of interaction with material from Africa and parts of Asia. I think that for such a large global institution, it is important to extend as much as possible past Western culture to cultivate insight and balance in education."

"In the current global context and climate I believe this would an extremely popular, relevant, and important program that would fill a role in continuing to educate students regarding one of the most critical and misunderstood regions today"

"It is a great time to learn more about the middle eastern culture to avoid further misconceptions and discrimination against them."

"Having lived in Dubai for three years I learned a lot and really appreciated the opportunity to get to know their culture. It would be great for students to go on exchange and learn about their culture. This is true for any culture and I believe it helps prevent racism."

"It's so important to know about the Middle East today - for historical, intellectual, and cultural reasons. I think a Middle Eastern Studies program is an excellent idea and I fully support it!"

"Persian 201 and 202 should be studied in UBC as well."

"The emphasis should move away from simply "Arab" countries, as the Middle East is so much more diverse than that. This should be about Arabs, Turks, Iranians, Israelis and more rather than just an Arab-centric group. At least that was the impression I first got."

"The Middle East is an integral part of world affairs and it is quite disappointing that it has been so overlooked by UBC. I hope that student demand will rectify this issue."

"This would be such an important initiative to implement at UBC, further expanding it's global citizenship and research opportunities. The Middle East is an often overlooked area, with a large degree of stereotyping of its people. Bringing a program such as this to UBC would help de-stigmatize the area, and allow students to engage with it in a meaningful way."

"UBC needs to expand our focus! We do an excellent job with Asian Studies (well, a good job), and we have focuses on America, Canada, and even Europe and Latin America in terms of language, culture studies, sociology, and political science and international relations, but the Middle East and North Africa, as well as the rest of Africa, and Oceania, are woefully overlooked in all faculties. We cannot ignore the importance this region has and will continue to have."

"Would love to see courses about Iranian history and heritage! There are a lot of Iranian students at UBC who would be interested."

APPENDIX B: Middle East Studies (MES) Minor, List of Courses with Calendar Entries

In addition to completing the following required core course, students are to select courses from a list of approved courses included in this document.

MES 300 (3) The Middle East: Critical Questions and Debates. Critical questions and debates in Middle East Studies that shape scholarly and public perception of the region.

*MES 300 has been approved by the Faculty of Arts and recently submitted to the Senate office to begin being offered 2020-21 pending approval. There are currently no existing courses on this subject.

Lower-level List of Approved Courses at the 100 and 200-level that will be made available on the Middle East Studies website

Please note: This list will be updated over time to include relevant curriculum offerings across the Faculty. Students will be directed to the Middle East Studies webpage for the current list.

100 and 200-level Approved Language Courses

ARBC 101 (3) Beginning Classical Arabic I. Classical Arabic, with an introduction to vocabulary and grammar and the reading of simple Qur'anic texts and wisdom sayings in the original.

ARBC 102 (3) Beginning Classical Arabic II. Classical Arabic, with further introduction to vocabulary and grammar and the reading of Qur'anic texts in the original. *Prerequisite:* ARBC 101.

ARBC 201 (3) Intermediate Classical Arabic I. Classical Arabic. Designed to enrich vocabulary and grammar and to enhance fluency in reading and interpreting a range of Qur'anic texts. *Prerequisite:* ARBC 102.

ARBC 202 (3) Intermediate Classical Arabic II. Classical Arabic. Designed to further enrich vocabulary and grammar and to enhance fluency in reading and interpreting longer texts from Qur'an, Hadith and other genres. *Prerequisite:* ARBC 201.

* Modern Standard Arabic (MSA) courses are in development to be offered beginning in 2020-21 pending UBC Senate approval

HEBR 101 (3) Beginning Biblical Hebrew I. Biblical Hebrew, with an introduction to vocabulary and grammar, and the reading of simple biblical texts in the original.

HEBR 102 (3) Beginning Biblical Hebrew II. Biblical Hebrew, with further introduction to vocabulary and grammar, and the reading of biblical texts in the original. *Prerequisite:* HEBR 101.

HEBR 201 (3) Intermediate Biblical Hebrew I. Biblical Hebrew. Designed to enrich vocabulary and grammar and enhance fluency in reading and interpreting a range of biblical texts. *Prerequisite:* HEBR 102.

HEBR 202 (3) Intermediate Biblical Hebrew II. Biblical Hebrew. Designed to further enrich vocabulary and grammar and to enhance fluency in reading and interpreting a range of biblical texts. *Prerequisite:* HEBR 201.

PERS 100 (3) Basic Persian I. Basic vocabulary and the fundamentals of modern Persian grammar, structure, and pronunciation, as well as reading, writing, listening, and speaking.

PERS 101 (3) Basic Persian II. Continuation of PERS 100. *Prerequisite:* PERS 100.

PERS 104 (3) Persian Reading and Writing for Persian-Speaking Students. Reading and writing of standard Persian; lexical and syntactic differences between written and spoken Persian. Restricted to Persian heritage speakers with aural/oral knowledge but no reading/writing skills.

PERS 200 (3) Intermediate-Low Persian I. Reading of simple texts with emphasis on reading and writing, conversation skills, grammar, and syntax. *Prerequisite:* PERS 101

PERS 201 (3) Intermediate-Low Persian II. Continuation of PERS 200. *Prerequisite:* PERS 200

100 and 200-level Approved Courses by Area of Study

ASIA 206 (3) Modern Islam. History and culture, values, and sociopolitical movements of the Islamic world from 1500 to the modern day; interconnections between power, politics, gender, and the arts in modern Islamic societies. This course is highly recommended as a basis for all 300- and 400-level Islamic Studies courses. This course is not eligible for Credit/D/Fail grading. *Equivalency:* RELG 208.

ASIA 207 (3) Classical Islam. History and culture, values, and achievements of Islamic societies from 700-1500; interconnections between power, politics, gender, and the arts in Islamic societies. This course is highly recommended as a basis for all 300- and 400-level Islamic Studies courses.

Equivalency: RELG 207.

CNRS 104 (3) Temples, Tombs, and Tyrants: The Archaeology of the Middle East, Greece, and Rome. The rise of civilizations, cultural interconnections, and power dynamics in the ancient Middle East (including Egypt), Greece, and Rome (10,000 BCE - 300 CE). Archaeological methods and interpretation, and analysis of ancient artifacts in UBC collections.

HIST 280 (3) Islamic World History. The history of the Islamic world in its global dimensions from its origins to the present day through the themes of religion, law, politics, culture, and modernity.

NEST 101 (3) Introduction to Near Eastern and Egyptian Archaeology. An overview of the past two centuries of archaeological investigations of the civilizations of the ancient Near East and Egypt.

RELG 101 (3) Introduction to the Western (Abrahamic) Religions: Judaism, Christianity, and Islam. An overview of the three main western monotheistic (Abrahamic) religions, together with the concepts used in studying religion. The focus will be on the origins and representative texts along with some historical development and current experience of each religion.

RELG 201 (3) Near Eastern and Biblical Mythology. An introduction to the world of Near Eastern mythology, from the Gilgamesh Epic to the Book of Genesis and beyond.

RELG 206 (3) Introduction to Judaism and its Texts. What is Judaism? An overview of the key texts that have defined the Jewish religion, from the Hebrew Bible through works of contemporary thinkers. Recommended as a basis for upper-level courses in religious studies.

RELG 209 (3) Eden to Exile: Introduction to the Hebrew Bible. An overview of the Hebrew Bible ("Old Testament"), with emphasis on its ancient Near Eastern context; its competing religious perspectives; and its limits as a historical source.

Upper-level List of Approved Courses at the 300 and 400-level that will be made available on the Middle East Studies website

Please note: This list will be updated over time to include relevant curriculum offerings across the Faculty. Students will be directed to the Middle East Studies webpage for the current list.

300 and 400-level Approved Language Courses

ARBC 420A (3-12) Supervised Study in Classical Arabic. Readings in religious and literary Arabic texts pertaining to the early and classical Islamic world. *This course is not eligible for Credit/D/Fail grading.*
Prerequisite: ARBC 202

HEBR 479 (3-12) Supervised Study in Classical Hebrew. This course is not eligible for Credit/D/Fail grading.
Prerequisite: HEBR 405.

PERS 300 (3) Intermediate-High Persian I. Graded reading, writing, exposure to textual history, newspaper reading, and translation. Cultural materials presented as appropriate. *Prerequisite:* One of PERS 104, PERS 201. Or Persian heritage speakers with basic reading/writing skills (less than Grade 8 formal education in Iran)

PERS 301 (3) Intermediate-High Persian I. Continuation of PERS 300. *Prerequisite:* PERS 300.

PERS 400 (3) Persian Short Story for Native and Heritage Speakers. Modern short stories from mid-19th century to present. *Prerequisite:* One of PERS 104, PERS 300. Or Persian heritage speakers with strong reading/writing skills (High School). NOT eligible to students who have studied at the post-secondary level in Iran.

300 and 400-level Approved Courses by Area of Study

ARTH 350 (3) Grounding the Islamic Image. Contextualizing the complex language of images in the Islamic world.

ARTH 351 (3/6) Art and Architecture in the Islamic World. A thematic study of visual arts, architecture, and objects from the Islamic world. *Corequisite:* RELG 341

ARTH 354 (3) Mughal India: Art, Architecture and the Spectacle of Empire

The complex relationship of Mughal imperial architecture and painting with those of the Hindu Rajput courts.

ARTH 450 (3) Seminar in Art in the Islamic World. Key debates in the field of art and architecture in the Islamic World.

ASIA 310 (3/6) Studies in the History of a Major Asian Civilization (dependent on iteration)

ASIA 330 (3) Islam in South Asia. Islam as a transnational phenomenon with specific reference to its South Asian forms.

ASIA 360 (3-9) A Specific Asian Literature in Translation (dependent on iteration). Introduction to the literature of a linguistic area of Asia not covered in existing courses. Not given every year. Consult the Department for details. May be taken multiple times on different subjects for credit.

ASIA 392 (3) Classical Persian Literature in English Translation. Works of classical Persian literature dating from the tenth to the seventeenth century (in English translation).

ASIA 393 (3) History of Iran from the Sasanians to the Safavids. Iranian history from the fall of the Sasanian empire and the Arab conquest of Iran to the rise of Iranian dynasties in the east, the reign of Turkic and Turko-Mongolian rulers, and the formation of a Shi'ite Iran under the Safavids.

ASIA 394 (3) Post-Revolutionary Iranian Cinema. Gender politics, family relationships, and women's social, economic, and political roles in post-revolutionary Iran as shown through Iranian cinema.

ASIA 395 (3) Modern Persian Literature. Modern Persian literature, including fiction, drama, and/or poetry, of Iran, Afghanistan, and/or Tajikistan dating from the mid-19th to the 21st century (in English translation).

ASIA 408 (3) Religion, Society, and Secularism in Modern India. The postcolonial nation-state and the challenge of a multi-religious society. Religious and secular discourse in colonial India, the partition, the modern constitution, secularism, Hindu and Muslim mobilization, and religious radicalism and communal violence. This course is not eligible for Credit/D/Fail grading. *Prerequisite:* Restricted to fourth-year students. A minimum of 9 credits of 300-level ASIA coursework recommended.

ASIA 414 (3) Architecture and Urbanism in Islamic South Asia. Historical factors shaping Indian architecture from the 13th to the 19th centuries.

ASIA 428 (3) Mughal India. History of the politics, economy, society, and culture of South Asia from the Great Mughals to the British conquest.

ASIA 433 (3) The Cinematic Lives of Muslims in South Asia. Depictions of Muslims in South Asian cinema, with a particular focus on the Hindi film industry. Prerequisite: Third-year standing.

ASIA 461 (3) Gender and Sexuality in Modern Iranian Narratives. Literary, cinematic, folk, and/or popular culture texts from modern Iran. Emphasis on constructions and contestations of masculinities and femininities, as they intersect with sexuality, race, ethnicity, ability, and/or religion.

CNRS 335 (3-6) Practicum in Classical or Near Eastern Archaeology (archaeological field school, when in relevant regions). Training in excavation techniques and interpretation through participation in the excavation of a Greek, Roman, or Near Eastern site in Europe or the Middle East. The minimum length of the course is three weeks; it may be repeated once.

CNRS 410 (3) The Archaeology of Ancient Cyprus. An overview of the archaeology of ancient Cyprus from the island's initial colonization in the 10th millennium BCE through the period of its rule as part of the Roman Empire (4th century CE). *Prerequisite:* One of NEST 101, NEST 319, CLST 204.

ENGL 370 (3-6) Literatures and Cultures of Africa and/or the Middle East (dependent on specific subject matter in a given year). Literary and cultural works from Africa; some sections include Africa and the Middle East. Multiple perspectives on local, national, and global issues including colonialism, migration, transnationalism, education, art and politics. May include fiction, poetry, drama, digital media, and other forms. Consult department website for current year's offerings. *Prerequisite:* Third-year standing and 3 credits from one of (a) 100-level ENGL or (b) 200-level ENGL or (c) ARTS 001 or (d) ASTU 100 or (e) ASTU 101 or (f) WRDS 150 or (g) WRDS 350. 6 credits of 100- and/or 200-level English courses is recommended. Prerequisites must be met by the first day of class or students will be withdrawn.

GEOG 498 (3) Geographies of the Middle East. Critical analysis of economic, social, and political development and processes defining the modern Middle East region.

GRSJ 410 (3) Religious Feminisms. Examines religious feminisms from three Abrahamic traditions. An in-depth study of challenges various doctrinal discourses and practices pose for feminist projects. *Prerequisite:* All of GRSJ 101, GRSJ 102.

HIST 341 (3) Medieval Jewish History. A survey of the political, social, economic, and cultural history of the Jews from the time of the Christianization of the Roman Empire to the expulsion of professing Jews from Spain and Portugal at the end of the fifteenth century.

HIST 342 (3) Modern Jewish History. A survey of the political, social, economic, and cultural history of the Jews from the beginning of the sixteenth century to the present with special emphasis on changing attitudes to Jews and Judaism, social and cultural transformations.

HIST 352 (3) Modern Middle Eastern History. Politics, culture, society, war, and diplomacy; themes include colonialism, nationalism, and authoritarianism; emphasis on the 20th and 21st centuries.

HIST 353 (3-6) Special Topics in Middle Eastern History. An in-depth study of one major topic in the ancient and/or modern history of the Middle East. Please consult the Department webpage for current offerings.

HIST 354 (3) The Ottoman Empire. The rise and fall of the Ottoman empire; themes include Islamic law, politics, art, culture, gender relations, and the influence of religion on statecraft.

4 HIST 05 (3) Diplomacy and Conflict in the Middle East, 1914 to the Present. International relations in the Middle East in the aftermath of the Ottoman Empire, with special attention to the conflicts between Jews of Palestine/Israel and their Arab neighbours.

NEST 304 (3) Ancient Egypt: Archaeology of the Land of the Pharaohs. The material remains of the ancient Egyptians from monumental tombs and temples to the artifacts of daily life; the development of Egyptian civilization from the rise of the first rulers to its incorporation into the Roman Empire. Equivalency: ARTH 325.

NEST 317 (3) Introduction to Coptic. An introduction to Coptic, the language of Christian Egypt from 100 AD.

NEST 318 (3) Egyptomania. The adaptation and appropriation of ancient Egypt in ancient and modern art, architecture, film, and music; the development of Egyptology since the 19th century.

NEST 319 (3) The Archaeology of Ancient Iraq and Syria: Babylon and Beyond. An overview of the archaeology of the ancient Near East, with special emphasis on the civilizations of Mesopotamia, from the appearance of the first cities (c. 3400 BCE) to the end of the Persian period (c. 330 BCE). *Prerequisite:* NEST 101 is highly recommended. *Equivalency:* ARTH 319.

NEST 402 (3-6) Archaeology of the City in the Ancient Near East. The material manifestations of urbanism in the ancient Near East, from the 4th millennium BC up to the 1st millennium BC. Credit will be granted for only one of NEST 402 or 506.

RELG 305 (3) The Prophetic Personality in Ancient Israel. An exploration of the unique phenomenon of the biblical prophet in its wider Near Eastern context.

RELG 306 (3) Archaeology and the Bible. The impact of archaeological research on understanding the history and religion of ancient Israel.

RELG 308 (3) Talmud, Midrash and the Rabbinic Imagination. The Talmud, Midrash, and other late-antique (3rd - 7th centuries) rabbinic writings, focusing on biblical interpretation and narratives.

RELG 309 (3) Jews and Christians. Aspects of Jewish-Christian relations from the beginnings of Christianity to the present day. Emphasis on the study of Christian and Jewish texts in translation.

RELG 310 (3) Jewish Responses to Catastrophe. Topics include the destruction of the Second Temple, the Crusades, the expulsions from Spain and Portugal, and the Holocaust. A study of texts in translation.

RELG 316 (3) The Origins of Christianity: Literary Contexts. The origins of Christianity as reflected in the New Testament and contemporaneous literature.

RELG 317 (3) The Origins of Christianity: Social, Religious, and Political Milieux

The origins of Christianity as reflected in early Christian literature of the first and early second centuries (including the New Testament).

RELG 330 (3) Origins of Judaism. Surveys the history of Jews and Judaism in the Second Temple era, from the destruction of the First Jerusalem Temple (586 B.C.E.) to the beginnings of the rabbinic movement (200 C.E.).

RELG 385 (3) Mystical Traditions: Jewish and Christian. Methodology, textual study and scholarly analysis of selected texts from these traditions.

RELG 407 (3) Topics in Early Judaism. Judaism and Hellenism, the rise of the synagogue, Jewish sects, the development of Mishnah and Talmud.

RELG 408 (3) Topics in Medieval Judaism. The work of Maimonides and other Jewish philosophers, early developments in Jewish mysticism, the Jews as a minority culture in Islamic and Christian lands.

RELG 409 (3) Topics in Modern Judaism. The Jews in the ghetto culture, Hasidism, the Emancipation, Reform, Orthodox, and Conservative Movements.

RELG 448 (3) Seminar in the History of the Religion of Islam. A topic relevant to the study of Islam as a religion: e.g., the text and doctrines of the Qur'an; the Hadith (or Traditions) of the Prophet; Islamic Law; mysticism in Islam; the Shi'ah and the Isma'ilis. Not offered every year. Consult the departmental brochure for the topic to be offered.

UNDERGRADUATE – NEW COURSES & COURSE CODES

AFST – African Studies, Faculty of Arts (Dean's Office)

AFST 309 (3) Arts of Africa and the African Diasporas

– to be cross-listed with existing course ARTH 309

<p>Category: 1 Faculty: Arts Department: AFST (Interdisciplinary program) Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 22 October 2019 Contact Person: Suzanne James, Chair Phone: 778-888-1556 Email: sujames@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AFST 309 (3) Arts of Africa and the African Diasporas Comparative exploration of art practices and their relationship to colonial and postcolonial histories.</p> <p><i>Equivalency:</i> ARTH 309.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=AFST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Add new AFST course that will cover the same learning outcomes as existing course ARTH 309, and add equivalency with ARTH 309.</p> <p>Rationale for Proposed Change: ARTH 309 is a course in the Department of Art History, Visual Art and Theory that is equally relevant to Art History and to African Studies.</p> <p>AFST 309 will be identical to ARTH 309. Cross-listing ARTH 309 with a newly created course code AFST 309 will allow students interested in pursuing African Studies to more easily locate this course in the calendar. The proposed course, AFST 309 will be listed on the Upper-level Approved Course List for the Minor in African Studies. This Minor program is administered through the Dean's Office, Faculty of Arts, and offers an interdisciplinary approach to the study of Africa, as well as the African diaspora. To complete this Minor, students must take 18 credits at the upper-level from an approved course list. Currently there are 4 upper-</p>

	<p>level AFST courses. Having ARTH 309 cross-listed with AFST 309 provides flexibility for students to take this course under the most relevant code for their chosen degree and transcript.</p> <p>AFST 309 course content will cover the same calendar entry, course learning outcomes, and syllabus as was approved for ARTH 309 by Senate in September 2018. The approved syllabus for ARTH 309 is attached to this report for reference, as recommended by the Senate Offices.</p> <p>A signed consultation from the Department of Art History, Visual Art and Theory accompanies this proposal, along with a signed budget impact form from the Faculty of Arts Dean's Office.</p> <p><i>Note: This Category 1 proposal is linked to a corresponding Category 2 proposal for ARTH 309 to include "Equivalency: AFST 209." The two should be processed together.</i></p>
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*AFST 370 (3-6) d Literatures and Cultures of Africa and/or the Middle East
– to be cross-listed with existing course ENGL 370*

<p>Category: 1 Faculty: Arts Department: African Studies (Interdisciplinary program) Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 16 October 2019 Contact Person: Suzanne James, Chair Phone: 778-888-1556 Email: sujames@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AFST 370 (3-6) d Literatures and Cultures of Africa and/or the Middle East</p> <p>Literary and cultural works from Africa; some sections include Africa and the Middle East. Multiple perspectives on local, national, and global issues including</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=AFST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Add new AFST course that will cover the same learned outcomes as existing course</p>

<p>colonialism, migration, transnationalism, education, art and politics. May include fiction, poetry, drama, digital media, and other forms. Consult department website for current year's offerings.</p> <p><i>Prerequisite:</i> Third-year standing and 3 credits from one of (a) 100-level ENGL or (b) 200-level ENGL or (c) ARTS 001 or (d) ASTU 100 or (e) ASTU 101 or (f) WRDS 150 or (g) WRDS 350. 6 credits of 100- and/or 200-level English courses is recommended. Prerequisites must be met by the first day of class or students will be withdrawn.</p> <p><i>Equivalency:</i> ENGL 370.</p>	<p>ENGL 370, and add equivalency with ENGL 370.</p> <p>Rationale for Proposed Change:</p> <p>ENGL 370 is a course in the Department of English Languages and Literatures that is equally relevant to English and to African Studies.</p> <p>AFST 370 will be identical to ENGL 370 and will be taught by an instructor in the Department of English Language and Literatures.</p> <p>Cross-listing ENGL 370 with a newly created course code AFST 370 will allow students interested in pursuing African Studies to more easily locate this course in the calendar. The proposed course, AFST 370, will be listed on the Upper-level Approved Course List for the Minor in African Studies. This Minor program is administered through the Dean's Office, Faculty of Arts, and offers an interdisciplinary approach to the study of Africa, as well as the African diaspora. To complete this Minor, students must take 18 credits at the upper-level from an approved course list. Currently there are 4 upper-level AFST courses. Having ENGL 370 cross-listed with AFST 370 provides flexibility for students to take this course under the most relevant code for their chosen degree and transcript. The approved syllabus for ENGL 370 is attached to this report for reference.</p> <p>AFST 370 course content will cover the same calendar entry, course learning outcomes, and syllabus as was approved for ENGL 370 by Senate in February 2018. That previously approved syllabus is appended below for reference, as recommended by the Senate Office.</p>
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	<p>A signed consultation from the Department of English Language and Literatures accompanies this proposal, along with a signed budget impact form from the Faculty of Arts Dean's Office.</p> <p><i>Note: This Category 1 proposal is linked to a corresponding Category 2 proposal for ENGL 370 to include "Equivalency: AFST 370." The two should be processed together.</i></p>
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AFST 410 (3) Seminar in African Art
– to be cross-listed with existing course ARTH 410

<p>Category: 1 Faculty: Arts Department: AFST (Interdisciplinary program) Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 21 October 2019 Contact Person: Suzanne James, Chair Phone: 778-888-1556 Email: sujames@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AFST 410 (3) Seminar in African Art Key debates in the art of Africa and the African diaspora <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Equivalency:</i> ARTH 410.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=AFST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Add new AFST course that will cover the same learning outcomes as existing course ARTH 410, and add equivalency with ARTH 410.</p> <p>Rationale for Proposed Change: ARTH 410 is a course in the Department of Art History, Visual Art and Theory that is equally relevant to Art History and to African Studies.</p> <p>AFST 410 will be identical to ARTH 410. Cross-listing ARTH 410 with a newly created course code AFST 410 will allow students interested in pursuing African Studies to more easily locate this course in the calendar. The proposed course, AFST</p>

	<p>410, will be listed on the Upper-level Approved Course List for the Minor in African Studies. This Minor program is administered through the Dean's Office, Faculty of Arts, and offers an interdisciplinary approach to the study of Africa, as well as the African diaspora. To complete this Minor, students must take 18 credits at the upper-level from an approved course list. Currently there are 4 upper-level AFST courses. Having ARTH 410 cross-listed with AFST 410 provides flexibility for students to take this course under the most relevant code for their chosen degree and transcript.</p> <p>AFST 410 course content will cover the same calendar entry, course learning outcomes, and syllabus as the existing ARTH 410. The approved syllabus for ARTH 309 is attached to this report for reference, as recommended by the Senate Office.</p> <p>A signed consultation from the Department of Art History, Visual Art and Theory accompanies this proposal, along with a signed budget impact form from the Faculty of Arts Dean's Office.</p> <p><i>Note: This Category 1 proposal is linked to a corresponding Category 2 proposal for ARTH 410 to include "Equivalency: AFST 410." The two should be processed together.</i></p>
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ARBM – Department of Asian Studies*ARBM – Create new course code, Modern Standard Arabic*

Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: January 22, 2020 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca
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Undergraduate Proposals, Faculty-Level

Arabic Course Codes

ARBC Course Code: Change title from “Arabic Studies” to “Classical Arabic”

Category: 2 Faculty: Arts Department: Classical, Near Eastern and Religious Studies Faculty Approval Date: February 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: January 27, 2020 Contact Person: Anthony Keddie Phone: 604-822-4057 Email: anthony.keddie@ubc.ca
Calendar Navigation: Homepage Course Descriptions Courses by Subject Code ARBC Proposed Calendar Entry: Classical, Near Eastern and Religious Studies, Faculty of Arts ARBC: Classical Arabic [...]	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ARBC Present Calendar Entry: Classical, Near Eastern and Religious Studies, Faculty of Arts ARBC: Arabic Studies [...]
	Type of Action: Change name associated with ARBC code Rationale: Due to the introduction of Modern Standard Arabic courses under the proposed course code ARBM through Asian Studies and the creation of the Middle East Studies program, it no longer seems appropriate to maintain the title “Arabic Studies” for the ARBC course code. The ARBC course code is only used for classes in Classical and Quranic Arabic and will not be used for courses in Modern Standard Arabic or courses about modern Arabic-speaking peoples. Therefore, we propose changing the name to “Classical Arabic,” with the implication that the C in ARBC stands for Classical. This will match the proposed ARBM course code for Modern Standard Arabic courses, where the M stands for Modern. This modified title should help to clarify for students that

	ARBC courses deal specifically with Classical Arabic language and literature.
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Faculty of Arts > Table of Contents > Edit to add ARBM (Modern Standard Arabic)

Faculty of Arts > Table of Contents > Edit to update name associated with ARBC course code

Category: 2 Faculty: Arts Department: Arts Academic Advising Faculty Approval Date: February 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: January 27, 2020 Contact Person: Nancy Campbell Phone: 74257 Email: nancy.campbell@ubc.ca
Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts Proposed Calendar Entry: [...] <u>AFST</u> <u>African Studies</u> <u>ANTH</u> <u>Anthropology</u> <u>ARBC</u> Classical <u>Arabic</u> <u>ARBM</u> Modern Standard Arabic <u>ARCL</u> <u>Anthropological Archaeology</u> [...]	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3 Present Calendar Entry: [...] <u>AFST</u> <u>African Studies</u> <u>ANTH</u> <u>Anthropology</u> <u>ARBC</u> <u>Arabic</u> Studies <u>ARCL</u> <u>Anthropological Archaeology</u> [...] Type of Action: Edit Faculty of Arts, Table of Contents, to add the new ARBM code for Modern Standard Arabic and update the name associated with the ARBC code to Classical Arabic. Rationale: <i>Note: This proposal is linked to a Category 1 proposal creating a new ARBM course code.</i> <i>Note: This proposal is linked to a Category 2 proposal updating the name associated with the ARBC course code.</i>

Courses by Subject Code > Edit to Add ARBM (Modern Standard Arabic)

Courses by Subject Code > Edit to update name associated with ARBC course code

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <p>[...]</p> <p><u>APSC</u> <u>Applied Science</u> <u>AQUA</u> <u>Aquaculture</u> <u>ARBC</u> Classical <u>Arabic</u> <u>ARBM</u> Modern Standard Arabic <u>ARCH</u> <u>Architecture</u> <u>ARCL</u> <u>Anthropological Archaeology</u></p> <p>[...]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <p>[...]</p> <p><u>APSC</u> <u>Applied Science</u> <u>AQUA</u> <u>Aquaculture</u> <u>ARBC</u> <u>Arabic</u> Studies <u>ARCH</u> <u>Architecture</u> <u>ARCL</u> <u>Anthropological Archaeology</u></p> <p>[...]</p> <p>Type of Action: Edit, <u>Courses By Subject Code</u>, to add new course code ARBM, Modern Standard Arabic and update the name associated with the ARBC code to Classical Arabic.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ARBM Course Code</i> <i>Note: This proposal is linked to a Category 2 proposal updating the name associated with the ARBC course code.</i></p>
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<p>Proposed Calendar Entry: ARBM – Modern Standard Arabic</p>	<p>URL: Create a new page for ARBM courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new subject code – ARBM – to designate Modern Standard Arabic courses offered within the Department of Asian Studies</p> <p>Rationale for Proposed Change: We are proposing a new code, ARBM, to denote language courses in Modern Standard Arabic. It offers distinction from ARBC, which is currently used for Classical Arabic language course offerings. Starting both with "ARB" keeps the two options close together in the calendar listing, helping students choose whether they would like to take Modern or Classical Arabic language</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for two new courses that use this subject code (ARBM 101 and ARBM 102).</i></p>
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ARBM 101 (3) Introductory to Modern Standard Arabic I

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 22, 2020 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry: ARBM 101 (3) Introductory Modern Standard Arabic I</p> <p>Basic listening, speaking, reading and writing skills in Modern Standard Arabic at the Beginning Elementary level.</p>	<p>URL: This proposal is submitted alongside a Category 1 proposal request to create a new ARBM course code and a new page for ARBM courses.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p>

	<p>This 100-level course will serve as the foundation for a series of courses offered by the Department of Asian Studies teaching Modern Standard Arabic. This course serves as an entry point for students who have no previous experience with or background in the Arabic language. The first half of the course is dedicated to learning the Arabic script and vocalization. The second half of the course familiarizes students with basic language use and grammar, especially nouns, verbs, and part of speech. Upon completion of the course, students will be ready to enhance and build upon their skills. (A proposal for ARBM 102 has also been submitted.)</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Language Courses offered by Asian Studies are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
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ARBM 102 (3) Introductory to Modern Standard Arabic I

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 22, 2020 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARBM 102 (3) Introductory Modern Standard Arabic II</p> <p>Continued development of basic listening, speaking, reading and writing skills in Modern Standard Arabic. Introduction to</p>	<p>URL: This proposal is submitted alongside a Category 1 proposal request to create a new ARBM course code and a new page for ARBM courses.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p>

<p>various aspects of Arab and Islamic culture.</p> <p>Prerequisite: ARBM 101</p>	<p>Rationale for Proposed Change: This 100-level course is part of a foundational series of courses offered by the Department of Asian Studies teaching Modern Standard Arabic. This course builds upon the foundations learned in ARBM 101, increasing students' vocabulary, grammar, and comprehension skills. Upon completion of the course, students will be able to engage in simple conversations, read basic compositions, and compose short narratives in Modern Standard Arabic. Also upon completion, students will be ready to progress to Intermediate Modern Standard Arabic courses to enhance and build upon their skills (the Department plans to propose more ARBM courses in the near future).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The Department of Asian Studies' Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
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ASIA – Department of Asian Studies

ASIA 331 (3) Islam in. South Asia (750 – 1750)

<p>Category: 1 Faculty: Arts</p> <p>Department: Asian Studies</p> <p>Faculty Approval Date: Feb. 13, 2020</p> <p>Effective Session (W or S): W</p> <p>Effective Academic Year: 2020</p>	<p>Date: October 12, 2019</p> <p>Contact Person: Lyndsay Bocchinfuso and Naveena Naqvi</p> <p>Phone: 2-9266</p> <p>Email: lyndsay.bocchinfuso@ubc.ca and naveena.naqvi@ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p>

<p>ASIA 331 (3) Islam in South Asia (750 – 1750)</p> <p>The history of Islam in South Asia beginning with the first Indo-Islamic interactions, the crystallization of Sufi traditions and sultanates, through the rise of European colonialism.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: ASIA 331 takes an approach that mediates between the pre-modern past and how it was remembered in subsequent periods, including the present. Doing so makes the relevance of Islam in the pre-modern world more comprehensible to those who lack a familiarity with the topic. Students taking this course will appreciate how historical memory is formed and why selected events in the history of Islam in South Asia are repeatedly invoked in the present political context, while others are elided.</p> <p>ASIA 330, a current course titled Islam in South Asia, has been submitted as a Cat. 2 for a small title change to indicate 1750 - present. These two courses are intended to complement each other, but ASIA 331 is not a prereq. for ASIA 330. If taken together both courses will have the added benefit of preparing students who want to continue to study Islam and/or South Asian History with a comprehensive understanding of the contours of both of these fields.</p>
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ASIA 380 (3) Modern Arabic Literature from the Middle East and North Africa in Translation

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 12, 2019 Contact Person: Lyndsay Bocchinfuso Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca</p>
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<p>Proposed Calendar Entry:</p> <p>ASIA 380 (3) Modern Arabic Literature from the Middle East and North Africa in Translation</p> <p>Analysis and critique of 20th and 21st century Modern Arabic prose writing emerging from the Middle East and North Africa in translation.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This 300-level course will introduce students to some of the major translated works of Arabic literature written by authors in the modern Middle East and North Africa. The course will make use of literary and cultural theory to analyze the literary works under study, as well as to illuminate the socio-cultural forces that go into producing, receiving, and critiquing modern Arabic literature today.</p> <p>The course will complement existing 300-level literature in translation courses offered by the Department of Asian Studies, such as ASIA 351 Modern Chinese Fiction in Translation, ASIA 357 Modern Korean Literature in Translation, ASIA 364A Modern Japanese Literature in Translation, and ASIA 395 Modern Persian Literature [in translation]. It will also complement forthcoming courses in Modern Standard Arabic and will pair with theory and method courses in the department on both literature and translation studies. The course would also have appeal to students from other programs in the university, including those offered by the Department of English and the Department of History. As with all ASIA courses, this course will be taught in English.</p>
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ASIA 491 (3) India and the Persianate World

<p>Category: 1 Faculty: Arts</p> <p>Department: Asian Studies</p> <p>Faculty Approval Date: Feb. 13, 2020</p>	<p>Date: October 12, 2019</p> <p>Contact Person: Lyndsay Bocchinfuso</p> <p>Phone: 2-9266</p>
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Effective Session (W or S): W Effective Academic Year: 2020	Email: lyndsay.bocchinfuso@ubc.ca
Proposed Calendar Entry: ASIA 491 (3) India and the Persianate World Histories of Muslim Empires, spanning Iran, India and Central Asia, from 1000-1800 CE. Examined through the conceptual lens of the “Persianate World” with emphasis on Persianate culture and power in South Asia. <i>Prerequisite:</i> Restricted to students with 3rd year standing or above.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ASIA Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: This proposed course is in keeping with a larger vision to develop the study of the history of Islam, Persianate cultures and South Asia within the Asian Studies Department. The course content connects South Asia to the broader pre-modern world where Persianate cultures thrived from 1000 – 1800 CE. The course is structured as a seminar that will cater to advanced undergraduate and graduate students in Asian Studies as well as the broader constituency of students majoring in the humanities and social sciences who have an emerging interest in South Asia, Islam and the early modern world.

ASTU – Arts Studies, Faculty of Arts (Dean’s Office)

ASTU 460 (3) No Knowledge is Neutral

Category: 1 Faculty: Arts Department: Dean’s Office, Faculty of Arts Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: November 22, 2019 Contact Person: Nancy Campbell for Tara Mayer, Chair, Sciences Po-UBC Dual Degree Program Phone: 74257 (Nancy) Email: tara.mayer@ubc.ca
Calendar Navigation: Homepage Course Descriptions Courses by Subject Name ASTU	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASTU
Proposed Calendar Entry:	Present Calendar Entry: None

<p>ASTU 460 (3) No Knowledge is Neutral Capstone seminar in the research, theory and practice of knowledge production, mobilization, and contextualization, including issues of authority, expertise, and positionality.</p> <p>Restricted to students in the Sciences Po-UBC Dual Degree. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Type of Action: Create new course.</p> <p>Rationale: The Sciences Po-UBC Dual Degree Program is a small (20-35 students per year), four-year cohort-based program that sees students spend the first two years at one of the English-language campuses of Sciences Po and the subsequent two years in UBC's Faculty of Arts. At the end of their studies, they receive two degrees – a BA from Sciences Po and a BA from UBC.</p> <p>While in France, students study in the social sciences and complete one of Sciences Po's three undergraduate majors: Political Humanities, Economy & Society, or Politics and Government. Upon their arrival at UBC, they are free to select any major available to students in the Bachelor of Arts degree program, although most choose a major related to their earlier preparation and studies. Admission to the Dual Degree program is selective, and students are generally high-performing.</p> <p>Whereas the Dual Degree program has existed since 2013, the Sciences Po-UBC Dual Degree Program contract was renewed in 2018. One of the responsibilities UBC undertook in this contract was to amend the Dual Degree Program Seminar sequence, reducing it from the original 15 credits to 12 credits.</p> <p>As part of this work, we took the opportunity to review the seminar sequence and to apply what we had learned in the first five years of offering the program to the design of the new sequence. Much of this work has now been completed, but the task of creating a new capstone seminar to fulfill our commitments as laid out in the proposal to Senate to renew the contract</p>
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	<p>remains. This proposal to create ASTU 460 addresses that requirement.</p> <p>The dual degree program requires students to complete four seminar courses, specifically developed for them and taught only to students in the program. This sequential series (ASTU 160, 260, 360 and now 460) acts as a coherent pedagogical spine for the program, and is designed to enhance student learning through academic engagement in and reflection on the intensive transatlantic educational journey that distinguishes the Dual Degree program.</p> <p>The purpose of ASTU 460, as the 4th and final Dual Degree seminar, is to call on students to work from within their academic/disciplinary expertise to engage with research, theory and practice in the areas of knowledge production, mobilization and contextualization, while also requiring and encouraging them to reflect on their Dual Degree journey through international scholarship. Through this capstone seminar they will hone their roles and responsibilities vis-à-vis research ethics, theory and practice and knowledge dissemination, translation and application, in the academy and beyond, continuing the thread of learning from the first three seminars (International Perspectives on Writing and Research in the Social Sciences; Communicating Research to Public Audiences; and Community-Based Research and Knowledge Creation).</p> <p> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below.</p>
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	Rationale for not being available for Cr/D/F: ASTU 460 is a mandatory requirement for the Dual BA program and so must be taken for percentage grading. It is only available to students in the program.
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GEOG – Department of Geography

GEOG 346 (3-6) Topics in Geography

Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: July 22, 2019 Contact Person: Jessica Dempsey Phone: 604 822 2020 Email: undergraduate.program@geog.ubc.ca
Proposed Calendar Entry: GEOG 346 (3-6) d Topics in Geography Topics will vary from year to year. Consult the departmental website or contact the Geography undergraduate advisor for details.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: The Department of Geography currently offers Topics in Geography as a fourth year seminar, designed for students with high level of background in Geography (e.g., Majors, Minors). There is, however, no designated Topics course at the third year level that can reach a broader range of students. Third year courses make up the bulk of our course offering and provide opportunities to migrate students from general, introductory courses, into more in-depth subject matter. Because of the high demand for our third year courses, this level of course has been identified by the department as a growth area. Establishing a 300-level Topics course will give us the flexibility to engage students from across campus in a current a timely and convenient way through single

	<p>offerings of special topics. It would also enable us to pilot course themes under this course code for wide appeal, and provide occasions for visiting experts to offer instructional opportunities on subjects not currently listed in our program listings. For visiting faculty or post-doctoral fellows who are only here for a year or two, it is valuable to both them and our students to have an opportunity for them to share their specialized knowledge through this course code.</p> <p>The following list offers examples of potential 300-level Topics course offerings: animal geographies, regionally specific geography, transportation geography, health geography, sonic geography.</p> <p>The Department of Geography currently offers two Majors: Human Geography, and Environment and Sustainability. Given the potential variability of topics under this course code, we have no plans to include this Topics code in their approved course lists. However, if a Topics offering does fit with topically with one or both Majors, the Undergraduate Advisor will handle appropriate permission. Advising and support will be available for students who wish to apply these credits towards their Major or Minor.</p> <p>Offerings will be approved on a case by case basis by the Department Head. The Department Head will accept proposals between September to December the year prior to course scheduling from interested faculty and post doctoral fellows who want to teach the course. Decisions to schedule the course will be based on student demand (evaluated by the Undergraduate Advisor), faculty input, and budgetary constraints. The Department Head and Undergraduate Advisor will work with Topics instructor(s)</p>
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	<p>to ensure that, in the case where there is sufficient interest and ability to offer a single version repeatedly, the Department will prepare a Category 1 proposal to give that course its own code.</p> <p>Students will be able to visit our Department's website or speak to the Undergraduate Advisor for details on scheduled offerings.</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus as per the newly approved policy described on p. 27-19 of the recently updated (Oct 9, 2019) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Peter A. Allard School of Law Department: Peter A. Allard School of Law Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 31, 2020 Contact Person: Natasha Affolder Phone: 604-822-0734 Email: affolder@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LAW 446 (3) Corporate Solicitors' Workshop Introduces students to the work of a corporate solicitor, including experience in planning, drafting and negotiating commercial transactions. Pass/Fail. Pre-requisite: LAW 459</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry: LAW 467 (1-3) d Topics in Corporate Law Not offered each year, consult Faculty. This course is not eligible for Credit/D/Fail grading.</p> <p>Type of Action: Convert an existing course from a section of the generic "Topics in Corporate Law" course to a standalone course with its own course number and title. Please leave the course entry for LAW 467 (1-3) d Topics in Corporate Law in the calendar. This course will continue to be offered.</p> <p>Rationale for Proposed Change: This course has been taught under the generic course number LAW 467 (1-3) d Topics in Corporate Law. The instructor requests that this course is assigned a specific course number and given the title "Corporate Solicitors' Workshop" in order to convert it to a standalone course.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: English Language and Literatures Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 28, 2019 Contact Person: Alexander Dick, Associate Professor, English Phone: 604-822-4225 Email: Alex.Dick@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 565 (3-6) d Studies in Environmental Humanities</p> <p>Advanced seminar on arts and humanities research related to ecology and environmentalism.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course – Graduate Seminar</p> <p>Rationale for Proposed Change: The interdisciplinary field known as the Environmental Humanities (EH) concerns the deep history, current impact, and potential futures of ecological change, how ecological change affects human society, and the force of humanity and human-centric thinking on the global environment. While several departments at UBC have offered narrowly specialized graduate seminars in the sociology, history, education, and science of sustainability, climate change, and environmentalism, no course introducing graduate students to EH or engaging simultaneously in its historical, cultural, artistic, and critical dimensions is currently on offer at UBC. Global in scope and public in orientation, a course in EH open to graduate students from across campus will establish a solid foundation for young scholars eager to work in the one of the most important areas of scientific and humanistic research (as noted by the prominence of sustainability in UBC's new Strategic Plan) but it will also provide a significant conduit for students looking to pursue careers outside of academia.</p>



The graduate program in the Department of English Language and Literatures is an excellent home for this course. Ever since eco-criticism first came to prominence in the 1990s, English studies has been at the forefront of humanities research and teaching around questions of climate and environmental change. The disciplinary protocols of English studies combine close attention to the nuances of rhetoric, language, and media with archival work in the histories of art, politics, philosophy, and science which means English scholars are trained to attend to the crucially important cultural, linguistic, and intellectual aspects of the climate emergency and its activist response as well as to its political causes and geological evidence. English scholars do not simply ask when and where climate change began: they ask why it matters and what it means for the ways we write, think, create, and act. As a result, many of the constituent studies of science, media, indigeneity, aesthetics, culture, gender, and colonialism that make up EH originated in English departments and continue to thrive in literary studies. Many EH scholars were trained and work in English. English Language and Literatures at UBC counts several dedicated EH scholars among its faculty; they are active participants in relevant interdisciplinary units at UBC including the Science and Technology Studies graduate program and the University Sustainability Initiative. The overwhelming positive feedback we received to our consultations request indicates that our colleagues in departments across the UBC faculties agree that English is the right home for this course.

Offering a graduate course devoted to the environmental humanities will provide a designated space in the English graduate program for students intending to focus on the cultural and literary aspects of EH and



to engage its interdisciplinary reach. While many sections will be oriented around critical, theoretical, and literary readings, students may also benefit from the field's experimental pedagogies, including field-work, curatorial installations, indigenous teachings, or community learning offered by particular faculty.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: Feb. 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: October 8th, 2019 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PPGA 555 (1-3) d Asia Policy Practice</p> <p>Practice-oriented course focused on current topics affecting policy in Asia.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=PPGA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis. Based on the feedback we adjusted our core courses and are beginning to review our elective courses as well.</p> <p>Part of the School of Public Policy and Global Affairs (SPPGA), the Institute of Asian Research (IAR) contains substantial expertise in the field of policy in Asia. Through curriculum discussions, the SPPGA faculty included drawing on UBC's strengths in Asia as part of the MPPGA comparative advantage. Of employers and prospective students surveyed, Asia was ranked fourth on the list of regions of interest following Canada, the US, and Europe.</p> <p>In order to highlight this strength and focus on Asia in the program and build on our strength in applied learning, we would like to offer a practice-oriented course called Asia Policy Practice. This course is built around learning directly from policy</p>



practitioners, and applying knowledge and skills acquired in the program directly to policy problems in the Asian context.

This course will provide an identity and a community for students interested in strengthening their policy skills on Asia by providing weekly meetings with the same mentoring professor (in charge of the course—and who will attend all sessions, including those with visiting speakers) and regular interaction with fellow MPPGA students interested in Asia. It provides a mentoring/supervision structure, makes better use of IAR resources in the MPPGA curriculum and SPPGA, and creates an opportunity for students to market themselves and build their professional network in their region of interest. It builds on current faculty and course offerings and is responsive to student interest as it was developed in conjunction with a group of keen MPPGA students.

In the second year the students take 9 credits from their stream requirements and 6 credits from other selected PPGA courses. This course would count toward part of the 6 credits of non-stream courses. We did not make this a required course as not all students will have an interest in this region.

This course has been designed as a variable credit course so that students can take it multiple times since the content will change with each course offering. It also gives the option to students who may have a slight interest in the region to explore it in fewer credits. It will allow the program to adjust the credit value as needed based on other course offerings in the program. This fits with our current approach of offering more flexible course formats in the program. The syllabus example provided is for a 1.5 credit course which we see



offering as the first iteration. A version with fewer credits would have fewer sessions and speakers while a version with more credits would have more sessions and speakers with accompanying readings.

Lastly, this course is a first step in the development of an Asia specialization within the MPPGA program. Should the demand for the course be sufficiently high, it will be a good indication of demand for the specialization and for us to move forward in its development.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems (LFS) Department: Faculty Approval Date: Oct 24, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: September 25, 2019 Contact Person: James Vercammen Phone: 604-827-3844 Email: james.vercammen@ubc.ca
Proposed Calendar Entry: FRE 500 (3) MSc Seminar Pass/Fail.	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: <p>The proposed seminar course will support the efforts of the Food and Resource Economics (FRE) group to create and foster a culture amongst our MSc students where giving and receiving critical feedback is expected and appreciated. This applies to MSc students in the Agricultural Economics program and MSc students in the Integrated Studies and Land and Food Systems (ISLFS) graduate program who are supervised by a FRE faculty member.</p> <p>A curriculum proposal to make this course a requirement of the Agricultural Economics graduate program will be developed pending approval of this course. Pending approval of a related curriculum proposal* (see below), MSc and PhD students in the Integrated Studies in Land and Food Systems (ISLFS) graduate program will have the option to take an alternate graduate seminar course instead of LFS 500 during those years when LFS 500 is not offered. This current course proposal creates FRE 500, which will be a substitute for LFS 500 (when it is not offered) for MSc students in the ISLFS program who are supervised by a faculty member from</p>



	<p>the Food and Resource Economics (FRE) group. The course requirements and format for FRE 500 will be similar to the course requirements and format of the graduate seminar designed for the MSc students in the Food Science (FOOD 500) and Human Nutrition (HUNU 531) graduate programs.</p> <p>The attendance and presentation requirements, as well as more details about FRE 500, are described in the attached course description.</p> <p>*The related curriculum proposal reads as follows:</p> <p>“... All M.Sc. students are required to complete LFS 500 (Graduate Seminar) or an alternate graduate seminar course chosen in consultation with the student’s supervisory committee. When LFS 500 is offered, students are required to take LFS 500. ...”</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (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>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>
<p>Proposed Calendar Entry:</p> <p>FRE 600 (3) PhD Seminar Pass/Fail.</p>	<p>URL: N/A.</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p>



The proposed seminar course will support the efforts of the Food and Resource Economics (FRE) group to create and foster a culture amongst our PhD students where giving and receiving critical feedback is expected and appreciated. This applies to PhD students in the Integrated Studies and Land and Food Systems (ISLFS) graduate program who are supervised by a FRE faculty member.

Pending approval of a related curriculum proposal* (see below), MSc and PhD students in the Integrated Studies in Land and Food Systems (ISLFS) graduate program will have the option to take an alternate graduate seminar course instead of LFS 500 during those years when LFS 500 is not offered. This course proposal creates FRE 600, which will be a substitute for LFS 500 for PhD students in the ISLFS program who are supervised by a faculty member from the Food and Resource Economics (FRE) group. The course requirements and format for FRE 600 will be similar to the course requirements and format of the graduate seminar designed for the PhD students in the Food Science (FOOD 600) and Human Nutrition (HUNU 631) graduate programs.

The attendance and presentation requirements, as well as more details about FRE 600, are described in the attached course description.

*The related curriculum proposal for the case of PhD students reads as follows (the wording is the same for MSc students with “MSc” substituting for “PhD”):

“...All Ph.D. students are required to complete LFS 500 (Graduate Seminar) or an alternate graduate seminar course chosen in consultation with the student’s supervisory



committee. When LFS 500 is offered, students are required to take LFS 500. ...”

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

Rationale for not being available for

Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so

X Pass/Fail or ☐ **Honours/Pass/Fail grading**
(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.)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: LAW Department: Faculty Approval Date: February 13, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: January 9, 2020 Contact Person: David Duff Phone: Email: duff@allard.ubc.ca
Proposed Calendar Entry: Law [...]	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1186
Master of Laws in Taxation [...]	Present Calendar Entry: Law [...]
Program Requirements The LL.M. in Taxation is designed as a one year, full-time course-based degree (with a part-time option). It consists of a total of 30 credits, including LAW 561 (3 credits) , 21 elective credits in tax law and policy courses, and up to 6 elective credits in other law courses.	Master of Laws in Taxation [...]
Program Requirements The LL.M. in Taxation is designed as a one year, full-time course-based degree (with a part-time option). It consists of a total of 30 credits, including LAW 561 (3 credits) , 21 elective credits in tax law and policy courses, and up to 6 elective credits in other law courses.	Program Requirements The LL.M. in Taxation is designed as a one year, full-time course-based degree (with a part-time option). It consists of a total of 30 credits, including 16 required credits in tax law and policy courses , eight elective credits in tax law and policy courses, and up to six elective credits in other law courses. For most full-time students, two academic terms plus an introductory intensive course taught in August will be required to complete the course requirements. Required courses will include an introductory intensive course on Fundamental Concepts in Tax Law (LAW 561, 3 credits), Taxation of Corporations and Shareholders (LAW 562, 3 credits), Taxation of Partnerships and Other Flow-Through Entities (LAW 563, 3 credits), International Taxation (LAW 565, 4



~~credits), and Tax Law and Policy Workshop (LAW 566, 4 credits).~~

Type of Action:

Remove required course requirement for 4 courses.

Rationale for Proposed Change:

When the LLMT was created in 2013, the original program proposal described it “as a one-year, full time non-thesis degree (with a part-time option). It will involve of a total of 30 credits, consisting of 16 required credits in tax law and policy courses, at least 8 elective credits in tax law and policy courses, and up to 6 elective credits in other law courses.” The proposal further stated that “required courses will be taught primarily by full-time faculty at UBC Law, though it may also be necessary to rely on adjunct faculty from law and accounting firms to teach some of these courses from time to time.”

Experience over the first five years of the program indicates that it is difficult to staff all required courses with full-time faculty, particularly in academic years when one of the faculty’s two full-time tax instructors is on leave. It has also proven challenging to find adjunct faculty to teach some of these courses, since practitioners often prefer to teach more specialized courses that correspond to their areas of practice.

At the same time, students from professional backgrounds often prefer to take specialized courses on areas of tax in which they are interested, rather than mandatory courses in areas in which they are less interested. As well, since several students are enrolled in the program on a part-time basis while working full time, mandatory courses often create scheduling challenges that can cause long delays in completion of the program – since students



who are unable to take a mandatory course offered in one year due to work commitments (especially in tax season in the Spring Term) must wait a year until the mandatory course is offered in the subsequent year.

For these reasons, a reduction in mandatory courses would enhance program flexibility – both in terms of the faculty’s ability to deliver the program and in terms of student ability to take different courses and graduate within a reasonable period of time (ideally no more than 2 years for part-time students). For this reason, it is recommended that the program eliminate all mandatory courses apart from the introductory tax course (LAW 561), which ensures that all students entering the program obtain a foundation in Canadian tax law before embarking on the rest of the program.

The elimination of mandatory courses will not change the requirement for students to take 24 credits in tax law, and will thus not affect the in-depth understanding of the field that students will acquire through this program.

In regards to the deletion of the line: “For most full-time students, two academic terms plus an introductory intensive course taught in August will be required to complete the course requirements”,-we are removing information which is subject to change based on the scheduling of the intensive course. The course might not always be scheduled in August and therefore the reference to this should be removed. The length of the program is adequately described in the opening paragraph.



<p>Proposed Calendar Entry: PRHC - Primary Health Care</p>	<p>URL: Create a new page for PRHC courses.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create PRHC course code for Graduate Certificate in Primary Health Care</p> <p>Rationale for Proposed Change: The Faculty of Medicine is proposing an interdisciplinary Graduate Certificate in Primary Health Care. Target learners could be licensed or registered primary health care practitioners including physicians, nurses, nurse practitioners, social workers, midwives, pharmacists, occupational</p>
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therapists, pharmacists, physical therapists, audiologists and speech pathologists as well as administrators/managers of primary health care practices. Because of this broad range of potential learners and because the certificate will focus on building collaborative, interprofessional teams to deliver primary healthcare, it is important that a new course code is assigned and the certificate not be linked to any specific department or existing program.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Medical Genetics Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: 23/Jan/2020 Contact Person: Anastasia Richardson- Project Development Coordinator and Marco Marra- Dept. Head of Medical Genetics Phone: 604-875-2000 x5624 Email: anastasia.richardson@bcchr.ca & mmarra@bcgsc.ca
Proposed Calendar Entry: MEDG 580 (3) Genomic Testing and Clinical Bioinformatics Annotation, filtering, and candidate variant calling skill development with a clinical focus; yield, benefits, and limitations of genome-wide sequencing. Restricted to students in the Graduate Certificate in Genomic Counselling and Variant Interpretation. [3-0-0]	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course entry Rationale for Proposed Change: New course integral to knowledge of clinical bioinformatics. Required as part of the proposed Graduate Certificate in Genomic Counselling and Variant Interpretation certificate program.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Medical Genetics Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: 23/Jan/2020 Contact Person: Anastasia Richardson- Project Development Coordinator and Marco Marra- Dept. Head of Medical Genetics Phone: 604-875-2000 x5624 Email: anastasia.richardson@bcchr.ca & mmarra@bcgsc.ca
Proposed Calendar Entry: MEDG 585 (3) Applied Variant Interpretation Human genome-wide sequencing (GWS) variant interpretation, with an emphasis on determining variant pathogenicity and significance in a clinical and research setting. Restricted to students in the Graduate Certificate in Genomic Counselling and Variant Interpretation. [3-0-0] Prerequisite: MEDG 580.	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course entry Rationale for Proposed Change: New course applying principles of clinical bioinformatics for successful variant interpretation in clinical and research settings. Required as part of the proposed Graduate Certificate in Genomic Counselling and Variant Interpretation certificate program.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Medical Genetics Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 23/Jan/2020 Contact Person: Anastasia Richardson- Project Development Coordinator and Marco Marra- Dept. Head of Medical Genetics Phone: 604-875-2000 x5624 Email: anastasia.richardson@bcchr.ca & mmarra@bcgsc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MEDG 590 (3) Evidenced-Based Genomic Counselling Genomic counselling skills and clinical insights; obtaining informed consent, variant appraisal, incidental and secondary findings, informing results, family communication. Restricted to students in the Graduate Certificate in Genomic Counselling and Variant Interpretation. [3-0-0]</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course entry</p> <p>Rationale for Proposed Change: New course to develop knowledge and application of genomic counselling. Required as part of the proposed Graduate Certificate in Genomic Counselling and Variant Interpretation certificate program.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Medical Genetics Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: 23/Jan/2020 Contact Person: Anastasia Richardson- Project Development Coordinator and Marco Marra- Dept. Head of Medical Genetics Phone: 604-875-2000 x5624 Email: anastasia.richardson@bcchr.ca & mmarra@bcgsc.ca
Proposed Calendar Entry: MEDG 595 (3) Emerging Genomic Topics Utility, impacts, and ethical implications of developing genomic applications; multiomics, tumour genomics, pharmacogenomics, population genomics. Restricted to students in the Graduate Certificate in Genomic Counselling and Variant Interpretation. [3-0-0]	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course entry Rationale for Proposed Change: New course to provide knowledge on emerging genomic testing technologies, with critical and appraisal and reflection on personal to global level ethical impacts. Required as part of the proposed Graduate Certificate in Genomic Counselling and Variant Interpretation certificate program.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PRHC 501 (3) Foundations in Primary Health Care I</p> <p>Policy, leadership, team-work, dynamics of team based care and impact of environment on team functioning.</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a New Course</p> <p>Rationale for Proposed Change: This course is one of the foundations for the Graduate Certificate in Primary Health Care and is a prerequisite for all other courses in the Certificate. Students will be introduced to fundamental concepts in primary health care including policy, leadership, team-work and the dynamics of team-based care, the impact of environment on team functioning. These concepts will be developed and explored in more detail in the sequence of courses that follows.</p> <p>Course links to the following Certificate Learning Objectives: #1, #2, #3, #5 and #7</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PRHC 503 (3) Foundations in Primary Health Care II</p> <p>Leadership in a collaborative team-based primary healthcare environment, ethical issues and resolution skills, equity-oriented processes, cultures of the various professions within a team-based collaboration.</p> <p>Prerequisite: PRHC 501.</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a New Course</p> <p>Rationale for Proposed Change:</p> <p>This course is one of the foundational courses for the Graduate Certificate in Primary Health Care and is a prerequisite for 505, 507 and 509. It will provide students with an opportunity to engage deeply with the specific issues of leadership, ethical issues and equity-oriented processes within an interprofessional team-based collaborative context. Exploring those three subject areas in considerable depth, this course will provide numerous opportunities for hands-on practice to help learners internalize the knowledge and skills that were introduced to in PRHC 501.</p> <p>When combined with PRHC 501, this course provides students with the knowledge and skills that will enable them to engage with more deeply with the content in the remaining courses of the Certificate</p> <p>Course links to the following Certificate Learning Objectives: #4, #5, #6, #7 and #8</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PRHC 505 (3) Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice</p> <p>Specific contexts include rural and remote environments, indigenous healthcare, mental health and addictions, maternity, sexual health and reproduction, ageing, population health and health promotion.</p> <p>Prerequisite: All of PRHC 501, PRHC 503.</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a New Course</p> <p>Rationale for Proposed Change:</p> <p>This course introduces a broad range of specific contexts and issues. It builds on the two foundational courses and provides opportunities for learners to apply those skills and knowledge in a broad range of specific contexts and issues, including rural and remote environments, healthcare in indigenous contexts, mental health and addictions, maternity, sexual health and reproduction, ageing and population health and health promotion.</p> <p>This application of principles provides numerous opportunities for hands-on practice to help learners internalize and hone the knowledge and skills they have been introduced to in PRHC 501 and PRHC 503.</p> <p>It is a prerequisite for PRHC 507 and 509</p> <p>Course links to the following Certificate Learning Objectives: #2 and #5</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PRHC 507 (1.5) Primary Health Care in Rural and Remote Communities</p> <p>In depth exploration of issues in rural and remote communities such as unique health challenges, delivery models, and innovative strategies to transform rural health</p> <p>Prerequisite: All of PRHC 501, PRHC 503, PRHC 505.</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a New Course</p> <p>Rationale for Proposed Change:</p> <p>This course provides an intense exploration of the practice of collaborative, team-based health care in rural and remote communities. It continues to build on the concepts introduced in PRHC 501: Foundations in Primary Health Care I, PRHC 503: Foundations in Primary Health Care II and explores on context introduced in PRHC 505: Integration Into Practice of Collaborative Team-Based Primary Health Care to Specific Contexts and Issues.</p> <p>Offered as a blend of online modules and a weekend-intensive learning experience, this course is designed to enhance learners' understanding and practice of collaborative, team-based primary health care in the rural and remote environments. It includes contents specifically related to rural and remote communities such as unique health challenges in that setting, primary health care service delivery models, impact of contemporary professional or health reform issues on rural health care and innovative strategies to transform rural health care— all important elements in implementing a collaborative, interprofessional, team-based</p>



	<p>delivery of primary health care in much of BC .</p> <p>Course links to the following Certificate Learning Objectives: #4, #5 and #9</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PRHC 509 (1.5) Special Topics in Primary Health Care In-depth application of foundational skills to specific problems. Introduces a toolbox of resources and a framework for responding to complex issues.</p> <p>Prerequisite: All of PRHC 501, PRHC 503, PRHC 505.</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a New Course</p> <p>Rationale for Proposed Change: PRHC 509 is a capstone intensive that identifies and addresses gaps in knowledge and provides a framework and resources for responding to complex, student-selected issues from one of the modules introduced in PRHC 505: Application of Principles of Collaborative Team-Based Primary Health Care to Specific Contexts and Issues. Specific topic will be determined by the experience and interests of the learners and may change for each offering of this course. Depending on the cohort of learners, sample topics could include one of the following: Chronic Conditions, Primary Health Care for Indigenous Populations, Seniors' Health Complexities, or Immigrant/Refuge Health Issues. The in-depth project provides and opportunity to identify, analyse and propose a solution to address a real-life primary health care issue within the system or work environment.</p> <p>This course blends online modules with a weekend-intensive learning experience designed to enhance learners' understanding and practice of collaborative, team-based primary health care on the selected topic. Since it will focus on one of the</p>



topics of most interest to learners in PRHC 505, it will allow students to pursue an in-depth application of their foundational skills within a specific problem. Using diverse approaches, learners will become familiar with a toolbox of resources and a framework and way of thinking about responding to complex issues within a particular subject area.

Course links to the following Certificate Learning Objectives: #4, #5, #7, #8 and #9.

ATMOSPHERIC SCIENCE

Category: (1)

<p>Faculty: Science Department: Atmospheric Science Faculty Approval Date: March 4, 2020</p>	<p>Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 20S Proposed Calendar Entry:</p> <p>ATSC 313 (3) Renewable Energy Meteorology</p> <p>The meteorology of hydro, wind, and solar power. Atmospheric processes affecting renewable energy on global, regional & local weather scales. [3-0-0]</p> <p>Prerequisite: One of (a) MATH 101, MATH 103, MATH 105, MATH 121; one of (b) PHYS 101, PHYS 107, PHYS 117, PHYS 157; and one of (c) APSC 160, CPSC 103, CPSC 110, DSCI 100, EOSC 211.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: Today, ATSC graduates have more job opportunities as analysts with industry (environmental consulting, clean energy, machine learning) than as forecasters for Environment Canada. This is because forecast production has been automated by numerical weather prediction.</p> <p>This trend has resulted in a radical change in undergrad-education needs, and also opens the opportunity for re-training of the existing meteorologist workforce.</p> <p>This course addresses growth in scientific interest, public need, and job opportunities in the renewable-energy sector. It will have computational/programming components. To make it accessible to a broader range of students (science & engineering) it will not have an ATSC prerequisite.</p> <p>Based on consultation with MECH and GEOG, we aim to make it a slightly-blended course (online content with in-class final exam) to accommodate interest vs. tight course schedules of students in other departments and faculties.</p> <p>Supporting Documents: SCI-19-2-ATSC 313</p>

BIOLOGY

Category: (1)

[illegible]

	<p>This lab-intensive course will qualify as a Biology Lab Selection for the Biology Specializations. The lectures and labs for BIOL 403 will be taught together with the lectures and labs for the new proposed course BIOL 503 (Microbial Ecology). Students in both of these proposed new courses will complete the same assessments, with the exception that students in BIOL 503 will also be required to complete an annotated bibliography assignment.</p> <p>Supporting Documents: SCI-19-2-BIOL 403</p>
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COMPUTER SCIENCE

Category: (1)

Faculty: Science Department: Computer Science Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: CPSC 310 (4) Introduction to Software Engineering Specification, design, validation, evolution and construction of modern software systems, within the context of socially and professionally relevant domains such as ethics, intellectual property, and information security. [3-2-0] Prerequisite: All of CPSC 213, CPSC 221.	Present Calendar Entry: CPSC 310 (4) Introduction to Software Engineering Specification, design, implementation and maintenance of large, multi-module software systems. Principles, techniques, methodologies and tools for computer-aided software engineering (CASE); human-computer interfaces, reactive systems, hardware software interfaces and distributed applications. [3-2-0] Prerequisite: CPSC 210. Action: Update course description and prerequisites. Rationale: CPSC 310 teaches students how to reason about and navigate the complexity of large-scale software engineering in keeping with the state of the practice of Software Engineering. The course description was last updated in 2001/2002, and the changes in the course description bring the Calendar entry in line with the current contents of the course. Prior to 2012, CPSC 310 required CPSC 213 and CPSC 221. These requirements were dropped to support the mini-streams. However, mini-streams are not now in effect, and students without those courses face a more significant challenge in the course, hurting their acquisition of the learning objectives. CPSC 213 and CPSC 221 both introduce students to topics of key concern for being able to successfully understand and perform well while working on the CPSC 310 project. CPSC 210 is a pre-requisite for both CPSC 213 and CPSC 221, and

	<p>hence becomes redundant as a pre-requisite for CPSC 310 with the re-introduction of CPSC 213 and CPSC 221.</p> <p>Supporting Documents: SCI-19-2-CPSC 310</p>
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Category: (1)

Faculty: Science Department: Computer Science Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: CPSC 440 (3) Advanced Machine Learning Advanced machine learning techniques focusing on probabilistic models. Deep learning and differentiable programming, exponential families and Bayesian inference, probabilistic graphical models and other generative models, Monte Carlo and variational inference methods. [3-0-1] Prerequisite: All of CPSC 320, CPSC 340.	Present Calendar Entry: Action: Create new course. Rationale: We are currently in the midst of an explosion of machine learning (ML), and we aim to train our students to meet this demand. Our current ML course, CPSC 340 (Machine Learning and Data Mining), is very popular: it has gone from one to three sections per year, or approximately 100 to 500 students per year, in a short period. However, CPSC 340 course does not cover several more-advanced topics that are standard in the field and taught at most top-tier universities. These topics are being increasingly used across a variety of fields across the university. CPSC 440 aims to cover these topics. The intended audience is undergraduate and graduate students, including both CPSC majors and students outside CPSC, who want exposure to topics that go beyond what is present in an introductory course. This audience is currently being served by our graduate course, CPSC 540, which consistently has over 60 students enrolled. Making a formal undergraduate version of CPSC 540 addresses several issues, including allowing undergraduate students easier access to the material. Supporting Documents: SCI-19-2-CPSC 440

ENGINEERING PHYSICS

Category: (1)

Faculty: Science Department: Physics & Astronomy Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: ENPH 479 (6) Engineering Physics Project III Projects designed to give students research development and design experience. Projects are provided by research faculty in Science and Engineering and from local industry. This course is not eligible for Credit/D/Fail grading. [1-5-1;0-4-0] Prerequisite: ENPH 459.	Present Calendar Entry: ENPH 479 (4) Engineering Physics Project III Projects designed to give students research development and design experience. Projects are provided by research faculty in Science and Engineering and from local industry. This course is not eligible for Credit/D/Fail grading. [1-5-1;0-2-1*] Prerequisite: ENPH 459. Action: Course credit change, and minor vector change. Rationale: ENPH 479 is the main and final capstone project course for Engineering Physics. We are adjusting the number of credits for this course to reflect actual student contact hours, and to bring it in line with its alternative in our curriculum, APSC 486, which is two terms and 6 credits (Students can choose one course or the other). Workload for students will stay approximately the same as it is currently, though through this change this workload will now be more easily counted for engineering accreditation purposes. No change in resources or space for operation of the course is required, and there is no impact on other departments or other students. Only ENPH students take this course, a restriction that is ubiquitous to all departments' capstone design courses. Supporting Documents: SCI-19-2-ENPH 479

GEOGRAPHICAL SCIENCES

Category: (1)

[illegible]

MATHEMATICS

Category: (1)

Faculty: Science Department: Mathematics Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: MATH 256 (3) Differential E quations Linear ordinary differential equations, Laplace transforms, Fourier series and separation of variables for linear partial differential equations. Consult the Faculty of Science Credit Exclusion List: www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414 . [3-0- 0] Prerequisite: One of MATH 101, MATH 103, MATH 105, MATH 121, SCIE 001 and one of MATH 152, MATH 221, MATH 223. Corequisite: One of MATH 200, MATH 217, MATH 226, MATH 253, MATH 263.	Present Calendar Entry: MATH 256 (3) Differential e quations Linear ordinary differential equations, Laplace transforms, Fourier series and separation of variables for linear partial differential equations. Tutorial session focuses on examples from chemical and biological engineering. Consult the Faculty of Science Credit Exclusion List: www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414 . [3-0- 1] Prerequisite: One of MATH 101, MATH 103, MATH 105, MATH 121, SCIE 001 and one of MATH 152, MATH 221, MATH 223. Corequisite: One of MATH 200, MATH 217, MATH 226, MATH 253, MATH 263. Action: (1) In title, replace lower-case “e” with upper-case “E”. (2) In course description remove sentence “Tutorial session ... “. (3) In course vector replace “1” with “0”. Rationale: The change to the course title makes it consistent with other course titles in the Calendar. Since 2012 (or earlier), the course has been given without a tutorial, in each term of the Winter Session to students in Chemical and Biological Engineering and several other specializations in Applied Science. By now it is clear no tutorial is needed. Supporting Documents: SCI-19-2-MATH 256

[illegible]

Category: (1)

Faculty: Science Department: Statistics Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: STAT 460 (3) Statistical Inference I Statistical models and their properties, estimation methods, properties of point and interval estimation, likelihood, Bayesian inference. Intended for Honours students. [3-0-0] Prerequisite: MATH 320, STAT 305 and one of MATH 152, 221, 223.	Present Calendar Entry: STAT 460 (3) Statistical Inference I A detailed theoretical development. Statistical models, exponential families, sufficiency, completeness, and detailed properties of point estimation. Intended for Honours students. [3-0-0] Prerequisite: MATH 320, STAT 305 is recommended. Action: Update course description and broaden prerequisites. Rationale: Rationale for pre-requisite change: The course with only MATH 320 as a pre-requisite dates back to before the Statistics department was formed and the course served as an introduction to mathematical statistics for Honours Math students. For over 20 years until 2018, no student entered the course without the updated prerequisite list. Because the course is intended primarily for students to understand and be prepared to do research in modern statistics, it cannot accommodate Honours Math students who have no prior experience in data and probability. The addition of the linear algebra pre-requisite (Math 152, 221, or 223) reflects that linear algebra is a basis of many methods in modern statistics. Rationale for change in calendar description: Provide a better description of the key topics with terminology of modern statistical inference. Supporting Documents: SCI-19-2-STAT 460

Category: (1)

Faculty: Science Department: Statistics Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: STAT 461 (3) Statistical Inference II Hypothesis testing and model selection in modern statistics, confidence regions, multiple testing, model comparison criteria. Intended for Honours students. [3-0-0] Prerequisite: STAT 460.	Present Calendar Entry: STAT 461 (3) Statistical Inference II Detailed development of the theory of testing hypotheses and confidence regions, Bayesian models and inference, elements of decision theory and additional topics. Intended for Honours students. [3-0-0] Prerequisite: STAT 460. Action: Update course description Rationale: Provide a better description of the key topics with terminology of modern statistical inference. Supporting Documents: SCI-19-2-STAT 461

DEAN'S OFFICE

Category: (1)

Faculty: Science Department: Dean's Office Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
<p>Effective Date for Change: 20S</p> <p>Proposed Calendar Entry:</p> <p>Double Major and Dual Degree Options ... Double Major In Science and Arts ... Double Major In Science and Fine Arts</p> <p>Students who are approved in this double major option must satisfy all degree requirements for a B.Sc. major in one specialization, including all Faculty of Science B.Sc. requirements. As far as the Fine Arts major is concerned, a student need only satisfy the remaining requirements for the B.F.A. major (i.e., at least 39 Bachelor of Fine Arts credits in one subject or field of specialization, including at least 30 upper-level credits).</p> <p>Students should endeavour to satisfy lower-level course prerequisites for both majors in their first two years. Fine Arts courses may satisfy requirements for the B.Sc.</p> <p>All double major options need the approval of advisors in both majors and the Director of the Science Information Centre (see the application form [link to: https://science.ubc.ca/students/degree/types]). Applications will not be accepted before the student is established in a B.Sc. major in second year and will not be accepted once the student has gained fourth-year standing. Entry into, and continuation in, a double major option requires that the student remain in good academic standing with an average of at least a C (60%) in each term.</p> <p>... Dual Degree in Science and Arts ... </p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1468</p> <p>Present Calendar Entry:</p> <p>Action: Add a section describing the option for B.Sc. students to complete a double major in Science and Fine Arts</p>

	<p>Rationale: There is already the opportunity for Fine Arts students to complete a double major in Fine Arts and Science (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,1587). This calendar change outlines the criteria for the reciprocal degree in Science.</p> <p>This calendar change matches the Arts page and has been confirmed with the Faculty of Arts.</p> <p>Supporting Documents: SCI-19-2-Double Major in Science and Fine Arts</p>
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ENVIRONMENTAL SCIENCES

Category: (1)

Faculty: Science Department: Environmental Sciences Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca																																				
Effective Date for Change: 20S Proposed Calendar Entry: ... Specializations ... Major (1263): Environmental Sciences (ENSC) First Year <table> <tr><td>BIOL 121, 140¹</td><td>5</td></tr> <tr><td>CHEM 121 (or 111)²</td><td>4</td></tr> <tr><td>CHEM 123</td><td>4</td></tr> <tr><td>Communication Requirement³</td><td>6</td></tr> <tr><td>MATH 100 or 102 or 104 (180 or 184 or 120)⁴</td><td>3</td></tr> <tr><td>MATH 101 or 103 or 105 (or 121)⁴</td><td>3</td></tr> <tr><td>PHYS 100-level⁵</td><td>3</td></tr> <tr><td>Electives^{6,7}</td><td>2</td></tr> <tr><td>Total Credits</td><td>30</td></tr> </table> ... Majors Areas of Concentration Required Courses Students must select one of the following three Areas of Concentration. A minimum of 15 credits must be taken from the Area of Concentration courses listed below and these courses cannot be used to fulfil any other requirements of the specialization. Land, Air, and Water Area of Concentration ... Ecology and Conservation Area of Concentration Students in this Area of Concentration must include one of BIOL 204, 205, 209, 210, and at	BIOL 121, 140 ¹	5	CHEM 121 (or 111) ²	4	CHEM 123	4	Communication Requirement ³	6	MATH 100 or 102 or 104 (180 or 184 or 120) ⁴	3	MATH 101 or 103 or 105 (or 121) ⁴	3	PHYS 100-level ⁵	3	Electives ^{6,7}	2	Total Credits	30	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,423 Present Calendar Entry: ... Specializations ... Major (1263): Environmental Sciences (ENSC) First Year <table> <tr><td>BIOL 121, 140¹</td><td>5</td></tr> <tr><td>CHEM 121 (or 111)²</td><td>4</td></tr> <tr><td>CHEM 123 (or 113)</td><td>4</td></tr> <tr><td>Communication Requirement³</td><td>6</td></tr> <tr><td>MATH 100 or 102 or 104 (180 or 184 or 120)⁴</td><td>3</td></tr> <tr><td>MATH 101 or 103 or 105 (or 121)⁴</td><td>3</td></tr> <tr><td>PHYS 100-level⁵</td><td>3</td></tr> <tr><td>Electives^{6,7}</td><td>2</td></tr> <tr><td>Total Credits</td><td>30</td></tr> </table> ... Majors Areas of Concentration Required Courses Students must select one of the following two Areas of Concentration. A minimum of 15 credits must be taken from the Area of Concentration courses listed below and these courses cannot be used to fulfil any other requirements of the specialization. Land, Air, and Water Area of Concentration ... Ecology and Conservation Area of Concentration Students in this Area of Concentration must include one of BIOL 204, 205, 209, 210, and at	BIOL 121, 140 ¹	5	CHEM 121 (or 111) ²	4	CHEM 123 (or 113)	4	Communication Requirement ³	6	MATH 100 or 102 or 104 (180 or 184 or 120) ⁴	3	MATH 101 or 103 or 105 (or 121) ⁴	3	PHYS 100-level ⁵	3	Electives ^{6,7}	2	Total Credits	30
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PHYS 100-level ⁵	3																																				
Electives ^{6,7}	2																																				
Total Credits	30																																				

least two of BIOL 301, **314**, 336, 402, 404, 408, 416, 418, 420; GEOB 307.

Additional courses for the Ecology and Conservation Area of Concentration include:

- BIOL 317, 320, 321, 322, 323, 324, 327, 328, 332, 343, 406, **409**, **411**, 412, 413, 417, 427, 434
- EOSC 373, 470, 474, 475, **478**
- ENVR 430
- MRNE 415, 425, 437
- MICB 301
- UFOR 403
-

Students should be aware that some of these electives have prerequisites that are not explicitly listed here.

Sustainability Science Area of Concentration

Students in this Area of Concentration must include:

- **ASIC 220**
- **ENVR 440**
- **two of ENVR 410, 420, 430; BIOL 314, 416, 420; CHEM 341; EOSC 340, 474; GEOB 402; SCIE 420, and**
- **one of ARCL 309; CONS 330, 425; FRST 415; GEOG 310; LFS 450; POLI 351; PSYC 421; UFOR 403 or APBI 423.**

Students should be aware that some of these courses have prerequisites that are not explicitly listed here.

Students should check the Faculty of Science credit exclusion list

<<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414>>.

...

least two of BIOL 301, 336, 402, 404, **407**, 408, 416, 418, 420; GEOB 307.

Additional courses for the Ecology and Conservation Area of Concentration include:

- BIOL 317, 320, 321, 322, 323, 324, 327, 328, 332, 343, 406, 412, 413, 417, 427, 434
- EOSC 373, 470, 474, 475
- ENVR 430
- MRNE 415, 425, 437
- MICB 301
- UFOR 403
-

Students should be aware that some of these electives have prerequisites that are not explicitly listed here.

...

Action: Remove CHEM 113.

Remove BIOL 407, replace with BIOL 314.

Add BIOL 409, 411 and EOSC 478 to list of course options.

Add a third Area of Concentration to the Environmental Sciences specialization.

Rationale: CHEM 113 has not been taught since 2014 and has been removed from UBC calendar.

Environmental Science majors students are required to complete 15 credits in an “Area of Concentration”. Current Areas of Concentration are limited to (1) Land, Air and Water, or (2) Ecology and Conservation.

In the Ecology and Conservation Area of Concentration (AoC), students have several choices in a “two of” list, and some additional courses which can be used for the remaining credits towards the AoC. One of the courses on the “two of” list, BIOL 407 (Plant Ecology II), has not been offered for several years and was deleted from the Calendar in 2016. BIOL 314 (Elements of Biodiversity) is an acceptable replacement for this course.

In addition, we propose to expand the options for students by adding BIOL 409 (Field Course in Ecology), BIOL 411 (Insect Ecology), and EOSC 478 (Fisheries Oceanography) to the list of additional courses which can be used to satisfy this AoC. These courses fit the theme of this AoC, and will make it easier for students to fulfill the requirement of a minimum of 6 credits of 400-level courses in the AoC.

A new Area of Concentration in Sustainability Science will give students a third AoC option, addressing an expressed student interest. In the last decade, Sustainability Science is emerging as a new academic discipline to address complex environmental challenges. This AoC draws upon existing courses, and represents additional flexibility for ENSC students interested in deeper engagement with Sustainability Science.

The proposed AoC is not designed to grow the ENSC program, which has a capped intake of 60 students per year. Rather, it would draw students who would otherwise select from among existing AoCs within the ENSC program.

The proposed new AoC draws upon ongoing

	<p>involvement of faculty from the Institute for Resources, Environment and Sustainability (IRES) in teaching within the ENVR program. This new AoC will be jointly offered by IRES and EOAS, and help formalize the ongoing commitment from IRES in delivering the required courses that are part of the new AoC.</p> <p>Supporting Documents: SCI-19-2-Major (1263): Environmental Sciences</p>
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Category: (1)

Faculty: Science Department: Environmental Sciences Faculty Approval Date: March 4, 2020	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 20S Proposed Calendar Entry: ... Honours (0589): Environmental Sciences (ENSC) First Year BIOL 121, 140 ¹ 5 CHEM 121 (or 111) ² 4 CHEM 123 4 Communication Requirement ³ 6 MATH 100 or 102 or 104 or (180 or 184 or 120) ⁴ 3 MATH 101 or 103 or 105 (or 121) ⁴ 3 PHYS 100-level ⁵ 3 Electives ^{6,7} 5 Total Credits 33 ... Honours Areas of Concentration Required Courses Students must select one of the following three Areas of Concentration. A minimum of 18 credits must be taken from the Area of Concentration courses listed below and these courses cannot be used to fulfil any other requirements of the specialization. Land, Air, and Water Area of Concentration ... Ecology and Conservation Area of Concentration Students in this Area of Concentration must include one of BIOL 204, 205, 209, 210, and at least two of BIOL 301, 314 , 336, 402, 404, 408, 416, 418, 420; GEOB 307.	http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,423 Present Calendar Entry: ... Honours (0589): Environmental Sciences (ENSC) First Year BIOL 121, 140 ¹ 5 CHEM 121 (or 111) ² 4 CHEM 123 (or 113) 4 Communication Requirement ³ 6 MATH 100 or 102 or 104 or (180 or 184 or 120) ⁴ 3 MATH 101 or 103 or 105 (or 121) ⁴ 3 PHYS 100-level ⁵ 3 Electives ^{6,7} 5 Total Credits 33 ... Honours Areas of Concentration Required Courses Students must select one of the following two Areas of Concentration. A minimum of 18 credits must be taken from the Area of Concentration courses listed below and these courses cannot be used to fulfil any other requirements of the specialization. Land, Air, and Water Area of Concentration ... Ecology and Conservation Area of Concentration Students in this Area of Concentration must include one of BIOL 204, 205, 209, 210, and at least two of BIOL 301, 336, 402, 404, 407 , 408, 416, 418, 420; GEOB 307.

<p>Additional courses for the Ecology and Conservation Area of Concentration include:</p> <ul style="list-style-type: none"> • BIOL 317, 320, 321, 322, 323, 324, 327, 328, 332, 343, 406, 409, 411, 412, 413, 417, 427, 434 • EOSC 373, 470, 474, 475, 478 • ENVR 430 • MRNE 415, 425, 437 • MICB 301 • UFOR 403 <p>Students should be aware that some of these electives have prerequisites that are not explicitly listed here.</p> <p>Sustainability Science Area of Concentration</p> <p>Students in this Area of Concentration must include:</p> <ul style="list-style-type: none"> • ASIC 220 • ENVR 440 • two of ENVR 410, 420, 430; BIOL 314, 416, 420; CHEM 341; EOSC 340, 474; GEOB 402; SCIE 420, and • one of ARCL 309; CONS 330, 425; FRST 415; GEOG 310; LFS 450; POLI 351; PSYC 421; UFOR 403 or APBI 423, and • one additional course from either of the above lists <p>Students should be aware that some of these courses have prerequisites that are not explicitly listed here.</p> <p>Students should check the Faculty of Science credit exclusion list [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414].</p> <p>...</p>	<p>Additional courses for the Ecology and Conservation Area of Concentration include:</p> <ul style="list-style-type: none"> • BIOL 317, 320, 321, 322, 323, 324, 327, 328, 332, 343, 406, 412, 413, 417, 427, 434 • EOSC 373, 470, 474, 475 • ENVR 430 • MRNE 415, 425, 437 • MICB 301 • UFOR 403 <p>Students should be aware that some of these electives have prerequisites that are not explicitly listed here.</p> <p>...</p> <p>Action: Remove CHEM 113.</p> <p>Remove BIOL 407, replace with BIOL 314.</p> <p>Add BIOL 409, 411 and EOSC 478 to list of course options.</p> <p>Add a third Area of Concentration to the Environmental Sciences specialization.</p>
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Rationale: CHEM 113 has not been taught since 2014 and has been removed from UBC calendar.

Environmental Science honours students are required to complete 18 credits in an “Area of Concentration”. Current Areas of Concentration are limited to (1) Land, Air and Water, or (2) Ecology and Conservation.

In the Ecology and Conservation Area of Concentration (AoC), students have several choices in a “two of” list, and some additional courses which can be used for the remaining credits towards the AoC. One of the courses on the “two of” list, BIOL 407 (Plant Ecology II), has not been offered for several years and was deleted from the Calendar in 2016. BIOL 314 (Elements of Biodiversity) is an acceptable replacement for this course.

In addition, we propose to expand the options for students by adding BIOL 409 (Field Course in Ecology), BIOL 411 (Insect Ecology), and EOSC 478 (Fisheries Oceanography) to the list of additional courses which can be used to satisfy this AoC. These courses fit the theme of this AoC, and will make it easier for students to fulfill the requirement of a minimum of 9 credits of 400-level courses in the AoC.

A new Area of Concentration in Sustainability Science will give students a third AoC option, addressing an expressed student interest. In the last decade, Sustainability Science is emerging as a new academic discipline to address complex environmental challenges. This AoC draws upon existing courses, and represents additional flexibility for ENSC students interested in deeper engagement with Sustainability Science.

The proposed AoC is not designed to grow the ENSC program, which has a capped intake of 60 students per year. Rather, it would draw students who would otherwise select from among existing AoCs within the ENSC program.

The proposed new AoC draws upon ongoing involvement of faculty from the Institute for

	<p>Resources, Environment and Sustainability (IRES) in teaching within the ENVR program. This new AoC will be jointly offered by IRES and EOAS, and help formalize the ongoing commitment from IRES in delivering the required courses that are part of the new AoC.</p> <p>Supporting Documents: SCI-19-2-Honours (0589): Environmental Sciences</p>
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15 April 2020

To: Vancouver Senate
From: Senate Curriculum Committee
Re: April Certificate Proposals (information)

Please find attached the following new certificates for your information:

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Medicine

Graduate Certificate in Genomic Counselling and Variant Interpretation
Graduate Certificate in Primary Health Care

Respectfully submitted,

Dr. Peter Marshall, Chair Senate Curriculum Committee

Overview Proposed Graduate Certificate in Primary Health Care

Proposed Name of Certificate Program:
Graduate Certificate in Primary Health Care

Sponsoring Faculty/Department/School:

Faculties: Faculty of Medicine
Faculty of Graduate & Postdoctoral Studies

Departments: Department of Occupational Science and Occupational Therapy

Contact Person:

Name: Dr. Susan Forwell,
Title: Professor and Head,
Department of Occupational Science & Occupational Therapy,
Telephone: 604 822 7410
Email: susan.forwell@ubc.ca

Executive Summary of Proposed Graduate Certificate in Primary Health Care

The Faculty of Medicine at the University of British Columbia is proposing to develop a Graduate Certificate in Primary Health Care.

Primary Health Care is the entry point to the health system - the point through which a patient usually encounters the health system for the first time. Primary health care includes a broad range of activities and services from health promotion to illness prevention and the treatment and management of acute and chronic conditions that do not require hospital admission. Traditionally, primary health care is delivered by a range of health professionals including audiologists, midwives, nurses, occupational therapists, pharmacists, physicians, physical therapists, social workers and speech language pathologists who work independently but are typically pulled together to collaborate on an informal basis. This ad hoc approach to interdisciplinary collaboration no longer provides the most effective health services. The Government of British Columbia has recently mandated the Minister of Health to prioritize the provision of team-based primary care in an organized structure that is delivered by formalized interprofessional teams.

What: We are proposing an interprofessional 1.5 year part-time Certificate, offered primarily online for healthcare professionals who are in or considering healthcare leadership positions in primary health care and those wishing to be effective health care providers on an interprofessional primary health care team. The certificate will be offered with one start date per year – initially a September intake. The certificate program will involve about 150 hours of instruction in five separate courses – three 3-credit courses and two 1.5-credit courses, run sequentially. Participants will receive specialized training, and develop the understanding and skills to deliver healthcare in a complex environment, including team dynamics, leadership, navigating complex health systems, interprofessional collaboration, cultural and ethical issues, chronic disease management, and health delivery management. Each course will consist of a number of components such as short videos, interactive learning activities, group activities and submitted assignments.

Why: The provision of efficient primary health care is a current societal need and articulated priority. As noted above, in support of that need, the Government of British Columbia has mandated the Minister of Health to prioritize the provision of team-based primary care. The World Health Organization reports that primary health care is “increasingly viewed as the best way to reduce waste and improve efficiencies in service delivery, get incentives for quality performance right, contain costs in well-off countries, and implement cost-effective interventions in low-resource settings”. A review of the literature suggests that additional skills are required to effectively deliver in a team-based primary healthcare setting.

Who: Target learners could be physicians, nurses, nurse practitioners, social workers, midwives, pharmacists, occupational therapists, physical therapists, audiologists and speech pathologists as well as administrators/managers of primary health care practices.

When: the first intake is planned for September 2020.

Graduate Certificate in Primary Health Care

Program Description

In order to support the transformation in health care in British Columbia signaled by the British Columbia Ministry of Health's adoption of an integrated primary healthcare model, we propose a 12 credit, part-time certificate aimed at practicing health care professionals who will lead primary health care teams or be effective, valued members of these teams.

A recent report notes that moving the delivery of primary health care to an interprofessional, team-based, collaborative approach is 'possibly the biggest healthcare transformation in decades'¹ – a transformation that will require a substantial change of practice for a broad range of healthcare providers. A graduate certificate in primary health care can play an instrumental role in the successful implementation of this transformational change, assisting leaders and health care professionals to ensure that all members of a team understand and are committed to team-based approaches to care; have a shared understanding of team-based care and speak the same language. At a practical level, this proposed certificate can ensure that leaders also know the 'how' - how to promote working together as an interprofessional team, how to build and support an effective team and how to create an environment where each team member contributes to high quality patient-centered care delivered by the team.

The certificate will be offered to practicing healthcare professionals who are in or considering healthcare leadership positions, those wishing to be effective health care providers on a primary health care team or those who are interested in the cutting edge thinking and practice of interprofessional, collaborative, team-based care in the primary care setting. Participants in the certificate will receive specialized training, and develop the understanding and skills to deliver interprofessional team-based healthcare in a complex environment, including team dynamics, leadership, navigating complex health systems, interprofessional collaboration, cultural and ethical issues, chronic disease management, and health delivery management.

Rationale for Certificate

The provision of efficient primary health care is a current societal need and articulated priority. The Government of British Columbia has mandated the Minister of Health to prioritize the provision of team-based primary care.² The World Health Organization reports that primary health care is "increasingly viewed as the best way to reduce waste and improve efficiencies in service delivery, get incentives for quality performance right,

¹ Integrating Primary Care Continuing Professional Development, Recommendation Report, Office of UBC Health, May, 2018, p. 4.

² Ministry of Health 2017/18 – 2019/20 Service Plan, Sept 2017; Minister of Health Dix Mandate letter, July 2017.

contain costs in well-off countries, and implement cost-effective interventions in low-resource settings".³ A review of the literature and the conclusions of a recent study suggests that additional skills are required to work effectively in an interprofessional, collaborative team in order to deliver effective care in a primary healthcare setting.⁴

Primary Health Care is the entry point to the health system - the point through which a patient usually first encounters or has access to the health system. Primary health care includes a broad range of activities and services from health promotion to illness prevention, and the treatment and management of acute and chronic conditions at home or in the community that do not require costly emergency room treatment or hospital admissions.

An integrated primary health care model is an approach that involves an interprofessional, collaborative, team-based delivery of primary health care involving a range of health care professionals including audiologists, midwives, nurses, occupational therapists, pharmacists, physicians, physical therapists, social workers and speech language pathologists.

The goal of the graduate certificate in primary health care is to transform practice through experiential learning and deep engagement with the principles of team-based care, building on existing ethical, patient-centered practice. In pursuit of that goal, the certificate has a strong focus on the interprofessional team-based context with participants enjoying significant opportunities for the application and synthesis of these skills in various health care environment. It is anticipated that graduates would leave the certificate with the skills, experiences and knowledge to work effectively in and lead in a collaborative, interprofessional team-based primary care environment.

At this point it is difficult to ascertain the opportunities that would be available to Certificate graduates although initial feedback from Health Authorities working to implement this approach points to the need for this type of Certificate. Based on this input, we have concluded that Certificate participants will be well-placed to lead or to become effective, valued members of these interprofessional health care teams. However, since this is a new initiative, the Ministry of Health and the Health Authorities are still establishing the details, including financial compensation models. Prospective students in the Certificate will receive specialized training and develop the understanding and skills to deliver interprofessional, team-based health care in a complex environment, including team dynamics, leadership, navigating complex health systems, interprofessional collaboration, cultural and ethical issues, chronic disease management and health delivery management. This is an important benefit for those considering health care leadership positions and those wishing to be effective health

³ From Primary Health Care to Universal Coverage – the “Affordable Dream”. WHO, 2017 (www.who.int/publications/10-year-review/en)

⁴ Integrating Primary Care Continuing Professional Development. Recommendation Report, UBC Health, May 2018, p.4.

care providers in this new team-based setting.

Length/Duration

It is envisioned that this certificate would be completed primarily online, supplemented with two weekends of face-to-face intensive learning over 1.5 years to a maximum of four years. The certificate will consist of 5 sequential courses totaling 12 credits (approximately 150 instructional hours), in five separate courses – three 3-credit courses and two 1.5 credit intensive courses. Each course will run according to the University calendar term dates.

Certificate Learning Objectives

With successful completion of the Graduate Certificate in Primary Health Care, learners/practitioners should be able to do the following for the purpose of enhancing patient health outcomes in the practice, education and policy contexts:

1. Describe the key concepts and benefits – to patients, practitioners and the community – of team-based primary health care.
2. Apply teamwork communication principles to support communication between practitioners from different professions in a collaborative and responsive manner.
3. Develop ways to actively engage themselves and others, including the client/patient/family, in positively and constructively addressing conflicts as they arise.
4. Describe their own role, knowledge and skills as well as understand the roles, knowledge and skills of other professions and use this understanding appropriately to establish and achieve patient/client/family and community health goals.
5. Articulate the principles of teamwork and group/team processes to enable effective interprofessional collaboration to establish and achieve patient/client/family and community goals in an ethical and culturally-appropriate manner.
6. Consider, integrate and value, as a partner, the input and engagement of the patient/client/family/community in designing and implementing client-centred care.
7. Articulate, adapt and apply leadership principles that support a collaborative practice model in an evolving healthcare system
8. Evaluate, with evidence-based decision-making, the development, progress, and effectiveness of interdisciplinary collaboration in the provision of primary health

care.

9. Be capable of informing healthcare policy discussions and decision-making at various levels (local, regional, other) regarding team-based primary health care.

Certificate Curriculum

PRHC 501: (3) Foundations in Primary Health Care I

PRHC 503: (3) Foundations in Primary Health Care II

PRHC 505: (3) Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice

PRHC 507: (1.5) Primary Health Care in Rural and Remote Communities Health

PRHC 509: (1.5) Special Topics in Primary Health Care – subject focus to be determined by the interests and experience of the student cohort.

The courses will be taken sequentially as follows: PRHC 501, PRHC 503 and PRHC 505 with each of these courses being a prerequisite for the next course as well as for 507 and 509. Although we anticipate that PRHC 507 and 509 will be taken sequentially after completing PRHC 501, 503 and 505, these two courses could be taken in the order appropriate to each learner since they do not build directly on each other.

Target Learners

This certificate is designed to be of interest to two types of learners - those who are in or considering healthcare leadership positions in primary health care and those wishing to be effective health care providers on a primary health care team. These target learners could be licensed or registered primary health care practitioners including physicians, nurses, nurse practitioners, social workers, midwives, pharmacists, occupational therapists, pharmacists, physical therapists, audiologists and speech pathologists. Also administrators/managers of primary health care practices.

Since this is envisioned as a post-professional certificate, it will exclude pre-licensure students.

Student Admission Criteria

Successful applicants must meet UBC's graduate-level admission requirements available at <https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-canadian-or-us-credentials>.

Specifically, applicants must hold an undergraduate or graduate degree in a health care profession and be a registered health care professional.

Applicants relying on their BSc must have a minimum overall overage of B+ (76% at UBC) in third and fourth year courses with at least 12 credits of third-or fourth-year courses with an A grade (80% or higher at UBC)

We anticipate that potential students will be primarily health care providers but we may accept individuals whose degree is outside of health care on a case by case basis.

At this point, we are not accepting international students.

Student Assessment/Grading Methods

Students will be evaluated on the basis of their performance with a variety of activities including:

- interactive learning activities that reinforce material from the weekly videos and readings,
- quizzes used to check student understanding, retention and integration of the theoretical material,
- participation in the weekly discussion forums and occasional webinars where students will be expected to contribute novel ideas and grapple with issues related to the weekly videos and readings,
- participation and significant contributions to assigned group project that explores one of the concepts dealt with in the course.
- the quality of their in-depth project – an individual, supervised-learning assignment that synthesizes their learning within the course and links it to their own practice.

Grading scale follows UBC's suggested grid for master's students.

Delivery Format

The literature clearly suggests the advantages and the benefits of in situ learning in a learner-relevant environment, particularly for adult learners. This Graduate Certificate in Primary Health Care aims to capitalize on these benefits by enrolling practicing healthcare professionals and building on learners' current practice by providing up-to-date information and cutting-edge ideas that can be applied immediately in their healthcare practice.

The delivery of this certificate is in accordance with the principles of adult learning:

- learning is relevant to their practice
- learning is focused on solving a problem
- previous experience is valued
- learners maintain responsibility for their learning
- learners are actively engaged

- learners have opportunities to interact with peers
- learners are provided with opportunities to apply what is being learned

This certificate will incorporate four elements - self-direction, transformative learning, experiential learning and in situ contextualized learning. Learners who are practicing professionals will learn best when these elements are present.

To support this approach, it is envisioned that this certificate would be completed primarily online, following the best practices established by the successful online Master of Rehabilitation Science program that has been in place for 17 years. This online experience will be supplemented with two weekends of face-to-face intensive learning and team-building. Each course will be offered on Canvas, UBC's Learning Management System, and will consist of components such as short modular videos, webinars, discussions, interactive learning activities, quizzes, group projects and submitted assignments.

The certificate will be taught primarily online by senior faculty members from the Faculty of Medicine, including the School of Population & Public Health and Rehabilitation Science, the School of Nursing and industry experts contracted to provide subject expertise and teaching for some of the weekly modules. Although the program will endeavor to use UBC clinical and academic faculty as instructors, there may be times when we need to go outside the UBC environment (to ensure current expertise in a specific area). In that case, we propose to contract with health authority personnel who are recognized leaders in the field based on their work-based expertise and knowledge and who would be 'eligible for a clinical faculty appointment' in the Faculty of Medicine at UBC.

Marketing and Promotion of Certificate

We intend to market the Certificate through a number of channels:

- the monthly newsletters and websites of the BC Colleges for health care professionals
- the communication channels of the various Health Authorities
- personal emails through members of our Advisory Committee to their colleagues and contacts
- email blasts to academic colleagues
- posts on <http://fom.prhc.ubc.ca>, the UBC website for our Certificate.

With the support of an expert in communications, the content and timeline/frequency of promotion will be created and undertaken.

Impact on Resources

This proposal does not have a significant impact on UBC resources. The SIF funding from the FoM has provided funding for planning and initial implementation. Consultations with nine UBC academic units that might have some interest or concern with the

program resulted in unanimous support and five academic units offering that they may have course materials or expertise that could be used in developing and delivering the certificate. Feedback from the UBC Library also indicated no significant impact on resources. Please see the Unit Consultations in this submission for further information on this aspect.

Financial Viability

Extensive financial modeling and reviews took place within the Faculty of Medicine as well as the Provost's Office, respectively. The program was determined to be financially viable and supported by all signatories as per Budgetary Impact of Curriculum Change form. Expected enrollment begins at 20 students (year 1), 30 students (year 2), moving to 40 students (from year 3 onwards at steady state).

Advisory Committee

Dr. Susan Forwell	Head, Occupational Science & Occupational Therapy (P.I.)
Sue Murphy	Head, Physical Therapy
Dr. William Miller	Occupational Science & Occupational Therapy
Allison Campbell	Midwifery Program
Dr. Jeff Small	Head, School of Audiology & Speech Sciences
Dr. Chris Lovato	School of Population & Public Health
Dr. Maria Hubinette	Family Practice MD
Dr. Joanie Sims-Gould	Family Practice SW
Dr. Sabrina Wong	School of Nursing
Robin Roots	Physical Therapy
Dr. Joseph Anthony	Physical Therapy

Deans/Department Heads Expected to Approve the Proposal

This proposal has been approved by Dr. Sue Forwell, Professor and Head, Department of Occupational Science and Occupational Therapy. It has also been approved by Dean Dermot Kelleher, Faculty of Medicine.

Appendix I: Environmental Scan

To have better insight into the landscape this Certificate would be entering, we completed a three-phase environmental scan that included identifying other similar programs globally, surveying the thoughts and attitudes of potential learners who might be interested in this certificate, and feedback from relevant units at UBC.

For the first phase of the environmental scan, we researched existing programs at other institutions of higher learning to determine the types of similar programs in existence as well as their location and format. We found that there were:

- no graduate certificates in primary health care offered in North America.
- three (3) graduate certificates in primary health care offered in the UK, one of which is offered online
- two (2) graduate certificates in primary health care offered in Australia, both offered in the online format
- one (1) graduate certificate in primary health care offered online in New Zealand

For the second phase of this scan, we surveyed potential learners in BC. The survey was completed between December 6, 2018 and March 7, 2019 and resulted in 1828 respondents going into the survey, with 1417 completing the survey, suggesting a response rate of 77.5%. A strong majority of respondents reinforced the importance of the certificate and indicated a willingness, particularly in BC, to support and participate in this Certificate. The following are some highlights from the results.

Demographic Characteristics:

- 972 respondents (68.6%) were health service providers, 129 (9.1%) provide administrative or managerial support, and 316 respondents (22.3%) perform both roles
- 872 participants (61.5%) practice in urban areas, 209 (14.7%) in rural areas, and 296 (20.9%) in both [40, 2.8% had no response]
- Those responding came from the health professions of Audiology/speech language pathologist, MD-family practice, MD-specialist, Midwifery, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, and Social Work
- 85% of respondents had more than 5 years' experience with the largest group of respondents (30%) being those with 25+ years' of experience.

Specific Responses:

- When asked about the topics of most interest, over 60% indicated 'all of the above' which included Clinical, Administrative, Leadership, and Policy topics
- 90% of respondents indicated a moderately to extremely important ranking in the following primary health care topics: Population Health, Health Promotion, Disease Prevention and Self-Management, E-Health, Indigenous Health, Aging, and Mental Health
- 90% reported a willingness to pay for the certificate

- 190 respondents self-identified as working in upper-level management. Of these, 77% reported that they would sponsor a staff member to enroll in the certificate and 65% indicated they would enroll themselves

In the third phase of our environmental scan, we canvassed heads of relevant units at UBC for their reaction to our plans. Those responding included: Dietetics Stream within Land and Food Sciences, Department of Family Practice, Department of Occupational Therapy, Department of Physical Therapy, Division of Midwifery, School of Audiology and Speech Science, School of Nursing, School of Population and Public Health, School of Social Work, Library

Without exception, these units supported this graduate certificate with a number noting that they had materials and/or expertise that could be used for delivering the certificate. While few questions were raised, comments offered resources to the program, suggested alignment with the ideals of their programs, and noted that this certificate had relevancy to their graduates. The Library consultation was also supportive.

Appendix II: Appendix II: Evaluation Plan for Graduate Certificate in Primary Health Care

To evaluate the Graduate Certificate from multiple stakeholder perspectives at various timepoints, we have developed an evaluation plan that incorporates for elements:

- Student Achievement
- Instructor Performance
- Course Usefulness
- Certificate Usefulness and Metrics

Our evaluation plan uses the CIPP Evaluation Model – an acronym referring to Context, Input, Process and Product – by asking

- What needs to be done and why?
- How should it be done?
- Is it being done?
- Did it succeed?

The CIPP Evaluation model "aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing"⁵. For the Graduate Certificate in Primary Health Care, these aspects of Context, Input, Process and Product are as follows:

- "Context" is the decision by the Ministry of Health, Government of British Columbia to prioritize the provision of team-based primary care in an organized structure that is delivered by formalized interprofessional teams instead of the current ad hoc approach to interdisciplinary collaboration. This 'transformation' in the delivery of primary healthcare requires a substantial change of practice for a broad range of healthcare providers. A review of the literature suggests that additional skills are required to effectively deliver in team-based healthcare setting.
- "Input" from colleagues and Advisory Committee for the Graduate Certificate in Primary Health Care – both involving a wide variety of health care disciplines - suggested topics and potential instructors for the curriculum. These discussions also informed the length of the program as well as the largely online delivery format for the program. These decisions follow the successful experience of the Faculty of Medicine's Graduate Certificate in Rehabilitation.
- "Process" points to the extensive and positive consultations we have conducted through our three-phase environmental scan that shaped the syllabi materials and certificate length and structure that we have carried out potential learners, our Advisory Committee, teaching colleagues in the healthcare field and the completed unit consultations with the relevant UBC

departments.

- “Product” refers to the quality and eventual impact of the courses and the certificate itself. We intend to evaluate this aspect of the project using the parameters outlined in the table below.

In addition, to evaluate learning and impact, we are using the four levels of learning developed in the Kirkpatrick Model, known model for analyzing and evaluating the results of training and educational programs. These four levels are:

1. Reaction measures how participants react to the learning experience (e.g., satisfaction).
2. Learning analyzes if learners truly understood the training (e.g., did learners increase in knowledge, skills or experience).
3. Behavior explores whether learners are utilizing what they learned at work (e.g., do learners show a change in behaviors).
4. Results determines if the learning experience had a positive impact on the learners (e.g., do learners feel they function more effectively in a collaborative, interdisciplinary team).

Over the offering of this certificate, we will evaluate student achievements, instructors, courses, the structure and the delivery of the certificate itself. We also plan to follow-up, asking learners, as well as their peers and/or employers, to evaluate the programme after graduation, and at 2 and 5 years after completing the certificate.

A summary of our evaluation and schedule of our evaluation plan is noted in Table 1.

Table 1: Evaluation of the Graduate Certificate in Primary Health Care below.

Elements to be Evaluated	Those Doing the Evaluation				
	Students	Instructors	Lead Course Instructor	Administrator/ Director	Frequency of Evaluation
Student Achievement	Before certificate, explore students' <ul style="list-style-type: none"> • Attitude • Behaviour • Knowledge Self reflection	Using interactive learning activities, quizzes, individual projects, participation in discussions and group projects		n/a	Mid-point and end of each course
Instructor Performance	Course Eval		Annual Review	n/a	End of each course
Course Usefulness	Course Eval		Annual Review	n/a	End of each course
Certificate Usefulness and Metrics	After graduation, 2 years post-graduation, and 5 years post-graduation, explore shifts in students' <ul style="list-style-type: none"> • Attitude • Behaviour • Knowledge 			End of cohort review with lead instructors and completion metrics	End of cohort Administrator/ Director



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Occupational Science and Occupational Therapy Faculty Approval Date: Sept 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: April 7, 2019 Contact Person: Sue Forwell, Professor and Department Head Phone: 604 822-7410 Email: sue.forwell@ubc.ca</p>
<p>Add Graduate Certificate in Primary Health Care to Homepage > Faculties, Colleges and School > Faculty of Medicine > Graduate Certificate in Primary Health Care > General Information</p> <p>Proposed Calendar Entry:</p> <p>Graduate Certificate in Primary Health Care</p> <p>This interdisciplinary <u>Graduate Certificate in Primary Health Care</u> is a 12 credit, part-time certificate that is delivered primarily online with two 1.5 credit courses offered as a blend of online modules and weekend intensive face-to-face sessions.</p> <p>This certificate is aimed at a wide range of practicing health care professionals, including audiologists, midwives, nurses, occupational therapists, pharmacists, family physicians, physical therapists, social workers and speech language pathologists as well as administrators/managers of primary health care practices. The certificate will be of interest to those who are attracted to cutting edge thinking and practice in interprofessional, collaborative, team-based care in the primary care setting.</p> <p>Participants who complete the five courses will receive specialized training, and develop understanding and the skills to deliver interprofessional team-based</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Graduate Certificate in Primary Health Care</p> <p>Rationale for Proposed Change:</p> <p>In order to support the transformation in health care in British Columbia signaled by the British Columbia Ministry of Health's adoption of an integrated primary healthcare model, we propose a 12 credit, Graduate Certificate in Primary Health Care aimed at practicing health care professionals who will lead primary health care teams or be effective, valued members of these teams.</p> <p>A recent report notes that moving the delivery of primary health care to an interprofessional, team-based, collaborative approach is 'possibly the biggest healthcare transformation in decades' – a transformation that will require a substantial change of practice for a broad range of healthcare providers. A graduate certificate in primary health care can play an instrumental role in the successful implementation of this transformational change and this Certificate was designed and developed with that need in mind.</p>



healthcare in a complex environment. Learners will build their skills in effective team participation, leadership, and navigating complex health system which includes interprofessional collaboration, cultural and ethical issues, chronic disease management, and health delivery management. Participants learn to work in complex interprofessional teams, build and support an effective team, and create an environment where each team member contributes to high quality patient-centered care.

Admission Requirements

Successful applicants must meet UBC's graduate-level admission requirements [link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,0>] including the English Language Proficiency Requirement.

Specifically, applicants must hold an undergraduate or graduate degree in a health care profession and be a registered health care professional. Since this is a post-professional certificate, pre-licensure students are not eligible for admission.

Applicants for admission must be Canadian citizens or permanent residents.

To have better insight into the landscape this Certificate would be entering, we completed a three-phase environmental scan that included identifying other similar programs globally, surveying the thoughts and attitudes of potential learners who might be interested in this certificate, and feedback from relevant units at UBC.

For the first phase of the environmental scan, we researched existing programs at other institutions of higher learning to determine the types of similar programs in existence as well as their location and format. We found that there were:

- no graduate certificates in primary health care offered in North America.
- three (3) graduate certificates in primary health care offered in the UK, one of which is offered online
- two (2) graduate certificates in primary health care offered in Australia, both offered in the online format
- one (1) graduate certificate in primary health care offered online in New Zealand

For the second phase of this scan, we surveyed potential learners in BC. The survey was completed between December 6, 2018 and March 7, 2019 and resulted in 1828 respondents going into the survey, with 1417 completing the survey, suggesting a response rate of 77.5%. A strong majority of respondents reinforced the importance of the certificate and indicated a willingness, particularly in BC, to support and participate in this Certificate.

At this point it is difficult to ascertain the opportunities that would be available to Certificate graduates



<p>Certificate Requirements</p> <p>To complete the certificate, students must successfully complete the following 12 course credits:</p> <p>PRHC 501 (3)</p> <p>PRHC 503 (3)</p> <p>PRHC 505 (3)</p> <p>PRHC 507 (1.5)</p> <p>PRHC 509 (1.5)</p> <p>Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for Master's students must be maintained.</p> <p>Contact Information</p> <p>Phone: 604 827-1632 Email: info.prhc@ubc.ca.</p>	<p>although initial feedback from Health Authorities working to implement this approach points to the need for this type of Certificate. Based on this input, we have concluded that Certificate participants will be well-placed to lead or to become effective, valued members of these interprofessional health care teams. However, since this is a new initiative, the Ministry of Health and the Health Authorities are still establishing the details, including financial compensation models. Prospective students in the Certificate will receive specialized training and develop the understanding and skills to deliver interprofessional, team-based based health care in a complex environment, including team dynamics, leadership, navigating complex health systems, interprofessional collaboration, cultural and ethical issues, chronic disease management and health delivery management. This is an important benefit for those considering health care leadership positions and those wishing to be effective health care providers in this new team-based setting.</p> <p>During the first cohort, students who fail or miss taking a course will have to wait for a year to make it up. This information will be clearly noted on the application portion of our PRHC website and noted during the introductions to each course. This will not be an issue after the first cohort as we intend to have two intakes per year.</p>
<p>Proposed Calendar Navigation: Add Graduate Certificate in Primary Health Care to Homepage > Faculties, Colleges and School > Faculty of Medicine</p>	<p>URL: New Page</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action:</p>



<p>Proposed Calendar Entry:</p> <p>Faculty of Medicine</p> <p>Introduction Doctor of Medicine</p> <p>Doctor of Philosophy</p> <p>Doctor of Philosophy and Doctor of Medicine</p> <p>Master of Global Surgical Care</p> <p>Master of Occupational Therapy</p> <p>Master of Physical Therapy</p> <p>Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences</p> <p>Master of Rehabilitation Science</p> <p>Master of Science</p> <p>Graduate Certificate in Global Surgical Care</p> <p>Graduate Certificate in Orthopaedic Manipulative Physical Therapy</p> <p>Graduate Certificate in Primary Health Care</p> <p>Graduate Certificate in Rehabilitation</p>	<p>New Graduate Certificate Entry</p> <p>Rationale for Proposed Change:</p> <p>In order to support the transformation in health care in British Columbia signaled by the British Columbia Ministry of Health's adoption of an integrated primary healthcare model, we propose a 12 credit, Graduate Certificate in Primary Health Care aimed at practicing health care professionals who will lead primary health care teams or be effective, valued members of these teams.</p> <p>A recent report notes that moving the delivery of primary health care to an interprofessional, team-based, collaborative approach is 'possibly the biggest healthcare transformation in decades' – a transformation that will require a substantial change of practice for a broad range of healthcare providers. A graduate certificate in primary health care can play an instrumental role in the successful implementation of this transformational change.</p>
<p>Proposed Calendar Entry:</p> <p>PRHC - Primary Health Care</p>	<p>URL: Create a new page for PRHC courses.</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create PRHC course code for Graduate Certificate in Primary Health Care</p> <p>Rationale for Proposed Change: The Faculty of Medicine is proposing an interdisciplinary Graduate Certificate in Primary Health Care. Target learners could be licensed or registered primary health care practitioners including physicians, nurses, nurse practitioners, social workers, midwives, pharmacists, occupational</p>



therapists, pharmacists, physical therapists, audiologists and speech pathologists as well as administrators/managers of primary health care practices. Because of this broad range of potential learners and because the certificate will focus on building collaborative, interprofessional teams to deliver primary healthcare, it is important that a new course code is assigned and the certificate not be linked to any specific department or existing program.

UBC Graduate Certificate in Genomic Counselling and Variant Interpretation

Summary Report to the Senate Curriculum Committee

Proposed Name of Certificate Program:

Graduate Certificate in Genomic Counselling and Variant Interpretation

Date of Submission:

February 26, 2020

Sponsoring Faculty/Department/School:

Department of Medical Genetics, Faculty of Medicine

Contact Person:

Name: Anastasia Richardson, MS, LCGC, CCGC

Title: Project Development Coordinator | Friedman Lab, Dept. of Medical Genetics

Tel: 604-875-2000 x 5624 | Email: anastasia.richardson@bcchr.ca

Supporting UBC Partners or External Partners:

UBC Extended Learning: We gratefully acknowledge the financial support for the development of this graduate certificate program provided by UBC Vancouver via the Online Learning Advancement Fund (OLAF).

Program Description (maximum 250 words):

The online Graduate Certificate in Genomic Counselling and Variant Interpretation is targeted to practicing Genetic Counsellors who desire upskilling in genomics, specifically increased competency in genomic counselling and cutting-edge variant interpretation. Genetic Counsellors are highly skilled healthcare professionals with expertise in genetic medicine and counselling, and as a health profession, take care of families.¹ Genetic Counsellors are well positioned to lead clients and healthcare workers in the precision medicine revolution,² but dependent on time since graduation, may need additional genomic education.

The 12-credit Certificate is composed of four courses, two bioinformatics-focused (MEDG 580, 585) and two counselling-focused (MEDG 590, 595). All courses use a patient-centered approach, drawing from real world cases for authentic and focused knowledge application with multidisciplinary team collaboration. Each interactive course includes case-based learning, modules from subject matter experts, application assignments, and evaluations. The Certificate was designed based on survey results from 353 Genetic Counsellors practicing globally,³ and

¹ Patch, C. & Middleton, A. (2019), Point of View; An Evolution from Genetic Counselling to Genomic Counselling. *Eur J. of Med Genet*, 62; 288-289.

² Hooker, G.W. et al. (2014), Teaching Genomic Counseling: Preparing the Genetic Counseling Workforce for the Genomic Era. *J Genet Couns.*, 23(4); 445-451.

³ Austin, J. and Birch, P. (2019), internal document, 'Appendix 1 of UBC OLAF Proposal: Survey of Genetic Counsellors June 21 to July 24 2019'.

includes core educational themes suggested by Hooker et al. for teaching genomic counseling to Genetic Counsellors: human and medical genetics instruction, teaching client education, ethics, and counseling skills.²

Rationale for the Program (maximum 250 words):

Widespread use of clinical genome sequencing has upended traditional medical genetics paradigms, resulting in increasingly complex demands for healthcare providers.^{2, 4, 5} Delivering genomic healthcare is more than genomic testing.¹ Individuals with advanced genomics training, as well as family communication, facilitated decision-making, and clinical interpretation skills, ex: Genetic Counsellors, are in high demand.^{4, 5} Despite successful efforts to grow the Genetic Counselling profession, including doubling North American training spots between 2008-2018,⁶ demand continues to exceed supply,⁷ exacerbated by massive research projects, ex: All of Us in the USA and 100,000 Genomes Project in the UK.⁸

Upskilling Genetic Counsellors globally through the Certificate would fill an educational gap in the current workforce to help satisfy currently unmet genomic healthcare and industry needs.^{2, 4} Genomic training for Genetic Counsellors was not standard prior to 2014, and most practicing Genetic Counsellors report learning variant interpretation from colleagues.⁴ 96% of respondents to our survey were interested in this certificate program,³ and a similar Certificate is not currently available in Canada. The Certificate positions the Department of Medical Genetics and UBC as leaders in online learning in genomics while supporting the Faculty of Medicine's Leading Precision Health strategic initiative in research and education.

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

The Certificate is proposed to include 4 courses, totaling 12 credits. Each course, consisting of 39 contact hours (3 credits, [3-0-0]), will be offered once per an academic year. The certificate composed of 156 contact hours can be completed in one year.

We anticipate learners will be balancing full-time work with the Certificate, and may have limited funding to complete all courses within one year. An online modular course design will allow Learners flexibility to fully engage in the course material for the 13 week duration of the course. Courses can be taken in any order, with the exception of MEDG 585, which requires the successful completion of MEDG 580.

⁴ Grove, M.E. et al. (2019), Developing a Genomics Rotation: Practical Training Around Variant Interpretation for Genetic Counseling Students. *J. Genet Couns*, 28; 466-476.

⁵ Manolio, T.A. et al. (2019), Opportunities, Resources, and techniques for Implementing Genomics in Clinical Care. *Lancet*, 394; 511-520.

⁶ Riconda, D. et al. (2018), Genetic Counselor Training for the Next Generation: Where Do We Go From Here? *Am J Med Genet.*, 178C;38-45.

⁷ Hoskovec, J.M. et al. (2018). Projecting the Supply and Demand for Certified Genetic Counselors: a Workforce Study. *J Genet Couns*, 27(1); 16-20.

⁸ CDC, Center for Disease Control and Prevention. Genetic Counseling and Public Health in the Era of Precision Medicine. Accessed online: <https://blogs.cdc.gov/genomics/2019/09/18/genetic-counseling-2/>

Proposed Learning Outcomes:

MEDG 580: Genomic Testing and Clinical Bioinformatics

1. Appraise and critique genome wide sequencing technologies, including the benefits, limitations, diagnostic yields, and appropriate clinical indications.
2. Apply bioinformatic methods to process NGS data, including variant calling pipelines to annotate, filter, and create a candidate list of genomic variants.
3. Evaluate bioinformatics algorithms involved in chromosomal microarray analysis, exome capture, standard short-read sequencing, optical mapping, linked-read sequencing, long-read sequencing, RNA-sequencing, and other omic tools used for the detection and analysis various kinds of variants.
4. Manage statistical tools to analyze omics data in a clinical setting.

MEDG 585: Applied Variant Interpretation

1. Systematically appraise candidate variant lists to identify a likely causative variant.
2. Select and discriminate between databases, tools, literature, and best practices to determine variant pathogenicity.
3. Assess and present genomic findings, including evidence for and against specific variants and potential clinical significance.
4. Differentiate between research and clinical variant interpretation processes, and categorize the strengths and limitations of GWS in each setting.

MEDG 590: Evidence-based Genomic Counselling

1. Examine genomic counselling as a specialty; assess the similarities and differences to genetic counselling.
2. Critically evaluate genomic test results and reports using various methods.
3. Appraise guidelines, literature, and patient experience to modify the processes of obtaining consent, returning actionable, secondary or incidental findings, and discussing variants of uncertain significance.
4. Develop skills for obtaining consent, delivering GWS results, and facilitating the integration of results into a patient's medical care and identity, with an awareness of the impact of family communication and cultural beliefs.
5. Formulate a set of personal best practices for patient care grounded in evidence-based approaches.

MEDG 595: Emerging Genomic Topics

1. Analyze and appraise the utility and impact of genomic testing in multiple clinical sub-specialties.
2. Evaluate, debate, and predict ethical concerns in emerging genomic fields.
3. Justify moral and medical decision-making in regards to genomics, considering the perspective of multiple stakeholders.
4. Successfully present complex genomic concepts for a non-professional audience.

Proposed Curriculum Topics (list by brief descriptive title only):

- Human genome-wide sequencing
- Clinical bioinformatics
- Human variant interpretation
- Genomic counselling
- Human genomic research

- Medical bioethics
- Multi 'Omic' subspecialties

Target Learners:

Target Learners for the Certificate are mid-career Genetic Counsellors who have completed their Master's training, but wish to upskill in the areas of genomic counselling and variant interpretation. With genomic wide sequencing now ubiquitous, Genetic Counsellors are expected to manage complex genomic-related tasks daily, and dependent on their time since graduation, specialization, and on-going education, experienced Genetic Counsellors may lack sufficient genomic skills for professional competency.

Genetic Counsellors are Master's trained allied-health practitioners (~7,000 globally) who interpret and explain complex genetic information to patients, empowering families to make use of this information, navigate numerous ethical challenges involved in genetic testing, and support the wider healthcare workforce.^{1, 9, 10, 11} Genetic Counsellors operate in nearly all areas of medicine, and beyond a clinical setting, have roles in research, industry, policy, education, and management.^{1, 11} Per the latest professional status survey in 2019, in North America, approximately 88% of Genetic Counsellors work fulltime, 35% work remotely, 70% are under 40 years, and 95% are female.¹¹ In Canada, 2018 annual salaries for clinical Genetic Counsellors averaged CAD\$60,000-90,000; US counterparts earned a median of CAD\$108,000.¹² Genetic Counsellors who work in industry, primarily for biotechnology companies, often have specialized genomic skills, and in 2018 earned approximately 23% more than clinical Genetic Counsellors.¹² 85% of Genetic Counsellors receive employer support for continuing education, as it is typically a requirement to maintain board-certification.¹¹

The Certificate supplements the existing Genetic Counselling training programs available at UBC and globally, but is not an alternative or substitute for a M.Sc. or MS degree in Genetic Counselling. These degree programs are highly regulated in terms of education and clinical experience, with established practice-based competencies.¹⁰ Currently, genomic counsellor is not a protected title, and there are no standard training or certification processes. Numerous journals have published calls to action for enhanced genomic training for Genetic Counsellors, with recognition of the need for upskilling in light of rapid technology changes, and the value of advanced education throughout a career.^{1, 2, 4, 5, 6, 13, 14}

⁹ Middleton, A. et al. (2017), The Role of Genetic Counsellors in Genomic Healthcare in the United Kingdom: a Statement by the Association of Genetic Nurses and Counsellors. *Eur J Hum Genet*, 25; 659-661.

¹⁰ Ormond, K.E. et al. (2018) Genetic Counseling Globally: Where are we now? *Am J Med Genet*, 178C; 98-107.

¹¹ NSGC, National Society of Genetic Counselors. (2019) Professional Status Survey 2019: Executive Summary.

Accessed Online: <https://www.nsgc.org/p/cm/ld/fid=68>

¹² NSGC, National Society of Genetic Counselors. (2018) Professional Status Survey 2018: Executive Summary.

Accessed Online: <https://www.nsgc.org/p/cm/ld/fid=68>

¹³ Patch, C. and Middleton, A. (2018), Genetic Counselling in the Era of Genomic Medicine. *British Medical Bulletin*, 126; 27-36.

¹⁴ Baty, B. J. et al. (2016) Developing a Model of Advanced Training to Promote Career Advancement for Certified Genetic Counselors: An Investigation of Expanded Skills, Advanced Training Paths, and Professional Opportunities. *J Genet Counsel*, 25; 625-634.

Domestic and international Genetic Counsellors will gain professional competency and the potential for increased career opportunities through completion of the Certificate. Acquiring specialized genomics skills may not result in higher pay in a current Genetic Counselling position, but opens up additional employment opportunities, including higher paying industry roles. In 2019, 20% of North American Genetic Counsellors worked for industry laboratories, with numbers rapidly increasing, and demand expected to continue to rise.^{7, 11, 15}

We anticipate the majority of Learners will continue to work while taking the Certificate, and combined with typical Genetic Counsellor demographics, a flexible online learning environment meets the needs of target learners. The interactive and collaborative nature of the Certificate will promote an international community of practice for genomic-skilled Genetic Counsellors, which may lead to collaboration in research and other endeavours outside the scope of the program.

Student Admission Criteria:

Completion of a M.Sc. or MS in Genetic Counselling. Applicants who do not meet this prerequisite, but have comparable training and clinical experience will be considered on a case-by-case basis. As part of the application process, applicants will complete an online assessment to ensure an adequate foundation of knowledge.

Nearly all Genetic Counselling programs are taught in English, therefore we anticipate applicants will have a high level of English competency. However, in compliance with UBC standards, we will ask applicants who completed their degree outside Canada at a university in which English is not the primary language of instruction to present evidence of English language proficiency. This demonstration of English language competency will be needed prior to being extended an offer of admission.

Rolling admission to the Certificate program versus a set admission period is planned. Courses will open for enrollment according to the academic calendar. Ongoing admissions will hopefully encourage more Learners to join the Certificate, and begin taking courses at their convenience.

Student Assessment/Grading Methods:

Students will be graded on a numeric basis. The minimum passing grade in any course taken by a student enrolled in the Certificate is 60%. However, only 2 courses with grades in the C to C+ range (60-67%) may be counted towards the Certificate. For all other courses, a minimum of 68% must be obtained. Assessments vary between courses, and will include quizzes, exams, oral presentations, individual projects, and group projects.

Program Delivery Format:

The Certificate will be delivered completely online. Courses will be designed with an interactive and collaborative focus, and will include case-based learning, peer interactions, learning from subject matter experts, and formal assessments. Courses will follow the typical UBC academic calendar for duration and enrollment timing.

¹⁵ Invitae, (2019). Personal communication.

Marketing/Promotion Strategy:

With guidance and support from the UBC Extended Learning marketing team, we plan to deliver web-based marketing content to Genetic Counsellors through the listserves of multiple Genetic Societies with nearly global coverage. We also plan to provide high-level program information to potential learners at genetic conferences and workshops. Possible Genetic Societies to advertise with include, but are not limited to:

- Canadian Association of Genetic Counsellors (CAGC)
- National Society of Genetic Counselors (NSGC)
- Association of Genetic Counseling Program Directors (AGCPD)
- American College of Medical Genetics and Genomics (ACMG)
- American Society of Human Genetics (ASHG)
- Transnational Alliance of Genetic Counseling (TAGC)
- European Society of Human Genetics (ESHG)
- European Board of Medical Genetics (EBMG)
- Association of Genetic Nurses and Counsellors (AGNC)
- Genetic Counsellor Registration Board (GCRB)
- Australasian Society of Genetic Counsellors (ASGC)
- Human Genetics Society of Australasia (HGSA)
- Professional Society of Genetic Counselors in Asia (PSGCA)
- Asia Pacific Society of Human Genetics (ASPHG)
- Japanese Society of Human Genetics (JSHG)
- South African Society for Human Genetics (SASHG)

Assessment of Impact on Departmental and University Resources:

Through grant-funding and in-kind support, Instructors and Content Experts, from academia, industry, and the community, will be compensated for their involvement in the creation and delivery of the Certificate. A project development coordinator has been hired.

A supportive library impact review by Alethea Greenwood, Head Librarian of the Woodward Library and Biomedical Branch, confirmed library resource support for the online Certificate.

Assessment of Financial Viability:

With a \$269,404 grant from the Online Learning and Advancement Fund (OLAF) through UBC Extended Learning, dispensed over 2 years, all Certificate development costs and 50% of pilot year expenses will be funded. Significant Department of Medical Genetics financial support was provided for development of the OLAF proposal, and a \$10,000 gift was given for program development.

A ten-year projection and program budget was developed with the Faculty of Medicine Financial team, and we anticipate the Certificate will be financially viable over a 10 year period. Revenue will be used to support curriculum updates, necessary in the rapidly changing field of genomics.

Fees:

A course-based tuition fee structure is proposed, at \$1000 per a course for both Domestic and International students.

Based on global survey results of potential learners, 86% of respondents indicated a willingness to pay for a certificate program (4 courses) if it was \$4000 or less. Only 13% would pay \$4000-\$6000 for the same certificate.³ In the general comments section of the survey, 30% of respondents raised cost as an important element in considering their interest in the certificate.³ Based on survey responses, and other available ongoing education opportunities for Genetic Counsellors, we are deeply concerned that higher pricing per a course would result in a low enrollment rate.

We anticipate significant interest in the Certificate from Genetic Counsellors trained or working outside Canada, and are adamant that cost is not a barrier to learning. In congruence with UBC's Next Century Strategy to foster global citizenship, two scholarships (BCCHR and industry sponsored) have been secured to promote participation by international Learners, and we are seeking more scholarship funding.

Program Evaluation:

As a requirement of OLAF funding, and for best educational practice, ongoing evaluations will be integrated into all program components of the Certificate. Using multiple methods, we will obtain a comprehensive understanding of program quality, effectiveness, and potentially, unintended consequences. The Sloan Consortium Quality Framework and the Five Pillars, as detailed in the following chart, will be used as the basis of program assessment.¹⁶

Quality Principle	Description	Performance Indicator/s
Learning Effectiveness	Degree learners achieve stated outcomes	<ul style="list-style-type: none"> Majority of learners' academic performance is at or above expectations and achieve course completion/certification Learners report improved professional competence, confidence Targeted interventions support learners who are not succeeding academically
Cost Effectiveness (Scale)	Certificate offers best educational value at affordable prices, and ensures maximum cost recovery	<ul style="list-style-type: none"> Enrollment rates increase over time without unwarranted additional costs Drop/Failure/Withdrawal rates minimized Partnerships with key industry stakeholders (see letters-of-support) maintained/increased Learners report broader range of job opportunities

¹⁶ Moore, J. C. (2005), The Sloan Consortium Quality Framework and the Five Pillars. The Sloan Consortium. Accessed online: <https://pdfs.semanticscholar.org/e482/e560c0f4bc6182fa3bb04ffdc886fccc229d.pdf>

Access	All appropriate learners have opportunity to learn online, can complete program, achieve success	<ul style="list-style-type: none"> • Enrollment capacities consistently met • Learners report ease of access to LMS/support services • Learning paths and activities are flexible to allow varied learner expertise and styles • Needs-based scholarships available • Access to international audiences
Faculty Satisfaction	Instructors derive personal satisfaction, professional benefit from involvement in program	<ul style="list-style-type: none"> • Faculty report improved literacy in online pedagogy • Improvement of faculty satisfaction metrics over successive program iterations • Faculty workloads remain contained or reduced over time • Faculty receive institutional recognition (e.g. awards, promotions)
Student Satisfaction	Students achieve success, are happy with experience	<ul style="list-style-type: none"> • Learners satisfied with the course materials, instruction, ability to communicate with instructors, peers, program services • Learners report participation/certification is useful for professional/academic development • Evidence of incorporation of student feedback in successive iterations of program

Specific proposed evaluations to quantify learning and success include:

- Grade review and cataloguing, with year-to-year comparisons.
- Learning Management System (LMS) metrics tracking to assess time spent interacting with course materials, peers, and instructors.
- Course and Certificate completion rates compared year-on-year.
- Faculty and learner surveys regarding learning effectiveness and satisfaction, collected longitudinally.
- Alumni interviews, taken at various time points after course or Certificate completion, to provide insights regarding long-term benefits of program participation.
- Periodic evaluation of Enrollment and Drop/Failure/Withdrawal rates and metrics.
- Changes in clinical practice as a result of course or Certificate completion from multiple perspectives (ex: learner, institutional, patient), as suggested by Bennett et al.¹⁷
- Comparison of program cost and competency.

We are also considering a collaboration with Dr. Leah Macfadyen, Associate Director, [Master of Educational Technology \(MET\) Program](#), to evaluate elements of teaching, learning and design in the Certificate. The collaboration could be mutually beneficial, enhancing our team's eLearning evaluation and analytic skills, while offering MET students online course evaluation opportunities. To promote Genetic Counsellor education research in Medical Genetics, data will be made available for MSc and PhD students to evaluate.

¹⁷ Bennett, R.L., Waggoner, D. and Blitzer, M.G. (2017), Medical Genetics and Genomics Education: How do we Define Success? Where do we Focus Our Resources? *Genetics in Medicine*, 19(7); 751-753.

Current Program Advisory Committee (list names and affiliations):

- UBC Dept. of Medical Genetics, Faculty of Medicine
 - Dr. Linlea Armstrong, Medical Director of the Provincial Medical Genetics Program, Clinical Associate Professor
 - Patricia Birch, Clinical Associate Professor
 - Dr. Alison Elliott, Clinical Associate Professor
 - Dr. Jan M Friedman, Professor
 - René Mrzljak, Senior Administrator
 - Tracey Oh, Clinical Assistant Professor, Co-Director, UBC MSc Genetic Counselling Program
 - Jenna Scott, Clinical Associate Professor, Co-Director, UBC MSc Genetic Counselling Program
 - Tasha Wainstein, PhD candidate
- Co-Appointment with UBC Dept. of Psychiatry and Dept. of Medical Genetics, Faculty of Medicine
 - Dr. Jehannine Austin, Professor, Canada Research Chair
- Industry, Prevention Genetics
 - Christele Du Souich, Genetic Counsellor

Final Approval Expected from the Following Deans/Department Heads:

- Roger Wong, Executive Associate Dean of Education of the Faculty of Medicine
- Dermot Kelleher, Dean of the Faculty of Medicine



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Medical Genetics Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 23/Jan/2020 Contact Person: Anastasia Richardson- Project Development Coordinator and Marco Marra- Dept. Head of Medical Genetics Phone: 604-875-2000 x5624 Email: anastasia.richardson@bcchr.ca & mmarra@bcgsc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Graduate Certificate in Genomic Counselling and Variant Interpretation</p> <p>Program Overview The entirely online Graduate Certificate in Genomic Counselling and Variant Interpretation is targeted to practicing Genetic Counsellors who would like to upskill their genomic knowledge and gain increased competency in genomic counselling and cutting-edge genomic testing technologies.</p> <p>The 12-credit certificate program is composed of four courses, two bioinformatics-focused (MEDG 580, 585) and two counselling-focused (MEDG 590, 595). All courses use a patient-centered approach, drawing from real world examples for authentic and focused knowledge application, with multidisciplinary team collaboration. Each interactive course will include case-based learning, interactive modules from subject matter experts, application assignments, and formal evaluations.</p> <p>The Graduate Certificate in Genomic Counselling and Variant Interpretation will prepare genetic counsellors for practice in all spheres of genomic counselling</p>	<p>URL: New URL requested</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new calendar entry for the Graduate Certificate in Genomic Counselling and Variant Interpretation.</p> <p>Rationale for Proposed Change: The rapid emergence of genomic wide testing in clinical practice has triggered a demand for Genetic Counsellors with comprehensive genomic skills, including expertise in variant interpretation and genomic counselling. Massive genomic research projects have put an additional pressure on the limited number of Genetic Counsellors with sufficient genomic proficiency, leaving unmet healthcare and industry needs.</p> <p>Despite completion of a rigorous training program at the master's level and mandatory ongoing education, many practicing Genetic Counsellors lack the genomic expertise to adequately address the growing demand. The Graduate Certificate in Genomic Counselling and Variant Interpretation will allow upskilling of trained Genetic Counsellors, increasing professional competency and career opportunities.</p>



including clinical, laboratory, teaching, and research settings.

Admissions

Academic Requirements:

Successful applicants must meet UBC's graduate-level admission requirements

[link to:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,182>] including the

English Language Proficiency Requirement

[link to:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0>]

As this is a post-professional certificate, applicants must hold a M.Sc. or MS degree in Genetic Counselling from an accredited academic institution.

Professional Requirements:

An applicant should be eligible to practice in their discipline.

Applicants who do not meet the requirements stated above, but who have had other significant formal training, relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the graduate certificate program may be granted admission on a case-by-case basis.

Certificate Requirements

All students must successfully complete the following four courses (12 credits): MEDG 580 (3); MEDG 585 (3); MEDG 590 (3); MEDG 595 (3).

MEDG 580 is a prerequisite for MEDG 585; the other Certificate courses can be taken in any order. Each course will be offered once per academic year.

Academic Progress Requirements:

The graduate certificate program was designed with input from Genetic Counsellors practicing in clinical, industry, and research settings worldwide.

Numerous journal articles have put forth serious calls to action for enhanced genomic training for Genetic Counsellors and other health professionals. The Certificate will be the first in Canada to address the necessary improvement in genomic competency within the Genetic Counselling profession, and enriches the Faculty of Medicine's Leading Precision Health strategic initiative.

The Certificate supplements the existing Genetic Counselling training programs available at UBC and worldwide, but is not an alternative or substitute to a M.Sc. or MS degree in Genetic Counselling. Currently, Genomic Counsellor is not a protected title, and there are no standard training or certification processes. Experts from UBC and industry will be involved in the development and delivery of the Certificate.

Application form and other materials will be made available and submitted online, once the website pages for the graduate certificate program are live. The anticipated date for this is May 2020.



The minimum passing grade in any course taken by a student enrolled in the Certificate program is 60%. However, only 2 courses with grades in the C to C+ range (60-67%) may be counted towards the Certificate. For all other courses, a minimum of 68% must be obtained.

Where a failing grade is obtained in a course, on the recommendation of the Certificate program and with the approval of the Faculty of Medicine, the student may repeat a course for higher standing. If the Certificate program does not make such a recommendation, or if the recommendation is not approved by the Faculty of Medicine, the student will be required to withdraw. A student who obtains a grade of less than 68% in more than 2 courses will normally be required to withdraw for inadequate academic progress. **The student will be informed of unsatisfactory academic progress in writing before any action regarding withdrawal is taken.**

When repeating a failed course, a minimum mark of 74% must be obtained. If a course is repeated, both marks will appear on the transcript. The higher mark will be used to determine promotion in a program and in any decision to admit or withdraw a student from a program. For all other purposes, averages will be calculated using both marks.

Contact Information

Graduate Certificate in Genomic
Counselling and Variant Interpretation
University of British Columbia
C&W Health Centre of British Columbia
4500 Oak Street, Box# 153
Vancouver, BC, Canada V6H 3N1

Tel: 604-875-2000 x5624

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Email: genomiccounselling.info@ubc.ca



<p>URL: Homepage > Faculties, Colleges and School > Faculty of Medicine > Graduate Certificate in Genomic Counselling and Variant Interpretation > General Information</p> <p>Proposed Calendar Entry:</p> <p><i>The Faculty of Medicine</i></p> <p>Contents</p> <p>Introduction</p> <p>Doctor of Medicine</p> <p>Doctor of Philosophy</p> <p>Doctor of Philosophy and Doctor of Medicine</p> <p>Master of Occupational Therapy</p> <p>Master of Physical Therapy</p> <p>Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences</p> <p>Master of Rehabilitation Science</p> <p>Master of Science</p> <p>Graduate Certificate in Genetic Counselling and Variant Interpretation</p> <p>Graduate Certificate in Global Surgical Care</p> <p>Graduate Certificate in Orthopaedic Manipulative Physical Therapy</p> <p>Graduate Certificate in Rehabilitation</p> <p>Graduate Program in Cell and Developmental Biology</p> <p>Graduate Program in Neuroscience</p> <p>Interdisciplinary Oncology Program</p> <p>Postgraduate Medical Education (M.D.)</p> <p>Bachelor of Medical Laboratory Science</p> <p>Bachelor of Midwifery</p> <p>Undergraduate Medical Education (M.D.)</p> <p>Academic Staff</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,0,0</p> <p>Present Calendar Entry:</p> <p><i>The Faculty of Medicine</i></p> <p>Contents</p> <p>Introduction</p> <p>Doctor of Medicine</p> <p>Doctor of Philosophy</p> <p>Doctor of Philosophy and Doctor of Medicine</p> <p>Master of Occupational Therapy</p> <p>Master of Physical Therapy</p> <p>Master of Physical Therapy and Doctor of Philosophy in Rehabilitation Sciences</p> <p>Master of Rehabilitation Science</p> <p>Master of Science</p> <p>Graduate Certificate in Global Surgical Care</p> <p>Graduate Certificate in Orthopaedic Manipulative Physical Therapy</p> <p>Graduate Certificate in Rehabilitation</p> <p>Graduate Program in Cell and Developmental Biology</p> <p>Graduate Program in Neuroscience</p> <p>Interdisciplinary Oncology Program</p> <p>Postgraduate Medical Education (M.D.)</p> <p>Bachelor of Medical Laboratory Science</p> <p>Bachelor of Midwifery</p> <p>Undergraduate Medical Education (M.D.)</p> <p>Academic Staff</p> <p>Type of Action: Adding Graduate Certificate in Genomic Counselling and Variant Interpretation to Faculty of Medicine calendar entry.</p> <p>Rationale for Proposed Change:</p>
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	To accurately list the programs available in the Faculty of Medicine.
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To: Senate
From: Research and Scholarship Committee
Re: Establishment of the BioProducts Institute
Date: 2 March 2020

The Senate Research and Scholarship Committee¹ has reviewed the attached proposal from the faculties of Applied Science, Forestry, Land & Food Systems, and Science to establish a new institute for BioProducts. The Committee's review of the proposal has focused on the academic subject matter, the financial viability and sustainability of the proposed institute, and the proposed governance structure. The proposal has also been reviewed by the Committee of Deans and the Research and Innovation Council. Separate to this recommendation, a recommendation will be coming forward from the administration to designate the new institute, if approved, as a Global Research Excellence Institute.

The Committee is pleased to recommend:

That Senate approve and recommend to the Board of Governors the establishment of the BioProducts Institute within the faculties of Applied Science, Forestry, Land & Food Systems, and Science.

¹ The Senate Research and Scholarship Committee has assumed responsibility for recommending the establishment and disestablishment of research-focused institutes and centres to Senate from the Academic Policy Committee.



Proposal for the establishment of a
GLOBAL RESEARCH EXCELLENCE INSTITUTE

Oct. 29, 2019



Deans' Message

Renewable carbon, captured in plants as well as forest residuals, organic waste, marine and agriculture biomass, must become the primary source for energy, chemicals, and materials to fulfill the needs of this century. The sustainable utilization of such resources demands interdisciplinary strategies, of which Canada is uniquely poised to become a global leader of the new bioeconomy. UBC's **BioProducts Institute (BPI)** unites leading scholars in an innovation ecosystem that will facilitate high-impact fundamental research and create low-carbon footprint technologies to address society's pressing challenges including resource sufficiency and climate change.

- **WHO?** Collectively, the BPI principal investigators represent, by any measure, the best available capacity for bioeconomy research and innovation world-wide. Institute faculty are established and emerging leaders in a broad range of disciplines, including chemistry, chemical and materials engineering, enzymology, microbiology, and synthetic biology. BPI's capacity is continually enhanced by incorporating world-renowned academics in biological nanotechnologies of renewable materials, colloids and interfacial phenomena, e.g. the recent appointments of the [Forest BioProducts Canada Excellence Research Chair](#), and the [President's Excellence Chair](#) - both of which are cross-appointed over multiple UBC faculties, and the upcoming [Canfor Advanced BioProducts Industrial Research Chair](#).
- **WHAT?** BPI is purposefully multidisciplinary and balanced between both fundamental and applied sciences, which enables academia, government and industry to benefit from research outputs. From the fundamental standpoint, the research team is using state-of-the-art genomics and biotechnology sciences to unlock the potential of materials produced in nature. Some of these materials include forest-, plant- and marine-sourced nanostructures that can be exploited for self- or directed assembly into advanced functional materials. They also are pushing the boundaries for additive manufacturing into ultralight and high-performance composites. The outputs are wide ranging and include the next generation nutraceuticals and structured food; advanced health materials; solutions for environmental remediation; systems for energy harvesting and storage that are portable and low cost; organic nanoelectronics and nanophotonics for security papers and diagnostics. Collectively they aim to develop a range of completely new answers to human needs using our forests in order to improve the quality of life.
- **WHY and WHY US?** By building BPI's culture of collaboration, and co-investing in world-leading infrastructure, the individual UBC faculties are leveraging their own strengths into a cohesive and high-impact cluster with the vision and capability needed to realize the world's sustainable future. No other university has the critical mass represented by UBC's BPI faculty in the science and engineering research for the bioeconomy. They also stand out by leading the world in publishing in journals of the highest impact including *Nature*, *Science*, *PNAS*, *Advanced Materials*, among others. Major developments are currently arising from the BPI on the fundamental properties and advanced applications of cellulose and chitin nanofibers and nanocrystals, microbial polysaccharides, polymeric lignin materials, and chemo-enzymatic functionalized lignocellulosics, as well as bioprocessing such as engineered lignification pathways in trees, and bacterial degradation of lignin. Collaboration with key cross-geographical partnerships from industry, government and academia will ensure these developments produce tangible scientific, societal and economic impacts as well as evidence-based engagement in policymaking.

- **WHY NOW?** There is a recognition of the harm of climate change and plastic waste amongst the general public and government. We must develop innovative bioproduct solutions to address these critical problems. The time is right as Canada has taken significant steps in commercializing green technologies for production of renewable micro and nanoparticles. With the successful [Canada Excellence Research Chair \(CERC\)](#) application, CFI funding, and [Western Economic Development \(WED\)](#), and partner grants, totaling just over **\$55 M**, a formalized institutional entity will provide a centralized hub to capture value for Canada, bring resources to the university, and serve as a conduit to highlight solutions to complex consumption and disposal problems. International initiatives such as the ongoing **Boreal Alliance** with Finland and Sweden, are further evidence of global activity in this area and will span from the already established connections of the members of BPI (and their former leadership roles in scientific clusters such as [FinnCERES](#)), with [Aalto University](#) and [VTI](#) in Finland, and [Treeseearch](#), [RISE](#), [KTH](#) Royal Institute of Technology, the [Wallenberg Wood Science Center](#) in Sweden and [EMPA](#), the Swiss Federal Laboratories for Materials & Technology.

The BPI has an innovative strategy for the future sustainability of its operations, research capacity, and financial self-sufficiency in place. A significant communal effort from the research and operational teams within the Institute has already built a strong foundation. The GREx investment will have a significant return, not only in growing funding value but also in societal, educational, scientific and industrial impacts. A high citation rate from academic outputs, and strong collaborations with industry, community partners, and other stakeholders will all further enhance UBC's reputation.

Within the next five years, UBC will be THE leading institution for scientific endeavors in bioproducts research, training and education. In so doing, UBC will attract cohorts of the top students and researchers from around the world. Through BPI faculty will expand educational platforms, including workshops and enhanced disciplinary degree programs. Further, the BPI will become a "one-stopshop" for forest, chemical and biotechnology industries to acquire and advance transformational research outputs. We will establish new routes to uncover the complex structure of natural materials while at the same time pursuing the application of glycomics and glycoscience to improve human life. Finally, the Institute, through business development, will foster technology transfer and innovative spin-off companies from its work on new sustainable materials, chemicals and fuels.

In summary, UBC's BioProducts Institute stands alone in Canada at the forefront of a globally-urgent scientific program that will lead with a critical combination of scientific, technological, economic, and environmental advances in the rapidly advancing bioeconomy space. We are resolved in our vision that the BioProducts Institute will take flight as a vehicle to advance UBC's impact and visibility on the global stage.

Professor John Innes Dean,
Faculty of Forestry

Professor James Olson Dean,
Faculty of Applied Science

Professor Meigan Aronson Dean,
Faculty of Science

Professor Rickey Yada
Dean, Faculty of Land and Food Systems

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1. Introduction

Humanity must take immediate action to prevent climate change and to preserve the integrity of our ecosystems. Mitigating and altogether avoiding dire individual, social, and economic consequences of global warming will “require rapid, far-reaching and unprecedented changes in all aspects of society,” (H. Lee, chair of the UN’s IPCC). Working towards sustainable science and technological solutions, the UBC BioProducts Institute (BPI) is a multi-disciplinary cluster of researchers, scientists, engineers, and experts spanning four UBC faculties. Collectively, BPI researchers are striving for a society where materials, chemicals and fuels are sustainably produced from renewable sources (**Fig.1**). Global warming associated with climate change is likely to reach 1.5°C to 2°C between 2030 and 2052 if it continues to increase at its current rate. It is but just one critical factor within mounting concerns about the planet’s viability in the face of human activities. By reducing our dependence on “take-make-dispose” based products, through the development of a thriving circular bioeconomy that utilizes renewable carbon, we can cut GHG emissions, decrease recalcitrant pollution (e.g. disposable plastics), and foster healthy, sustainable living by exploiting the functionality of natural feedstocks. With the second largest boreal forest in the world that contributes \$21.7 billion to our GDP, Canada has a significant opportunity to be a global leader in an estimated \$1 trillion global bioproducts market by 2030. The vision of the UBC Bioproducts Institute is to lead scientific and engineering discovery and translational research needed to ‘grow’ nearly everything required by society from adhesives to nerve growth scaffolding.

To address current challenges, the BPI research team is creating the keys [the science and know-how] for unlocking nature — researchers are working on questions that include: “How do we control plant structure with desired traits for processing through genomics research?”; “How can individual plant cell wall components be isolated with superior material properties or high conversion rates into fuels?”; “How can nature’s nanotechnology be exploited in health care?”; and “How do we create cellular/biological machines to transform complicated plant components into specific high-value compounds?” Answering these questions provides humanity with essential insight necessary to control upstream production and advance technologies for downstream processing resulting in innovative materials and systems from renewable resources.



Figure 1. From the linear to the circular bioeconomy

Science quality metrics within the BPI research cohort, along with substantial collaborative partnerships with industry, governments and leading academic and research organizations across Canada and globally, demonstrate BPI’s world-class research reputation in bioproducts. Over the past three years, researchers and operational staff of BPI – supported by Grants to Catalyze Research Clusters funding, faculty contributions, and significant external awards and investments, over \$55 million, has put into place key building blocks toward establishing BPI as a functioning UBC GREx Institute:

The UBC BioProducts Institute addresses society’s pressing environmental challenges by developing bio-based sustainable and circular innovations and solutions

- Canada Excellence Research Chair in BioProducts award (\$27M) and the recruitment of international renown Dr. Rojas,
- UBC's President's Excellence Chair award (\$2.3M) and the recruitment Dr. Cranston, outstanding in her field,
- Canfor Advanced BioProducts Industrial Chair (\$2M) and the recruitment of Dr. Foster,
- Tier-2 Canada Research Chair in Sustainable Functional Materials and the recruitment of Dr. Feng Jiang
- joint infrastructure, including two recent and significant equipment investment (\$16 M), much of which is now installed,
- piloting units such as the [Renewable Nature Gas production](#) supported by a Western Economic Development Grant (\$2.4M),
- industrial applied research consortia, the BC Pulp and Paper Bio-Alliance (\$3.6M) with all 7 of BC's pulp and paper companies,
- collaborative ecosystems within BPI's world-leading research cohort,
- ongoing forums hosting prominent scientists to spark high quality research collaborations,
- awards program to strengthen excellence and participation of under-represented groups in the field,
- and development of strategic national and international roadmaps by championing unique research clusters.

The GREx investment will provide impactful operational resources in addition to the above building blocks to further expand BPI's momentum and significantly support UBC's Next Century strategic plan. BPI empowers all 3 *Strategic Plan* themes (innovation, collaboration and inclusion) and most of the 20 strategies such as collaborative clusters, inclusive excellence, global networks, practical learning, shared infrastructure and inspiring spaces, and significant role in attracting, recruiting world-leading faculty to UBC. The investments will be critical to accelerate the institute's funding success and to enable world-leading fundamental and translational research. These outputs will fill key gaps in global and Canadian bioeconomy innovation ecosystem, further strengthen UBC's global prominence in this field.

2. Enhancing UBC's Global and National Reputation

Since 2006, world-wide publications in bioeconomy-related science have increased 20-fold (Fig. 2). BPI is already among the top bioproducts research institutes globally in research outputs; and GREx support will enable us to realize our growth strategy (detailed below) to become the world's number one flagship institution in the area. BPI actively monitors a series of benchmarking metrics to evaluate international standing in the academic community and determine impacts on downstream stakeholders. UBC's BPI cohort demonstrates significant scientific status in this field as highlighted in Figure 3.

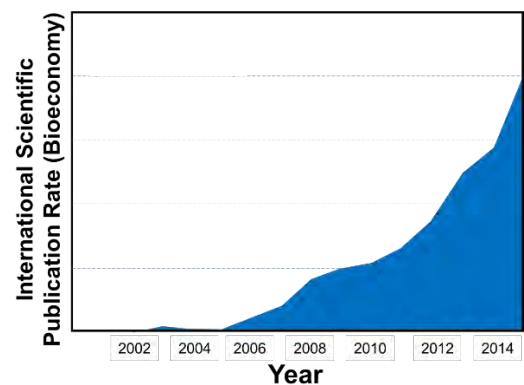


Figure 2. Rate of expansion of world-wide publications using a relative figure of 100 for 2015.

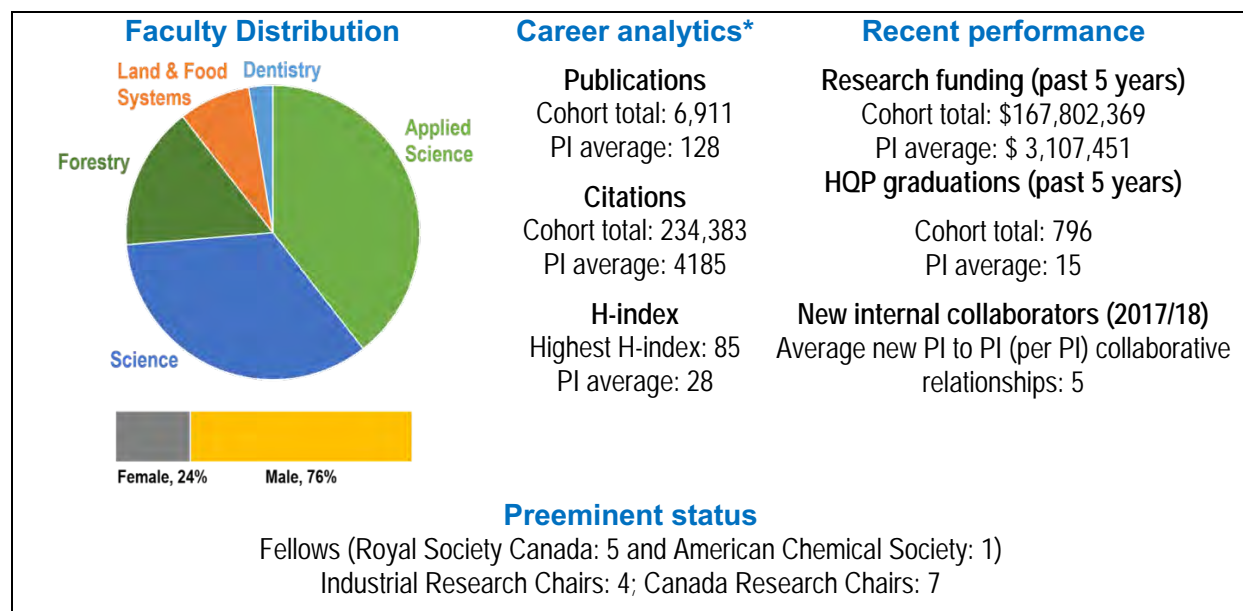


Figure 3. Academic publications and rankings in bioeconomy-based research (note, not including PEC and CERC which combine to average nearly 70 publications a year and have been cited >20,000 times)

UBC's Canada Excellence Research Chair (CERC) in Forest BioProducts appointee, Professor Orlando Rojas, will bring key expertise in bioproducts to synergize existing UBC academics elevating the institute. His expertise in surface chemistry, nanoscience and nanotechnology of renewable materials will enable the expansion of BPI's network of actively engaged scientists and will enable the securing of additional research funding to provide innovative and sustainable solutions to global challenges impacting society and industry.

The addition of the CERC and associated four new hires committed to the CERC research program, including the recently-appointed UBC President's Excellence Chair in Forest Bioproducts, Dr. Emily Cranston – former Tier 2 Canada Research Chair in Bio-Based Nanomaterials at McMaster University, Dr. Feng Jiang, Tier 2 Canada Research Chair in Sustainable Functional Materials, and the Canfor Advanced BioProducts Industrial Chair, Dr. Johan Foster starting in March 2020 (NSERC IRC application currently under review), will further position UBC in the driver's seat of the future bioeconomy.

As part of its national strategy, BPI has recently led a Networks of Centres of Excellence proposal - BiRNet and though not awarded, developed substantial collaborative partnerships with companies and government agencies (who pledged over \$10 M in proposal) including BASF, FPinnovations, Alberta Innovates, Canfor, CRIBIQ, and Domtar Materials as well as national research bioeconomy roadmaps.

3. Research Strategy

BPI's cross-disciplinary approach integrates fundamental research that includes the harnessing of genomics and molecular biology to control composition and structure of feedstocks, the application of (bio)catalysis and chemical methods, including those undertaken in complex fluids, for disassembly and deconstruction, generating resources for fabrication of new materials using directed assembly and digital processing, coupled with the production of renewable energy (Figure 4). The traditional industry in Canada (lumber, pulp and paper) creates an important framework that can be leveraged for new outputs. Future technologies around omics and engineering can enable a broad societal impact to diverse industries such as transportation, healthcare and nutraceuticals. The BPI has taken an alternative approach of the traditional biorefinery paradigm, adding state-of-art biological sciences and engineering into the biorefinery, along with research into high value bio-based micro- and nanoparticles as part of the outputs, that will facilitate innovation in a 21st century biorefinery.

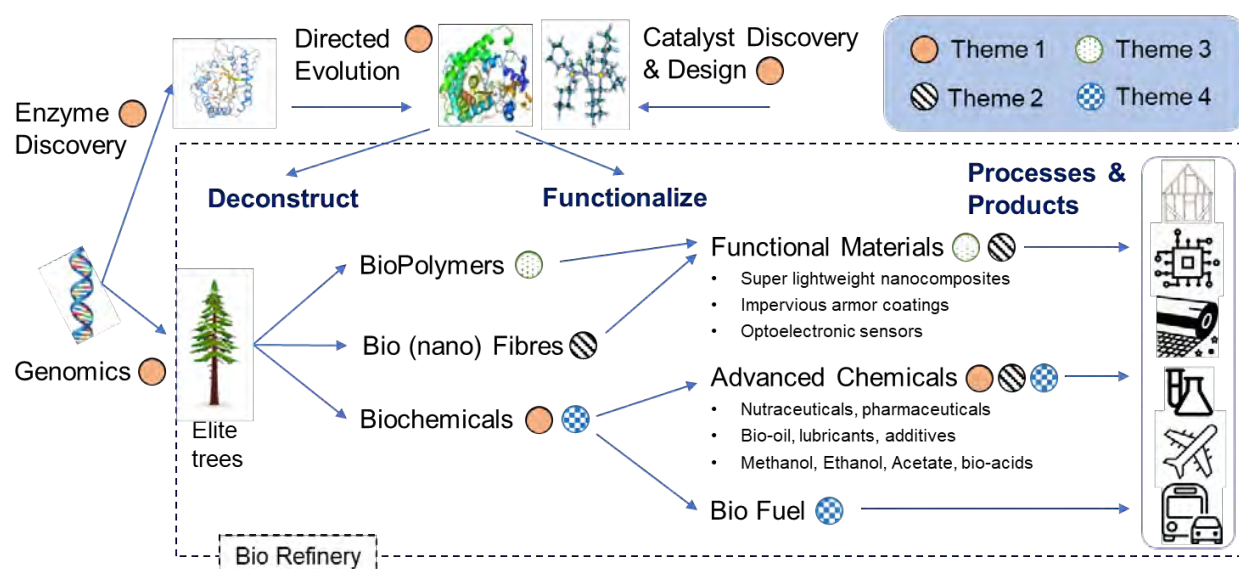






Figure 4. BPI's vision of the biorefinery incorporating innovative bioproducts supported by genomics and biocatalytic transformation of biomass based on self-identified research themes, and described in detail in Table 1.

Table 1 provides a snapshot of the four research themes within BPI. These core themes, which are detailed in the subsequent sections, are designed to maximally leverage expertise within the BPI cohort to collectively address significant challenges faced by society. Many of the PIs have research activities spanning multiple themes, which is highlighted in their short research bios below by a superscript number indicating their additional theme connections. One of the advantages of BPI breadth is that there are technical interlinkages between the themes (as highlighted in Fig. 4), which will accelerate cross-disciplinary work and derived rate of innovation. For example:

- Engineered organisms (theme 1) can produce functionalized nanoparticles and biopolymers for theme 2 and 3.
- Engineered feedstocks (theme 1) enable greener processing and novel fractionation in a biorefinery (theme 4)
- Tailored bio-nanoparticles (theme 2) can be combined with biopolymers from theme 3 to create hybrid materials.

Equally, BPI will build on existing socio-economic expertise in Forestry for example as well those that have been developed as result of multiple discipline integration through Genome Canada programs. The intention is to integrate early on social scientists, including design and related fields into BPI research and to capture policy frameworks and directions.

Table 1. Summary of the four themes of the BPI, underlying scientific approaches and impact

	Research Theme	Scientific Approach	Scientific Advancement	Expected Outcome
1 	Biocatalytic transformation and engineering of biomass	Genomics, metabolomics, protein engineering, metabolic engineering, synthetic biology	Enzyme and cellular function (including metabolic pathways and their regulation), biological control systems, chemical/material functionalization	Novel biocatalysts and biocatalyst-based processes, new platform chemicals, greener processes, biocompatible systems, engineered feedstocks
2 	Bio-nanoparticle enabled materials	Colloid and interface science of bio-based nanoscale polysaccharides, proteins, and lignin (potentially combined with polymers, inorganics and synthetic nanoparticles)	Establish necessary theoretical and practical frameworks to advance science, and new engineering tools to enable novel materials	Benchtup discoveries to advance technology readiness of bio-nanoparticle-based materials, e.g. sensors, biomedical devices, structured food additives, cosmetics, coatings, dental implants and flexible electronic displays
3 	Bio-based polymers and carbon materials	Organic synthesis, characterization, rheological analysis, hybridization, and processing including extrusion and 3D printing of bio-based monomers and polymers	New feedstock, conversion and processing strategies of bio-based materials with emphasis on material design for circular bioeconomy	Biodegradable plastics and bio-adhesives, carbon fibre, and textiles for sustainable materials innovation and mitigating pollution
4 	Biorefinery & Biofuel systems	Fluid dynamics, mass and heat transfer, processing, catalysis, particulate analysis	New processes, scale up, de-risking and advanced manufacturing and conversion technologies, along with bioremediation strategies	Bio-derived chemicals, biofuels, clean energy, and environmentally benign solutions

Theme 1: Biocatalytic transformation and engineering of biomass

This theme encompasses the biosynthesis and biological degradation of biomass as well as the engineering of these processes to extract and valorize the different biomass components. Fundamental research is aimed at understanding how genes and their products function in the context of complex biological systems to synthesize, assemble and degrade biomass. Applied research includes using protein engineering and synthetic biology to design “biomass crops” and biocatalysts. These applications include developing new biocatalytic routes to valorize biomass, to reduce energy requirements and waste production, as well as to functionalize biomass for novel uses

in chemical and materials manufacturing.

Jörg Bohlmann (Faculty of Science, SCI and Forestry, FOR) explores genomes of forest trees and other plants for biosynthetic systems to produce high value metabolites in engineered plants or through synthetic biology. **Harry Brumer**^{2,3} (SCI) studies fundamental and applied aspects of carbohydrate enzymology, including the discovery and characterization of new biocatalysts for biomass conversion, and the development of chemo-enzymatic processes for polysaccharide and fiber modification. **Lindsay Eltis**³ (SCI) studies the microbial degradation of lignin and aromatic compounds. His research facilitates the development of bacterial- and enzyme-based biocatalysts for converting lignin to commodity chemicals in high atom yield. **Steven Hallam** (SCI) harnesses the power of environmental genomics and synthetic biology to characterize and engineer microbial pathways and communities for various applications including biomass valorization. **Shawn Mansfield**³ (FOR), studies plant metabolism and cell wall development, including lignin biosynthesis. His applied research includes producing trees with different phenotypic fibre characteristics. **William Mohn's** (SCI) research focuses on bacterial metabolism and understanding the complex microbial communities in soil that sustain forest health. His research informs biocatalyst design as well as the sustainable management of forests and understanding microbial mediation of global change. **Michael Murphy** (SCI) studies the structure of enzymes that depolymerize and transform lignin to inform the engineering of biocatalysts. **Lacey Samuels** (SCI) studies how plant cells produce and deposit the components of biomass, including cellulose, xylan, and lignin. **Vikramaditya Yadav**⁴ (Faculty of Applied Science, APSC) uses synthetic biology, enzyme engineering and bioprocess engineering to develop new biomanufacturing processes to convert biomass-derived feedstocks into improved fuels and pharmaceuticals. **Stephen Withers**³ (SCI) focuses on enzymes that catalyze glycoside formation and hydrolysis. Using techniques of metagenomics and directed evolution he develops new catalysts for biomass valorisation.

Theme 2: Bio-nanoparticle enabled materials

UBC has an outstanding collection of researchers that isolate and study the behaviour of bio-based nanoparticles with unexpected material properties. In this theme, the researchers examine the parameters that dictate assembly into supramolecular structures as well as the fundamental interactions between bio-based nanoparticles and surrounding liquids, and other components in composite and hybrid materials. Researchers aim to elucidate the effects of nanoparticle production parameters, post-production modification routes, and material processing on physicochemical properties to optimize performance and impart unique structural, conductive, thermal, optical, dispersibility, biocompatibility, and diagnostic abilities.

Emily Cranston³ (APSC, FOR) currently focuses her research on the production, functionalization and characterization of cellulose nanocrystals aimed at tailoring interfacial properties for nano-enhanced and nano-enabled bioproducts with applications in adhesives, food, biomedical scaffolds, energy storage and water purification. **Peter Englezos** (APSC) explores novel applications of wood fibres and fibre networks of various sizes using surface engineering with a specific focus on controlling water vapor transmission rate and water repellency. **Johan Foster's**³ (APSC) research currently focuses on structuration, functionalization and the fundamental aspects of reinforcement and deformation in bio-nanoparticles and polymers, for applications in implantable, lightweight, 3D printable and responsive "smart" materials. **John M. Frostad**³ (APSC/ Land and Food Systems, LFS) studies the physics of fluid-fluid interfaces laden with bio-based nanoparticles and biomolecules for applications in multi-phase food products and other commercial and industrial processes. **Dana Grecov** (APSC) uses cellulose nanocrystals as additives to develop new high-performance green lubricants with low coefficient of friction and wear for different industrial and biomedical applications. **Feng Jiang's**⁴ (FOR) research is centred around the

conversion of biomass into functional nanocellulose and assembled structures. His work includes new isolation/modification pathways and assembly strategies targeting applications in biomedicine, environmental remediation and additive manufacturing. **Hongbin Li** (SCI) uses cellulose nanocrystals to design protein/cellulose hybrid biomaterials for various medical and material science applications. **Mark MacLachlan**³ (SCI) uses nanoscale cellulose and chitin as templates to create new hierarchically structured materials such as glasses and plastics which mimic structures in nature, e.g. the iridescence of beetle shells. He has also developed cellulosic materials (aerogels, hydrogels, composites) that can be used for pressure and strain sensing. **Adriana Manso's**³ research (Faculty of Dentistry) endeavours are linked to the development of resin-based dental materials where cellulose nanocrystals can act as reinforcing agents and functionalized components to instill antimicrobial properties. **Carl Michal's** (SCI) research focuses on the structure and dynamics of biological nanomaterials (including cellulose nanocrystal-based materials) studied using solid-state nuclear magnetic resonance. **Orlando Rojas's**^{3,4} research (APSC, FOR, SCI) revolves around high surface area bio-based materials including nanofibrillated cellulose, cellulose/chitin nanocrystals, lignin particles and biopolymer assemblies. These starting materials are assembled into a range of larger structures including emulsions, thin films, aerogels and hydrogels. **Anubhav Pratap Singh** (LFS) studies the process of encapsulating biomaterials in the form of nano-emulsions and nano-lipid carriers using plant-based proteins, iron, zinc and vitamin B12 micronutrients, isoflavones and high-molecular-weight peptide (protein) hormones like insulin as stabilizers.

Theme 3: Bio-based polymers and carbon materials

Bio-based polymers have unique functionality and variability unavailable in synthetic materials. Researchers in this theme have interest in identifying structural attributes of these polymers and establishing structure-property relationships to understand the impact of structures on their thermo-physical and rheological properties as well as processing (including 3-D printing). Research in this theme will seek a fundamental understanding of the materials and their potential transformation into advanced bioproducts.

Derek Dee² (LFS) uses genetic and chemical modification of proteins for engineering functional amyloid fibers, using click chemistry to add functional domains (e.g., enzymes, nanoparticles, DNA, peptides) and alter fibril characteristics (solubility, dispersibility, charge, stiffness). **Kevin Golovin**² (APSC at UBC Okanagan) studies interface modification to affect adhesion, wettability, bioactivity, and mechanics, with an end goal of engineering novel coatings for sustainable textiles, additive manufacturing, and low-adhesion materials. **Savvas Hatzikiriakos**² (APSC) studies how main constituents of wood such as cellulose and lignin can be chemically modified to produce functional materials that can be used in fabrication of sensors such as diodes and piezo-ionic actuators. In addition, his group studies the incorporation of cellulose and lignin in polymers to produce nanocomposites suitable in 3-D printing and smart packaging. **Frank Ko** (APSC) focuses on spinning of lignin into nano and micro fibres for subsequent carbonization to make lignin-based carbon fibres. Spinning techniques include melt and solution spinning of discrete fibers and electrospinning of nanofiber mats. **Xiaonan Lu's** lab (LFS) has expertise in developing various molecularly imprinted polymers, also called "artificial antibody", that can specifically recognize, capture, and enrich the targeted analyte(s) in a complicated system, such as agri-foods. These biomimetic polymers have broad application for separation, processing and engineering. **Mark Martinez**⁴ (APSC) uses computational fluid dynamics to design new reactor systems for advanced biopolymer and fibre processing into 2-D and 3-D shapes. **Parisa Mehrkhodavandi**² (SCI) has developed indium and zinc catalysts for the selective and controlled polymerization of lactones, some bio-sourced, to form biodegradable materials. These catalytic systems are air and moisture tolerant, limiting the need for purification of monomers and making reactivity with bio-based monomers possible. **Scott Renneckar**² (FOR) uses advanced characterization methods to analyze bio-

based polymers, modifies them utilizing green chemistry principles (e.g. low E-factor & high atom economy) producing novel materials for packaging, green buildings, environmental remediation, and additive manufacturing. **Laurel Schafer**² (SCI) develops new catalytic systems based on early transition metal complexes which can be used in industrially relevant carbon-carbon and carbon-nitrogen forming reactions. These systems can be used to generate value-added products and functional materials from biomass-derived starting materials.

Theme 4: Biorefinery & Biofuels systems

To achieve an effective reduction in the carbon intensity footprint of our global society will require a multi-prong approach. British Columbia is endowed with plentiful “green” (hydro) electricity, innovative policies such as the low carbon fuels standard, and an innovative forest sector. For example, decarbonizing long distance (planes, ships, trains and trucks) transport will require some form of biofuels. This theme looks at how we move from a hydrocarbon to a carbohydrate society: forest/agricultural residues will be transformed through a biorefinery into chemicals and fuels that are functionally equivalent or superior to the products we now make from oil. In addition to the technical aspects of biorefining the economic, sustainability and policy metrics required to transform our current oil-based society to a more sustainable world will be researched.

Susan Baldwin^{s2} (APSC) research focus is environmental sustainability through bioremediation. Recently she has been using pulp mill waste ash for the purpose of bioremediation of mining sites while also recovering metals from mine wastewater for reuse as part of the transition to a circular economy. **Xiaotao Bi** (APSC) is the Director of UBC’s Clean Energy Research Centre (CERC) and an expert on dual fluidized bed gasification of biomass into renewable natural gas. He is also a leader in environmental systems analysis and life cycle analysis of biomass energy systems. **Naoko Ellis**’ research expertise (APSC) is in the area of multiphase reactor engineering. She is involved in production of liquid fuel from biomass waste, CO₂ capture and tar reduction in biomass gasifiers. **Jack Saddler**³ (FOR) is the Task Leader of IEA Bioenergy’s Task 39 (www.Task39.org) which works to commercialize liquid biofuels, such as biojet, by facilitating international cooperation, communication while promoting research into policy and technology issues related to decarbonising our global economy. **Kevin Smith** (APSC) focuses on understanding the relationships between heterogeneous catalyst properties, reactor kinetics and mechanisms in order to assist the design of catalytic processes. Current activities include conversion of synthesis gas to alcohols and hydrocarbons, and upgrading of residues and bio-oil. **Heather Trajano**^{s3} research (APSC) focuses on conversion and fractionation of biomass for maximum economic and environmental benefit. Of specific interest are deconstruction of hemicellulose, recovery of extractives and heterogeneous catalysis for chemical production. **Qingshi Tu** (FOR) investigates development and implementation of sustainable technologies, including biorefineries, via life cycle analysis, technoeconomic analysis and computational modelling.

4. BPI 5 Year Goals

The BPI team will champion a number of key areas for the growth of the institute that include increasing interdisciplinary innovation, HQP attraction and development, major team grant applications to support institute funding sustainability, EDI (equity, diversity, and inclusion) and Indigenous initiatives, partnerships with top-tier institutions and for global impact, and knowledge dissemination. Table 2 highlights BPI’s 5-year goals and metrics for which GREx support will be instrumental, with the following subsections providing insight to achieving the goals.

Table 2. BPI 5-year Goals to achieve preeminent status

Goals	Metric
1) Fostering Exceptional Interdisciplinary Collaborative Research and Innovation in Bioproducts	Significant increase in joint publications between researchers and with national/international partners
2) Attracting Top HQP and Enhanced HQP Cross-Training to Accelerate Innovation	Increase number of distinguished HQP qualified by scholarships, awards and post-BPI positions
3) Accelerating Research Funding and the Sustainability of UBC BPI	Successfully secure major research funding, stretch target of \$78 M over 5 years.
4) Fostering Excellence in Equity, Diversity and Inclusion and Indigenous Engagement	Established proactive practices and programs to continually strive for excellence. Exemplary EDI metrics and culture as measured in annual full membership survey.
5) Advancing UBC BPI Global Recognition through Partnerships with Top-Tier Institutions	BPI recognized as a “top 3” global bioproduct academic institute, measured by key indicators (scientific excellence and recognition through awards and grants). Established impactful global partnerships - acknowledged by the scientific rankings, survey of international related scientific community.
6) Enabling BPI Knowledge in Action (knowledge dissemination, commercialization, influencing policy and/or standards)	Number of conference presentations, whitepapers, patents, government briefings, startups, media mentions, standards meetings etc.

1) Fostering Exceptional Interdisciplinary Collaborative Research and Innovation in Bioproducts

Accelerating research collaboration is a deliberate strategy consisting of a number of organized technical activities designed to seed, foster, and develop interactions with researchers in different specialized fields in order to accelerate breakthroughs to solve global sustainability challenges highlighted below.

To provide a forum and culture for collaboration, BPI GREx will:

- (a) **lead grand challenge collaborative research workshops** to develop interdisciplinary- projects to tackle global issues highlighted below. With participation of industry, government and external international stakeholders, this annual event will bring together thought leaders, influencers and top-tier industry leaders to engage with BPI researchers in order to strategize on tackling grand challenges with global impacts.
- (b) stimulate technical debates from interdisciplinary viewpoints from the **on-going BPI technical seminar series** comprising of invited international researchers in different theme topics.
- (c) **host globally significant summits** for top-tier researchers and their HQP every 2 to 3 years to showcase BPI impacts in the global scientific community, highlight collaborations with international partners and promote bioproducts to industry and government officials, and seeding the formation of future research programs.
- (d) refine and continue the **annual UBC BPI Researcher Day**, where each research theme presents and showcases their recent studies. This event is designed to maximize information sharing within BPI and to

promote research excellence to industry and government stakeholders.

- (e) coordinate **technical workshops organized by themes and cross-themes** research topics. These workshops organized by the HQP are designed to encourage HQP collaborations and cross-training between research groups, leveraging on the concentration of research expertise and enabling BPI to explore the depth in research foci.

Cross-cutting Global Sustainability Challenges

The BPI is addressing global sustainability challenges by driving the science required for the design and deployment of sustainable feedstocks, innovative processing platforms, alternative bio-based intermediates to petroleum analogues, and transformative end-use applications. Such efforts will ensure carbon-neutral fuels, biodegradable plastics and lightweight packaging, and functional chemicals that will be key to improve the quality of life, the environment and to ameliorate climate change. **Throughout the themes a common inspiration is to understand and access the diversity and functionality of organisms and biologically-derived materials for advanced renewable technologies.** In so doing we will drive towards addressing the following three main challenges on global sustainability:

Challenge 1: Decarbonizing society by enhancing conversion efficiency related to biofuel production and replacing petroleum feedstocks in biochemical production;

Challenge 2: Creating sustainable packaging innovation by designing recyclable/biodegradable plastics, lightweight materials, and enhancing barrier properties for renewable biobased polymers;

Challenge 3: Developing circularity in our approaches by engineering new products from residues and waste, used or underutilized biomass for next generation chemicals, energy storage devices and environmental remediation.

BPI researchers in multiple themes work with value chain partners to tackle specific challenges. Some specific examples of these efforts: Drs. Eltis, Mansfield, and Rennecker (**theme 1 and 3**) are working together to take pulp mill waste (**challenge 3**), separate and analyze the components and create platform chemicals through consolidated bioprocessing that would replace petroleum analogs (**challenge 1**) along with identifying components useful for biodegradable bioplastics (**challenge 2**). Another example is Drs. Trajano (**theme 4**) and Schafer (**theme 3**) working to extract valuable compounds from cedar chips (**challenge 3**), prior to the use for bioenergy, to develop interesting compounds for pharmaceuticals. A third example, is the development of sustainable packaging materials (**challenge 2**), with collaboration from Drs. MacLachlan (**theme 2**), Hatzikiriakos and Mehrkhodavandi (**theme 3**), studying the processing of polylactic acid polymers reinforced with cellulose nanocrystals to achieve performance enhancement. Future funding via large team proposals will further propel the team to address challenges.

2) Attracting Top HQP and Enhanced HQP Training to Accelerate Innovation

BPI will develop a value-added experience for our HQP that best prepares them for positions in academia, industry, and government organizations. BPI will foster opportunities for international research exchanges, business and entrepreneurial skills development, industrial internships, and community volunteering assignments, which are expected to be highly attractive to prospective HQP candidates. The EDI and Indigenous Coordinator, who will have a professional qualification in training and development, will administer the HQP program, including program promotion, day-to-day operation, championing new initiatives, and measuring program effectiveness.

Training will emphasize mentoring, networking, knowledge transfer, and linkages with the sector and associated

communities. Graduate students will be encouraged to be jointly supervised where possible by at least two faculty members from different departments to provide multidisciplinary perspectives. Shared infrastructure and the collaborative nature of the BPI will also ensure that students get experience from multiple labs on campus throughout their training. Training programs as defined in the submitted NSERC CREATE in Advanced Bio-based Materials industrial proposal will be designed to ensure that HQP meet current and future sector needs.

BPI researchers will be at the centre of our HQP training. We already have members that provide an outstanding mentoring environment, like Laurel Schafer and Mark MacLachlan, who are recipients of the Killam Award for Excellence in Mentoring. The faculty members' dedicated mentorship and collaborative relationships will allow HQP to receive a significantly value-added experience through participation in broader institutional activities such as BPI Researcher Day and theme meeting workshops. BPI will capitalize on its multidisciplinary, multi-sectoral network to develop HQP by ensuring their mobility to access a pool of academic and industrial mentors. BPI will also provide industry mentors to our HQP as part of industrial short-term secondments for undergraduates, graduates, PhDs, and PDFs.

Over the next 24 months, BPI will implement an operational framework to establish its HQP training network run by HQP. Key initiatives will include:

- Build an advanced education platform for research students in the BPI (based on CREATE application submitted);
- Targeted recruitment to find and attract top-tier graduate students by providing special opportunities, such as exchange programs, special events with industry partners and opportunities to participate in international conferences;
- Provide support (visiting speakers, sector foresight etc.) to the new Forest Bioeconomy Science and Technology undergraduate curriculum in the Faculty of Forestry;
- Extend the scope of the PDF training (~10 PDF/year) created via the BC Pulp and Paper Bio-Alliance collaboration;

3) Accelerating Research Funding and the Sustainability of UBC BPI

A key priority will be to take advantage of the synergies and leadership position of the BPI to develop winning proposals for larger team funding programs such as the New Frontiers in Research Fund Transformation. These programs offer a unique long-term opportunity to build on the existing large funding commitments (e.g. CERC, CFI, PEC) and will be the next stage in strengthening and providing sustainability to the Institute. Resources available via GREx investment, including staff with specialized technical and business skills, will be critical for successfully securing external support.

Table 3. High-level funding targets for BPI – Five-year total

TARGETED FUNDING – Enabled by GREx Funding	2020 - 2025
Item - Target	Total
New Frontiers, Transformation/International (UBC portion)	\$10,000,000
Western Economic Development and CFI	\$8,000,000
Bio-Alliance (Phase 2)/Industry partners	\$3,000,000
Canfor IRC Chair matched by NSERC	\$4,000,000
Total Funding Target	\$25,000,000
Return on Investment (\$/\$ GREx invested)	12.5 to 1
Item – Stretch Goals	Total
Industry-provided research/infrastructure investments over 5 years	\$25,000,000
Large-scale R&D competition in the next 5 years	\$25,000,000
International / Horizon 2020 investment	\$3,000,000
Total Stretch	\$53,000,000
TOTAL FUNDING OPPORTUNITY	\$78,000,000

4) Fostering Excellence in Equity, Diversity and Inclusion and Indigenous Engagement

BPI recognizes the importance of EDI in improving research, operations and training excellence and has strategies to proactively raise awareness and address barriers (including cultural) to provide equal opportunities to all members of the institute and its network. BPI will ensure an EDI and indigenous focus within all aspects of the Institute and will champion ongoing best practices with the support of UBC resources, including the Women's Centre, UBC E&I Office, related Associate Deans of Diversity and Inclusion, First Nations House of Learning, and the UBC Centre for Accessibility.

The BPI EDI and Indigenous strategic plans currently under development (see Appendix 1 and 2) will be completed with the engagement of all BPI members and other resources available at UBC and beyond. A few elements of the EDI plan include:

- Establishment of a BPI EDI sub-committee and EDI and Indigenous coordinator who collectively provides proactive leadership to identify potential gaps at all levels (e.g. structure, policy and process) and to design new initiatives to address them towards continuous improvement. This includes working with VPRI as part of the Dimensions pilot.
- A special focus on BPI's HQP recruitment and training strategy to ensure all possible implicit and explicit EDI barriers are removed
- The annual BPI Rising Star Scholarships (BPI - Rising Star Award) to support the attraction and retention of researchers from under-represented groups
- Ongoing EDI workshops on such topics as recruitment/interviewing, implicit and general biases and coaching/training practices and an available resource portal for all BPI members

5) Advancing UBC BPI Global Recognition through Partnerships with Top-Tier Institutions

BPI will make a global impact by advancing and communicating BPI outcomes bearing a worldwide footprint. An example of the instruments that will serve such purpose is the Boreal Alliance, which is being created between peer institutions around the world. BPI will formalize the Boreal Bioeconomy Alliance between the Canadian academic clusters led by UBC and our counterparts in Sweden (RISE, Tresearch and Wallenberg Wood Science Center), Finland (VTT and FinnCERES) and Switzerland (EMPA). The alliance would foster collaboration through PI and HQP exchanges and sabbaticals resulting in co-authorship of high-impact publications, alignment of infrastructure investment, and diversification of the funding pools available to all parties (e.g. Horizon 2020). The BPI CERC will play a critical role in creating these partnerships given his recent background in that region. Importantly, these partnerships will be conducive of strategic initiatives with support from international entities, ministries and supranational organizations.

An important aspect of advancing BPI towards an international stage is to proactively engage and communicate with key stakeholders (researchers, institutions, industries and government labs). Not only is this important part of BPI's knowledge translation goals, but it is also important for capturing the insights and technology-market analysis that are key in driving the strategic research and operation directions.

A communication plan will be developed and initiated in Year 1 and will include for example:

- a guideline for use of BPI as an affiliation for authorship in order to promote and track citations arising from the BPI portfolio, and
- a strong web and social media presence with whitepapers, short videos and infographics.

Strategic insight activities will include:

- Creating stakeholder workshops and listening days,
- Initiate UBC faculty forums to capture strengths around bioproducts,
- Identifying targeted challenges/topics that could be addressed via partnerships, and
- Engage stakeholders to address targeted translation challenges and identify approaches to reducing technology uncertainties.

6) Enabling BPI Knowledge in Action

As highlighted above, to accelerate impact on society's urgent challenges, BPI will proactively drive knowledge translation with partner organizations through the entire process from research, to dissemination, to uptake and ultimately implementation for impact. Early partner engagement will ensure "technology pull" and HQP training as well as provide the vehicle for dissemination of knowledge and innovations. A key effort will be made to develop clear language summaries for media and policy makers. BPI will work with the Innovation UBC teams to identify new intellectual property (IP), IP licensing and start-up opportunities and the associated commercialization. Where possible PIs will participate in standards bodies or government meetings to bring scientific analysis to standards / policy development. One of additional benefits of the Boreal Alliance will be to coordinate and unify this scientific support to policy resulting in a stronger voice within the respective countries and internationally. With respect to implementation impact, one of the hallmarks of BPI are pilot scale activities that very few institutions globally are able to offer, infrastructure recently bolstered by an \$18.4M CFI and WED investment.

5. Governance and Operational Structure

After broad consultation, including with the QMI GREx, BPI is recommending a combined faculty/non-faculty senior leadership team structure (Fig. 5). As a GREx Institute, governance, operational leadership and external review vehicles will provide effective management of scientific direction, research priorities, and independent financial oversight from UBC-IPO. The proposed structure will enable BPI to leverage the significant collective experience of the VP of Research and Innovation, the Research Innovation Council, Deans of the associated Faculties, PIs and the management team in designing and leading large-scale collaborative research and training programs and impactful academic/industry partnerships.

The UBC CERC in Forest BioProducts, Dr. Rojas, will be the Scientific Director of the BPI, defining and leading a cohesive research program across all PIs and HQP. With an emphasis on developing BPI into an internationally exceptional institute, the Scientific Director will place significant emphasis on externally facing matters, interfacing with international networks and creating new multi-national initiatives. The Scientific Director will be supported by Theme Leaders, the Operations Director and the Business Development Director. Together, they will ensure BPI's research excellence by strengthening UBC's academic and industrial collaborations through international networks, leading large research grant applications, and attracting the highest quality researchers and trainees to the BPI.

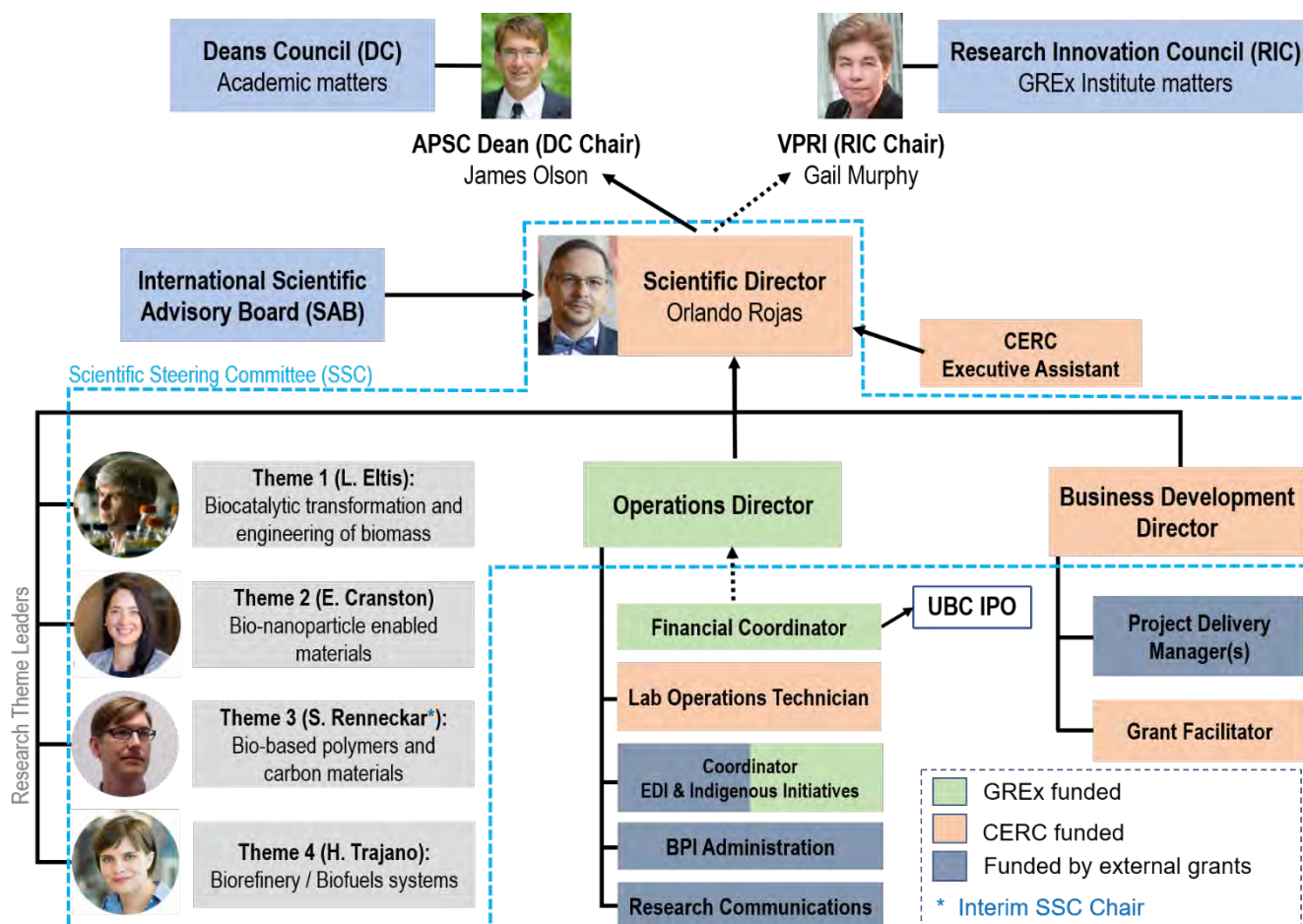


Figure 5. Proposed operational structure for BPI. Scott Renneckar is the interim Scientific Director until December 2019.

As a GREx Institute, the BPI will be run through the operation of several inter-related technical and non-technical committees. The structure and relationship between these committees is illustrated and described below.

The **Deans Council (DC)** includes the Dean of Faculty of Applied Science, the Dean of Faculty of Forestry, the Dean of Faculty of Land and Food Systems, the Dean of Faculty of Science, the BPI-GREx Scientific Director, and the Associate Director of the Institutional Programs Office (Office of VPRI). The committee will meet annually. The Chair of this council, the Dean of Applied Science, will meet with the Scientific Director on two additional occasions over the course of the year. The DC is entrusted with overseeing academic matters related to management, direction and fiscal accountability. The Scientific Directors direct report is to the Chair of the Deans Council.

VP Research and Innovation and the Research + Innovation Council: In addition, the Scientific Director reports, represented by the dotted line, to the VP Research and Innovation (VPRI), who is the chair of the UBC Research + Innovation Council (RIC) comprising of; the Provost and Vice-President Academic; the Associate VP Research and Innovation; the Associate Vice President Research & UBC-Okanagan Vice Principal Research; three Deans; and three external members. The RIC is responsible for providing oversight of GREx Institutes.

International Scientific Advisory Board (SAB): A Scientific Advisory Board, consisting of international prominent researchers in academia, government and industry will be created. The board will provide leadership, guidance and direction for the proposed GREx and will oversee the institute's research portfolio. It will review progress reports and research summaries, and receive input on researcher-partner collaborations from the institute's management team. This committee will also make recommendations on the inclusion of new researchers and new strategic collaborations with other international networks. The Scientific Advisory Board will report findings to the Scientific Director and propose recommendations to the DC and RIC. The SAB will meet bi-annually (once by teleconference), or more frequently, as required.

Scientific Steering Committee (SSC): a small working group consisting of the Scientific Director, the leaders of the four scientific themes, the Business Development Director and the Operations Director will develop and maintain a research matrix that maps how the milestone deliverables from each theme and projects within the themes inter-link in order to provide the overall deliverables of the institute. The research matrix contains market-pull information derived from collective sector needs in near, medium and long term goals, which are then translated into the technical specifications and the research goals. The SSC chair will be selected on an alternating basis from the theme leaders. An interim SSC Chair is Dr. Scott Rennekar. The primary responsibilities of the SSC are to support and track the scientific and technological progress from the themes on a more regular basis than the Scientific Advisory Board, to analyze the deliverables against the research matrix and the institute goals, and to provide technical analysis and high level recommendation memos to the International Scientific Advisory Board. The SSC will meet every two months, or more regularly as required. This committee will also ensure the exchange of knowledge between clusters of research groups/partners and provide technical knowledge and advice on technology transfer. The SSC members and the Scientific Director form the senior leadership team. They are responsible for executing the BPI Growth.

Operational oversight and day-to-day activities of the institute will be led by an Operations Director working with the assistance of administrative staff including a Financial Coordinator who reports directly to UBC-IPO as part of an independent financial oversight. New business development and major research funding for BPI will be led by a Business Development Director, who will bring strong innovation deployment experience and network of traditional and non-traditional sector stakeholders. The Business Development Director will work with a grant facilitator and a technical project manager(s) in collaboration with the UBC VPRI Innovation team to pursue major funding opportunities, managing the Institute's investment/funding strategy and leveraging commercial

opportunities for BPI in order to ensure the long-term financial sustainability.

6. GREx Funding to Enable Transformation into a Preeminent Institute

The BioProducts Institute has made remarkable progress over the past three years, in partnership with GCRC, UBC and Faculty support putting in place a strong collaborative research culture and program of over \$55 million with the opportunity to more than double that over the next 5 years. With the urgency of the world's sustainability challenges, now is the time to leverage this foundation and accelerate BPI's actions and impacts. The new people and program support provided by the GREx funding will catalyze important outcomes as highlighted in the BPI 5-year Goals that will not be achieved otherwise. Becoming a global focal point of bioproducts research excellence, UBC BPI will drive research "collisions" between Faculties, attract top research talent, provide world-class training experiences and generate exciting new discoveries and innovations for global sustainability.

Appendix 1: BPI EDI Strategy – still in development

UBC has been selected as one of Canada's Best Diversity Employers for the past 4 years (2016-2019) based on its demonstrated commitment to equity via initiatives and strategic hires, including the Vice Presidents' Strategic Implementation Committee on Equity & Diversity, the Senior Advisor to the Provost on Women Faculty and the Senior Advisor to the Provost on Racialized Faculty. Other initiatives include the annual "Thrive" week to encourage awareness of mental wellbeing, the Positive Space campaign and Pride Week for the LGBTQ+ community and the Equity Enhancement Fund.

UBC's Employment Equity Plan focuses on the identification and elimination of institutional barriers that prevent the full participation of qualified members of the federally designated groups (FDG) in the workforce. These FDGs include women, Aboriginal Peoples, visible minorities, and persons with disabilities; in addition, UBC has identified persons of minority sexual orientations and gender identities as an additional group. In 2014, UBC developed the Renewing our Commitment to Equity and Diversity task force, which mandated that each Faculty integrates equity into their portfolios through the appointment of a Diversity & Equity senior administrator and a formal equity themed orientation process was established for new faculty, staff, students and committees. Each faculty involved in the BPI adheres to this mandate, including equity and diversity as priorities in its strategic plan and employing senior administrators (e.g., Associate Dean, Equity and Diversity in Science, Aboriginal Initiatives Coordinator in Forestry, EDI Advisor, Applied Science) to operationalize those priorities. The Faculties are actively engaged in diversity initiatives such as the Women in Science and Engineering mentoring program and other initiatives stemming from the NSERC Chair for Women in Science and Engineering, such as the goal of '50/50 by 2020': ensuring gender parity in engineering by the year 2020. Indigenous students in engineering, science and forestry are supported by the Verna J. Kirkness and Geering Up! programs, which together provide research laboratory experience and experiential science and engineering training to over 500 Indigenous students annually. In addition, the Faculty of Forestry employs an Aboriginal Initiatives Coordinator (who is herself Indigenous) to support the BPI team and track success. The phase 1 CERC proposal's equity plan) was well-received by the review committee, and will be updated, enhanced and implemented by the CERC and BPI researchers and staff. Best practices and policies outlined from the CERC program, the UBC Equity and Inclusion Office (EIO) and UBC Human Resources (HR) will be the foundations of BPI's EDI program.

The BPI team has been working closely with the UBC E&I office to develop, implement and track equity and diversity. The BPI portfolio includes the responsibility for tracking E&I measures and ensuring the career and training benefits of its programs are being made equally available to designated groups. The BPI Equity Plan includes: (i) Ensuring awareness of existing support programs via the BPI website and other communication channels; (ii) Training programs on equity fundamentals for faculty, staff and students with diverse backgrounds; (iii) Proactive mentoring networks; (iv) Engagement of Indigenous communities with BPI research outputs, benefits and on co-creation of research as well as recognition of traditional knowledge (see Appendix 2); (v) Availability of funding and strategic equity support activities that encourage peer interaction among trainees, as well as whole-team, informal interactions to ensure a sense of community; (vi) Creation of regular BPI events to showcase and celebrate trainee accomplishments (i.e. Researcher Day, Rising Star awards); (vii) Access to funding and partnerships for professional skills development programs, such as Mitacs Training, the Faculty of Graduate and Postdoctoral Studies Pathways to Success, and the UBC Centre for Teaching, Learning and Technology; and (viii) Information sharing via a dedicated webpage on the BPI website.

BPI Equity Performance Metrics will include: (quantitative) trainee applications, internships, student completions, completion times, identification of student career paths post-training; (qualitative) regular feedback from trainees

and faculty analyzed for program improvements, and tracking implementation of equity practices, procedures and programs. To maintain ongoing course correction, a subcommittee consisting of BPI research program team members will discuss recruitment targets and advancement plans based on a yearly survey of researchers, HQP and staff. BPI Scientific Steering Committee will enable the development and adaptation of specific E&I strategies with the support of existing UBC resources, including the Women's Centre, E&I office, Associate Deans, First Nations House of Learning, UBC Access and Diversity Office and the International Student Office.

BPI Environmental Scan

In 2017, the BPI team implemented its own equity survey to provide a baseline from which to move forward in its recruitment efforts. It was sent to all professors and HQP on the BPI team and received over 85 responses.

Table A 1. Equity & diversity statistics. Proportion (%) of each designated group

	BPI Team (%)		UBC (%)		Canada (%)	USA (%)
	Professors	HQP	Professors (All Faculties)	Students (Tri-faculty)	Professors (All Faculties)	All Sci/Eng students
Visible Minorities	29%	45%	19%	20% (undergrad) 45% (grad)	19%	33%
Women	21%	31%	40% (All faculty)	40%	43%	28%
Persons representing gender/sexual diversity (LGBTQ+)	n/a	17%	6.1%	n/a	n/a	n/a
Persons with disabilities	0%	2.4%	3.7%	n/a	3.8%	8.0%
Indigenous persons	0%	0.0%	1.3%	1.4%	1.3%	<1%

Notes: BPI team data is from 2017 self-reported questionnaire. UBC data is from 2015 Equity & Diversity employment survey, UBC PAIR office. USA data is from NSF (US National Science Foundation) 2015 survey of college graduates.

The BPI team is progressing satisfactorily in the recruitment of visible minority trainees, with 45% of respondents self-identifying as such and nine different ethnic groups currently represented. Considering professors only, 29% are visible minorities, exceeding UBC's overall average, and the CRC target of 15%. The BPI team recognizes the need for further fair representation, and is encouraged by the fact that the participating faculties have seen significant increases in female hiring in recent years; for example, Forestry has recruited nearly equal numbers of female and male faculty from 2005 to 2015, and Science has increased its pool of female assistant professors from 22% in 2008 to 43% in 2013. APSC, cognizant that engineering has traditionally been a male-dominated field, is taking steps to increase the pipeline for future female professors through initiatives such as the Goldcorp Professorship for Women in Engineering, mandated to increase female enrollment in engineering to parity by 2020. The BPI team is also very excited and pleased that Dr. Emily Cranston, CRC T2 in Bio-based Nanomaterials, has joined the BPI as the Presidents Excellence Chair in Forest BioProducts, serving as a stellar role model for female HQP and potential new female faculty. 17% of the BPI HQP team self-identified as persons of sexual/gender diversity, which is significantly higher than the UBC professor cohort as a whole, the only comparator data available. The BPI team recognizes that there is room for improvement in the recruitment of persons with disabilities (2.4%) and Indigenous persons (0%), and it plans to consult with the UBC EIO, Access & Diversity (services specifically for persons with disabilities), the First Nations House of Learning, and the tri-faculty's own Indigenous coordinators, to discuss strategies for recruiting these underrepresented groups to the team.

Appendix 2: BPI Indigenous Strategy – still in development

On the institutional, faculty and departmental levels, UBC has made a commitment to develop ethical policies and programs for Indigenous research and training. Many of the resources available have been outlined in UBC's 2018 [Indigenous Strategic Plan \(ISP\)](#), which makes an explicit commitment to support researchers wishing to engage with Indigenous groups as well as Indigenous students, scholars and staff at the university.

The ISP emphasizes a need on UBC's part for respectful, collaborative and equal partnerships with Indigenous communities, and this need is supported, at the Institutional level, by resources such as the Indigenous Research Support Initiative (IRSI) and the Indigenous Advisory Committee, a group of 5 Indigenous community members who are part of IRSI's governance structure; the First Nations House of Learning (FNHL); and, at the Okanagan campus, the Institute for Community Engaged Research, the Indigenous Community Liaison, and an Aboriginal Advisory Committee.

The Indigenous Forestry Initiative, for instance, provides opportunities for Aboriginal students through innovative programs, student awards and scholarships, engaging material and the Aboriginal Portal, providing a central source of information and stories of interest to Indigenous students. Overall strategic direction is provided by the Faculty of Forestry's First Nations Council of Advisors that meets at least once annually to provide advice on research projects of relevance to Indigenous groups. The Faculty also employs a full-time program Manager for Indigenous Initiatives who provides a bridge between the research and teaching programs of faculty members and Indigenous communities, administers a seed-fund to foster mutually-beneficial research projects, and offers regular seminars on engaging Indigenous communities in research. The Dean of Forestry also sits on the UBC-wide ISP Implementation committee.

In the faculty of Applied Science, the Geering Up! Science and Engineering education program and the Indigenous Community Planning program are both designed to engage with and provide opportunities for Indigenous students, researchers and staff. Amongst other initiatives, the Faculty of Science is currently working to establish the Aboriginal Fisheries Research Unit, from which learnings about the community consultation process, educational and outreach activities have been gained.

The BPI Scientific Director, Prof. Rojas, fully embraces the principles of inclusion, gender equality and the inclusion of designated groups, including Indigenous individuals and their communities, in research. As a Hispanic, Dr. Rojas is himself a member of an underrepresented group and has participated in many leading roles to incentivize interest in STEM among young Black Americans and Hispanics. At North Carolina State University (NCSU), Dr. Rojas was an active member of the Society of Hispanic Professional Engineers (SHPE) and a mentor of NCSU chapter, during which time he helped to develop a number of activities designed for the over 50 student members of the organization. Dr. Rojas' experience and unique perspectives will certainly strengthen BPI's developing EDI and Indigenous strategies.

BPI realizes and appreciates the complexity, time and resources required to respectfully and ethically engage with Indigenous communities, researchers and students. Shortly after joining UBC, Dr. Rojas and other senior BPI leadership, through the working of BPI Scientific Steering Committee will meet with key personnel, including the Indigenous coordinators and Advisors embedded within the BPI faculties (for example Forestry's Indigenous Initiatives program manager), the Associate Director of IRSI, UBC's Senior Advisor to the President on Indigenous Affairs, and the Director of the FNHL, to initiate development of best practices to engage and recruit Indigenous students, connect with Indigenous scholars at UBC, and start working with Indigenous groups in BC and Canada. We plan to develop and implement an Indigenous strategy which includes a concrete actionable tasks and timeline, and the recruitment an 'EDI' role as part of the CERC and BPI plan (equity, diversity, inclusion &

Indigenous strategy). As part of this strategy, BPI will improve its outreach with Indigenous communities via in-person engagement to understand the needs and priorities in forestry/bioproductions. BPI will also invite Indigenous seminar speakers (e.g. Mr. Albert Gerow, Director, Chinook Community Forest Burns Lake) to BPI/HQP to discuss relevant topics, and present to high school/earlier students to discuss BPI, the future bioeconomy and how they could participate.

BPI strategy is to be open and inclusive. BPI has recently formed alliances with Indigenous communities in Bella Bella and Haida Gwaii, including a student experiential learning program in which HQP will live in and engage with the community for a period of time. We will actively seek alliances with additional communities, bands and Nations, such as the Musqueam, on whose traditional territory UBC-Vancouver is located, in order to identify unique opportunities and collaborate. BPI has also initiated programs, such as the 'Rising Star' award for Indigenous and women faculty and students, and a mentorship program. Additionally, Mr. Gerow has been engaged to the BPI-led national BiRNet Board of Directors.

BPI will also benefit from its close partnership with FPInnovations (FPI), Canada's leading forest-products research institute, who are providing significant support to its programs. Under the National Director for Indigenous Strategies, FPI supports a \$5 million/year Indigenous outreach and innovation program, which could provide a funding mechanism for BPI's planned Indigenous outreach and research strategy.

Appendix-3: Administrative Review and Approval Process

During the spring, summer and fall of 2019, the BioProducts Institute core team, responsible for the development of proposal to become a Global Research Excellent Institute (GREx), sought a broad engagement with the Faculties, the office of the Vice-President Research and Innovation (VPRI) including the Research Innovation Council (RIC) and the Institutional Programs Office (IPO), the VP students, the Provost Office, UBC Engineering Undergraduate Society (AUS), Applied Science Student Senator, the Graduate Student Society, and the Committee of Deans.

The engagement process involved consultations with the following groups:

1. Individual faculty members working in areas related to the BioProducts portfolio.
 - Throughout the proposal development, the BPI core team held multiple consultations with members from the Faculties of Applied Science, Forestry, Science and Land and Food Systems in order to receive feedback on their involvement in the scientific program, the scope of scientific program, BPI activities and operational structure.
 - A total of 27 Faculty members from all four Faculties actively participated in the consultation.
 - This process resulted in a bottom-up approach in the development and refinement of the institute vision, mission to address global challenges through the interdisciplinary teams organized across four research themes, and the draft proposal.
2. The Vice-President Research and Innovation (VPRI) including the Research Innovation Council (RIC) and the Institutional Programs Office (IPO)
 - In the summer and fall of 2019, the BPI core team consulted with members of IPO on the budget plan and administrative matters related to the financial operation. Feedback from IPO was incorporated into the proposal, most notably the recommendation to create a financial coordinator role which will report directly to the IPO and work as an integral part of the BPI team in order to maintain independent financial oversight.
 - A draft proposal was shared with the VPRI and the associate VPRI for review. Their feedback on the overall plan, governance and budget was incorporated into the final proposal, which was submitted to Research Innovation Council (RIC).
 - On October 29, 2019, the BPI core team presented the proposal to RIC and answered questions from members of the council. The presentation was well-received and RIC recommended the VPRI to support BPIs GREx status application.
 - RIC provided feedback, including (a) a suggestion for modification to the proposal before submission to the Senate, and (b) suggestions to consider as the BPI team develops the Institute.
 - (a) A suggestion by RIC to improve clarity on the inter-relationships between the four research themes in the proposal was incorporated in the final proposal.
 - (b) The Council suggests:

- considering how to integrate social scientists into BPI work and to consider policy frameworks and directions earlier rather than later. One idea that was floated was for the BPI to apply for and support dedicated grants for social scientists to become involved.
- considering a research rotation program for graduate students to further their education and training and to enable enhanced connections between themes.

After receiving the support from the VPRI office, a subsequent meeting was held on Nov. 19, 2019 between the BPI team, VPRI office, the Dean of Forestry and the Dean of Applied Science, to determine the broad consultation steps required before putting forward the proposal to the Senate Academic Policy committee. These steps included consultations with the groups below.

3. Broad consultations with the Faculty of Applied Science, Faculty of Science, Faculty of Forestry and the Faculty of Land and Food Systems

Faculty of Applied Science (APSC):

- Consultation with the APSC Budgets, Heads and Directors (BHD) committee was held on Nov. 13, 2019.
- The BPI team gave a presentation and participated in a Q&A session.
- The group discussed future opportunities for more APSC faculty members to participate in BPI activities and lab space sharing to enhance collaboration within the Pulp & Paper Building.
- The committee unanimously approved APSC support to BPI's application to become a GREx institute pending a 2-week review period for faculty members to raise any questions or concerns they may have. No such questions were raised during the 2-week period.

Faculty of Forestry:

- Consultation with the Forestry Faculty Council was held on Nov. 7, 2019.
- Dean John Innes presented the request to the Council.
- There was discussion of the significance of GREx recognition since there is only one existing GREX institute at UBC -the Stewart Blusson Quantum Matter Institute. Further, the collaborative nature of BPI involving faculty members from the four core faculties of Forestry, Land and Food Systems, Science and Applied Science was emphasized to the Council. The formalization and administrative support were highlighted in the discussion as an outcome of a formal Institute that would result in significant research outcomes.
- The Faculty Council voted on and carried unanimously the motion of the BPI be move up to the GREX stage.

Faculty of Land and Food Systems (LFS):

- Consultation with LFS Core team was held on Dec. 12, 2019.
- The BPI team presented an overview and participated in a discussion.

- The group discussed opportunities for additional LFS faculty members to participate in BPI activities, and upcoming research grants, e.g. New Frontiers -Transformation. There are opportunities to collaborate and mutually benefit from successful grant applications and project execution.
- The LFS Core team unanimously voted to support BPI's GREx application.

Faculty of Science:

- Consultation took place at the Heads and Directors committee meeting on Dec. 18, 2019.
- The BPI team presented to the committee and participated in the discussion.
- The committee expressed support to BPI. A comment related to opportunity for BPI to leverage expertise from faculty members in the Institute for Resources, Environment and Sustainability (IRES) on identifying societal and environmental implications to bioproducts was raised by a representative from IRES. This was viewed as a positive engagement that will help to strengthen BPI activities at an early stage.
- The committee provided a tentative approval for the Faculty of Science to support BPI's GREx proposal, subject to a follow up consultation meeting with representatives from IRES to identify ways to collaborate.
 - A follow up meeting was held between the BPI core team, the IRES director and an IRES investigator on Jan. 20, 2020.
 - The group discussed IRES' expertise related to societal and environmental considerations for new technologies. The group also identified ways for IRES to participate and contribute to BPI activities, as research collaborators and in an advisory role.
 - The IRES Director reported back to the Dean of Science that IRES supports BPI's proposal to become a GREx institute.

4. Consultations with Undergraduate and Graduate students.

Undergraduate students:

- After consultation with VP Students and the Provost Office, it was determined that reaching out to students who may be interested or potentially feel impacted by the proposal would be beneficial.
- From this conversation the BPI team elected to reach out to the EUS VP Academic and APSC Student Senator to determine if this was of broad interest to the Engineering Undergraduate Students, specifically asking whether they felt deeper consultation was needed.
- A copy of a 2 page briefing note outlining the purpose of the centre was provided and we offered the opportunity to answer any additional questions, and suggest additional consultation.
- Both of the student contacts suggested that due to the limited impact on the undergraduate students (no curriculum or UG programing), additional consultation would not be required.

- The outcome of the discussions suggested that full consultation with undergraduate students would not be needed, for this reason we did not reach out to undergraduate students in other supporting faculties.

Graduate Students:

- The Graduate Student Society (GSS) was contacted and provided with a copy of the 2-page briefing note.
- The BPI team offered an opportunity for meetings and answering of any questions.
- A response from the GSS President was received, stating that he anticipated GSS would want to know more about the structures that might be in place to ensure that the graduate students have appropriate funding and work spaces.
 - We provided a clarification that Graduate students would be members of the Faculty of their supervisor and would be subject to all the standard best practices and policies for those units, including ensuring that students meet the minimum funding requirements and be provided with adequate work spaces. No further concerns were raised

5. Consultation with the Committee of Deans (CoD)

- Consultation took place at the Committee of Deans meeting on Feb. 12, 2020. The meeting was chaired by the Provost with participation of all of the 12 Deans.
- The BPI Scientific Director introduced the institute's vision, along with the Vice President of Research and Innovation (VPRI) who provided a strong support for BPI to become GREx. The Scientific Director and the VPRI then participated in a discussion with CoD.
- The Deans were supportive of BPI's vision and plan. They asked if the presentation document would be allowed to share within their respective faculties because it could serve as a good example for other GREx application to follow. The Scientific Director agreed to share. Notable discussions include:
 - The Dean of Graduate and Postdoctoral Studies and Vice-Provost, expressed a strong support and an intention to further meet with the Scientific Director to explore ways to collaborate.
 - The Dean of Sauder School of Business praised the presentation and offered to connect BPI with the Creative Destruction Lab West (CDL – West) to further integrate with business and entrepreneurship.
 - A discussion on the BPI led global initiative, the Boreal Alliance, led to identification of possible collaborators in Russia and Alaska regions.
 - There was a strong interest in the inclusion of arts in the interdisciplinarity principle of BPI-GREx vision.
- The CoD expressed their unanimous support to the BPI's application to become GREx.

To: Senate
From: Senate Nominating Committee
Re: Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree
Date: 2 April 2020

This report is to inform Senate that pursuant to the powers delegated to the Nominating committee in May 2019, the following persons have been appointed to an Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree:

Mr Tariq Ahmed, Convocation
Dr Victoria Bungay, School of Nursing
Dr Abby Collier, Faculty of Pharmaceutical Sciences
Dr Susan Parker, University Librarian
Mr Temitope Onifade, PhD Student

The Registrar has received a formal request from the Dean of the Faculty of Graduate and Postdoctoral studies to rescind the grant of a degree to a graduate of UBC. For reasons of confidentiality a further report on this matter is not expected be presented to Senate until such time as the Ad Hoc Committee has completed its work.



Date: March 11, 2020

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice-President Academic

Re: **Designation of the BioProducts Institute as a Global Research Excellence Institute**

Recommendation:

I recommend that Senate designate the Bio Products Institute as a Global Research Excellence Institute, effective May 1, 2020.

About BPI

UBC BioProducts Institute (BPI) research cluster builds on many years of research effort and capital investments, undertaken at UBC and its research partners, to discover the building blocks and viable pathways, from renewable and sustainable biomass to our society's future bio-based materials, chemicals and fuels. BPI research cluster research centres around five theme areas:

- Biomass feedstock and processing
- Advance bio-composite materials
- Functionalization of biomass-sourced small molecules
- Biochemicals, Bioenergy and Biofuels
- Policy and Management

Our Vision

The UBC BioProducts Institute develops science and know-how to deliver bio-based solutions for a sustainable circular bioeconomy.

Our Mission

An international research organization that brings together universities and colleges, industry, and governments to provide a world-class demonstration facility in British Columbia:

- transform Canada's sustainable bio-based resources from forestry and agriculture
- address the critical technical and social license barriers to bio-economy success
- create the next generation of bio-economy leaders through leading-edge educational programs
- de-risk innovative and impactful bio-product processes, outputs and markets



The application of emerging biocatalysts, supplemented with world-leading catalytic polymer chemistry, provides the potential to create molecular engineered and functionalized nano-, fibre and polymeric composite materials at the global vanguard of science that will revolutionize products we use in our daily lives from biomedicine to transportation.

Collaborators and Partners in Development

Developing and nurturing BPI's relationships with its partners, industry and key stakeholders is imperative to ensure that BPI effectively participates in the global bioeconomy. BPI has a number of national and international initiatives underway, two current major initiatives are:

BioInnovative Renewables Network (BiRNet): As part of its national strategy, BPI is expanding its national research collaborators by leading the establishment of BioInnovative Renewables Network (BiRNet), to advance the national research agenda for the bioeconomy focused on advanced high-value biobased materials and chemicals.

BC Pulp and Paper BioProducts Alliance: A formal partnership between BPI and FPInnovations—the world's largest non-for-profit forest sector innovation and commercialization organization—the Alliance champions innovation of advanced bio-based materials and bio-products for the British Columbian pulp and paper industry.

Governance and Operational Structure

After a broad consultation, including with the QMI, GREx, BPI is recommending a combined faculty/non-faculty senior leadership team structure. As a GRE Institute, governance, operational leadership and external review vehicles will provide effective management of scientific direction, research priorities, and independent financial oversight from UBC-IPO. The proposed structure will enable BPI to leverage the significant collective experience of the VP of Research and Innovation, the Research Innovation Council, Deans of the associated Faculties, PIs and the management team in designing and leading large-scale collaborative research and training programs and impactful academic/industry partnerships.

The UBC CERC in Forest BioProducts, Dr. Rojas, will be the Scientific Director of the BPI, defining and leading a cohesive research program across all PIs and HQP. With an emphasis on developing BPI into an internationally exceptional institute, the Scientific Director will place significant emphasis on externally facing matters, interfacing with international networks and creating new multi-national initiatives. The Scientific Director will be supported by Theme Leaders, the Operations director and the Business Development Director. Together, they will ensure BPI's research excellence by strengthening UBC's academic and industrial collaborations through international networks, leading large research grant applications, and attracting the



highest quality researchers and trainees to the BPI.

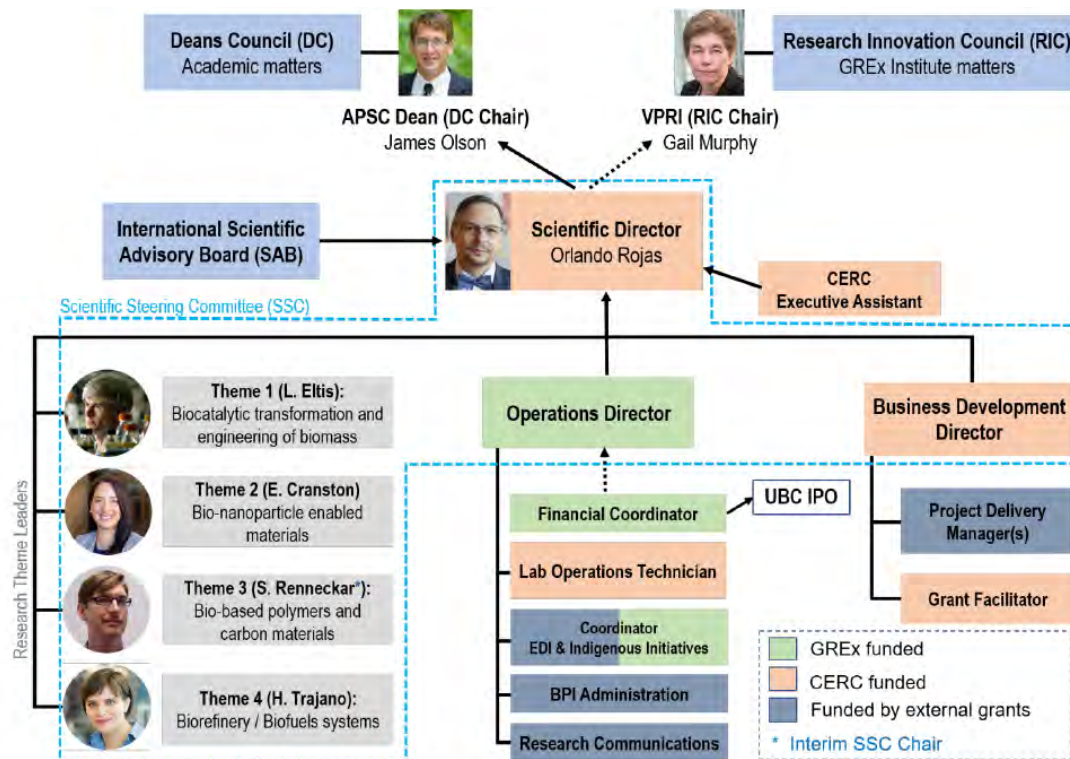


Figure 5. Proposed operational structure for BPI. Scott Rennekar is the interim Scientific Director until December 2019.