



## Okanagan Senate

THE SEVENTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2021/2022 ACADEMIC YEAR

THURSDAY, 31 MARCH 2022

3:30 P.M. | VIA ZOOM

1. **Call to Order – Prof. Lesley Cormack**
2. **Minutes of the Meeting of 24 February 2022 - Prof. Lesley Cormack**  
(approval) (docket pages 3-15)
3. **Business Arising from the Minutes – Prof. Lesley Cormack**
4. **Remarks from the Deputy Vice-Chancellor - Prof. Lesley Cormack**  
(information)
5. **Remarks from the Provost – Dr Rehan Sadiq** (information)
6. **Expression of Thanks to 2021-2022 Student Senators – Prof. Lesley Cormack**  
(information)
7. **Academic Policy Committee – Dr Jan Cioe**  
Academic Standings and Academic Achievement Designations (approval) (docket pages 16-26)
8. **Curriculum Committees – Dr Yves Lucet**  
Curriculum Proposals from the Faculties of Applied Science, Arts & Social Sciences, and Science (approval) (docket pages 27-66)
9. **Learning & Research Committee – Dr Sally Stewart**  
Referral regarding Emeritus Appointment (information) (docket page 67)
10. **Nominating Committee – Dr Jannik Eikenaar**
  - a. Establishment of an Ad Hoc Committee on Class Scheduling (approval)  
(docket pages 68-69)
  - b. Committee Adjustments (approval) (docket page 70)



## 11. Other Business

Motion from Senator Traister (approval)

Whereas the University of British Columbia has returned to a primarily face to face format for instructional delivery, thereby requiring faculty and students to undertake the business of the university “in-person” as of February 7, 2022; and

Whereas administrative staff continue to be expected to deliver in person service in “public-facing” roles, and to adhere to approved Remote Work plans that include no less than 30% of their work performance to be in person; and

Whereas the business of the Academic Senate is currently being performed entirely through online meeting formats; and, finally,

Whereas the university now has the technical capacity to provide online participation for those members of Senate unable to attend in person meetings of the same;

Be it resolved that that the Rules and Procedures of Senate be amended to strike Sections 20 and 21, insert a new Section 20 as follows, and to renumber all subsequent and referential sections accordingly:

*“20. Senators and members of committees may attend and participate in Meetings of Senate or its committees in person or, if they so request and with permission of the relevant chair, via videoconference.”*

Note from the Clerk: Sections 20 and 21, although suspended until September 2022 to allow the Senate to meet remotely, presently read as follows:

*20. Senators may only attend and participate in debate at Meetings of Senate in person.*

*21. Section 20 notwithstanding, the chancellor or President may participate in debate via videoconference upon recognition of the chair, but shall not be considered in attendance while doing so; their participation in such a manner shall be minuted appropriately.*

*The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca*

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



# OKANAGAN SENATE

## MINUTES OF 24 FEBRUARY 2022

**DRAFT**

### Attendance

**Present:** L. Cormack, (Vice-Chair), K. Ross (Secretary), R. Sadiq, H. Berringer, P. Simpson, P. Barker, J. Olson, R. Sugden, S. Tomaskova, J. Hare, M. Tarrant G. DiLabio, B. Traister, M. Evans, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, I. Parkins, K. Hodges, R. Johnson, S. Hutchinson, Y. Lucet, S. Hilton, P. Arthur, J. Jakobi, S. Cherkowski, T. Forneris, G. Gerrard, P. Lasserre, J. Picault, S. Willis-Stewart, M. Legault, S O’Leary B. Marcolin, R. Lalonde, S. McNeil, Y. Zhu, M. Reeves, R. Frost, J. Lee, J. Low, A. Shatzko, H. Khan, B. Heerema, , A. Alnaar, M. Arthur, M. Libben, L. Fu

**Regrets:** S. Ono (Chair), S. Point, S. Bates, L. Markley, R. Herzberg, J. Anderson, J. Holzman, D. Rogers, R. Sharma, M. Lunde, L. Prakesh, J. Udochi, R Sharma, R. Somal,

**Clerk:** A. Breen

### Call to Order

Deputy Vice-Chancellor and Principal Dr Lesley Cormack, the Vice-Chair of Senate, called the meeting to order at 3:36 pm.

### Senate Membership

Dr Rehan Sadiq, Vice-President Academic & Provost *Pro Tempore*, to replace Dr Ananya Mukherjee-Reed, resigned.

### Minutes of the Previous Meeting

A number of minor typographical error were sent to the Clerk in advance of the meeting. Senator Lalonde asked that the comment attributed to him on page 15 of the docket be revised as: “If this motion is passed, there will be priority to ensure that research faculty have not more than 3 teaching days per week, **at the expense of other priorities, including student access to courses.**”

Peter Arthur  
Jan Cioe

} *That the Minutes of the Meetings of 27 January  
2022 be approved, as corrected.*

Approved



### **Remarks from the Deputy Vice-Chancellor**

Dr Cormack expressed her concern about the conflict between Ukraine and Russia, and its impact on the world and on many members of the UBC community.

Dr Cormack welcomed Dr Rehan Sadiq to his first meeting of Senate as Provost *Pro Tem*. She stated her appreciation for Dr Sadiq's contributions to the campus and his continued counsel in his new position.

Dr Cormack provided an update on her recent meeting with Minister Harjit S. Sajjan regarding PacifiCan, noting that he was excited about the growth of the campus and the interesting and innovative work happening here in clean technology and social justice.'

In recent weeks, Dr Cormack was involved in a number of presentations on the Climate Emergency Task Force, noting the astonishing work that is being done at the Okanagan campus and across the institution. She acknowledged the contributions of Shelly Kayfish and the facilities staff in leading the initiatives and changes that have reduced the campus carbon footprint.

Senator Hilton asked for an update on the protocols for students who have not complied with declaration or testing requirements. Dr Cormack responded that the President is in discussions with the Board of Governors and that she expected more information by the end of the week, recognizing the pending deadline of February 28<sup>th</sup> is only a few days away. Dr Cormack confirmed that the Board implements applicable health policies, and Senate's role is to consider the academic implications of non-compliance. Dr Ross confirmed that the number of non-compliant students at the Okanagan campus is very low.

Senator McNeil commented that there was an explicit deadline of January 24<sup>th</sup> by which faculty members who were non-compliant with campus health regulations were to be placed on unpaid and asked the reasons for the delay in implementation. Dr Cormack responded that the delay is partly due to classes being on online for the first four weeks of term and faculty not being on campus. Dr McNeil stated that there is some misinformation among faculty and that clearer communication is necessary.

Senator DiLabio commented that some students in the Faculty of Science have come forward with concerns around mode of instruction and that the Provost's Office will reach out to students who have raised concerns.

### **Remarks from the Provost *Pro Tem***

Dr Sadiq commented that he welcomes the opportunity to continue working with the Senate in the capacity of Provost *pro tem*. He stated the search committee for the recruitment of a new



dean for the Faculty of Health and Social Development has been constituted and that additional communication is forthcoming.

Dr Sadiq informed Senators that the report and recommendations of the Task Force on Anti-Racism and Inclusive Excellence will be issued in the coming weeks.

In response to Senator Cioe's request for an update on Dean search for the Faculty of Management, Dr Sadiq responded that Dean Sugden's appointment has been extended until July 2023 and that more information is forthcoming. Senator Hilton added that prior to her departure, Dr Mukherjee-Reed had considered an expansive review of Management, broader than the search for a new Dean and to happen prior to a search. He asked that any forthcoming update on the Dean search include timelines and process for the review. Dr Sadiq confirmed that this information will be included in a future update.

### Candidates for Degrees

<p>Tamara Ebl Barbara Marcolin</p>	}	<p><i>That the candidates for degrees as recommended by the College of Graduate Studies, be granted the degrees for which they were recommended, effective February 2022, and that a committee composed of the registrar, the appropriate Dean or their appointed designates, and the Chair of the Okanagan Senate, be empowered to make any necessary adjustments.</i></p>
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Approved

Senator Simpson commended the graduands on completing their students under very challenging circumstances.

### Admission & Awards Committee

The Chair of the Senate Admission & Awards Committee, Senator Tamara Ebl, presented.

#### NEW AWARD

*See Appendix A: Awards Report*

<p>Tamara Ebl Patricia Lasserre</p>	}	<p><i>That the Senate accept the new award as listed, that it be forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.</i></p>
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Approved

Senator Olson commented that an outstanding student has already been identified as the recipient for the Tiedje Fellowship.

## 2022-2023 ENROLMENT TARGETS

Tamara Ebl Jan Cioe	}	<i>That Senate approve and recommend to the Board of Governors for approval the 2022/23 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.</i>
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Senator Ebl presented the 2022/23 Enrolment Targets, and noted a minor correction to the date in the motion.

Senator Ebl noted that the Admissions and Award Committee carefully considered the targets and is concerned that the proposed targets are at 122% of government funded targets, resulting in significant over enrolment. This concern has been raised in past years, and over enrolment continues to increase.

Senator Cioe noted that the proposed targets rely on data from the previous three years to project numbers for next year and commented that this may not be the best approach as there are anomalies created by the pandemic, such as the significantly higher yield numbers for the last two years.

Senator Cioe questioned whether there is a plan to reduce over enrolment, noting that any correction to approach funded targets will be over several years. He noted that there are budgetary concerns that must be considered but continued over enrolment is not a sustainable model.

The Provost responded that until 2017, the Okanagan campus was under its government funded Fulltime Equivalent (FTE) targets. He noted that when UBC Okanagan was established, it was expected to primarily focus on undergraduate education. Since then, that there has been a steady increase in graduate student enrolment and enrolment in the summer session. Summer session enrolment numbers are double-counted in a sense, which partly contributes to the 22% over enrolment indicated by the targets. Further, the campus is offering more non-degree programs and these registrants are also included in the targets. A broader conversation around enrolment should consider that the campus is now research intensive and not primarily for undergraduate education. Focussing solely on undergraduate enrolment numbers will not correct over enrolment, a broader strategy is needed.

Senator Cioe responded that there are finite resources and space, which cannot accommodate enrolment of 122% over funded seats. He asked for acknowledgement that



the anticipated over enrolment is not acceptable. The Provost acknowledged that such significant over enrolment must be corrected and that the proposed targets are consistent with the original targets set by the government.

Senator Lalonde stated that the campus has been over delivering for at least the past 5 years, and prior to that, was meeting 90% of funded targets. He added that the over enrolment does not account for the international student component which further strains facilities and resources. There are not sufficient resources to comfortably accommodate current student numbers.

Senator Cormack responded that there is funding formula review underway and there may be an opportunity for institutions that have been over delivering to advocate for increased funding. Senator Cormack noted that international students pay for the full cost of their education and contribute to the resources available for all students.

Senator Lalonde asked whether requests for increased government funding for infrastructure and teaching space are based on FTEs delivered or total head count, including international students. Senator Sadiq clarified that capital funding and student funding are two separate discussions.

The Senate recognized Ms Michelle Davis, who addressed Senator Cioe's earlier comment that the last number of years are not necessarily good predictors and noted this is particularly relevant from an admissions perspective. There has been an unexpected yield in the last two years, contrary to initial concerns that there the pandemic will result in dramatic under enrolment. The fairly steady yield rate contributed to the current level of over enrolment, and it will take a few years for this to correct as the two larger cohorts complete their programs. A higher threshold for admission has been applied for programs where there was a marked increased in enrolment in the last two years.

Senator Lasserre recognized that can be difficult to change or modify targets, and noted that there needs to be a plan in place for addressing the space/facility issues that result from over enrolment.

Senator Jakobi stated that UBC's national and international reputation attracts a very high calibre of students, and congratulated faculty members for their contributions to the University's profile and reputation.

Senator Ebl thanked senators, particularly members of the Admissions and Awards Committee, for their thoughtful consideration and due diligence in reviewing the proposed targets. She also extended her thanks to Dr Sadiq, Micelle Davis and Stephani McKeown for their thorough responses to questions raised both by the Committee, and the Senate. Senator Ebl noted that there were timeliness considerations for the approval of the proposed targets. Following Senate approval, the targets will be reviewed by the Board of Governor at its March meeting. Any delay in Senate approval may impact student recruitment processes and timelines.

Dr Sadiq stated that the setting of targets is a bottom-up approach, starting at the faculty-level. Senators may not be fully aware of the detailed planning process used to arrive at the proposed targets, as much of it happens at the Faculty level. Deans consider multiple



factors such programming, the number of instructors needed to deliver it etc. Given these complexities, it is difficult to make changes at the committee level.

He emphasized the importance of student engagement in the setting of targets in their respective faculties, and concluded his comments by noting that the while the current over enrolment cannot be corrected in a year, holding targets to the 2019/20 levels will allow for correction over the next few years.

Approved

### Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented the report.

#### CURRICULUM PROPOSALS FROM THE FACULTY OF SCIENCE

See Appendix B: Curriculum Report

Yves Lucet	}	<i>That the new course brought forward by the Faculty of Science be approved.</i>
Jan Cioe		

In response to a question why the course was restricted to students in the Zoology Major or Honours program, Senator Hodges clarified that the course will provide a capstone laboratory experience within the Zoology Major, and the restriction ensure that Zoology students will have access.

Approved

### Learning and Research Committee

The Chair of the Senate Learning and Research Committee, Dr Sally Willis-Stewart, presented the report.

#### DISESTABLISHMENT OF THE REGIONAL SOCIO-ECONOMIC DEVELOPMENT INSTITUTE OF CANADA

Sally Willis-Stewart	}	<i>That pursuant to Policy O-5 Research Centres &amp; Research Institutes, Senate approve and recommend to the Board of Governors the disestablishment of the Regional Socio-Economic Development Institute of Canada.</i>
Patricia Lasserre		

Dr Stewart briefly outlined the rationale for the proposed disestablishment; the Institute was established in 2015 with the intent to impact regional economics and to provide interdisciplinary research and training opportunities for faculty and graduate students. During its tenure, the





Institute housed a number of research projects, ran two seed grant competitions, supported trainees, and served as a hub for research on topics relevant to socio-economic impact and change. There are now opportunities to develop interlinked research, programming and community engagement activities that are interdisciplinary, cut across the organizational boundaries of UBC and the Okanagan campus, and prioritize a global-local nexus. Those opportunities extend beyond the remit of the Institute. Accordingly, a new unit has been established by faculty and staff across campus: SE-Change (Social and Economic Change Laboratory).

Approved

### Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

#### AMENDMENTS TO POLICY AP 5: DEANS APPOINTMENT POLICY

Jannik Eikenaar	}	<i>That Senate approve the amended Policy AP5 (Deans Appointment Policy) as set out in the attached proposal.</i>
Jan Cioe		

Senator Eikenaar stated that earlier this academic year the Senate approved changes to Policy AP 5- Deans Appointment Policies. At that time, it was noted that was an unresolved matter regarding faculty forums for decanal candidates that would be brought back to Senate once the respective Board and Senate committees had developed a proposal. Following discussions with its counterpart for the Vancouver Senate and with the Employee Relations Committee of the Board of Governors, the Nominating Committee recommends the approval of the proposed new. This addition establishes a requirement for a forum where members of the relevant faculty can, in a forum specified to be confidential, meet with and then provide feedback on shortlisted candidates for deans.

Senator Cioe commented on the issue of confidentiality, noting that the proposed language is a compromise which allows for qualified candidates to apply knowing their privacy will be maintained while allowing faculty and staff members with the Faculty to have some part in the search process.

Approved

*By general consent, the agenda was amended to add a motion for an appointment to the President's Advisory Committee of the Extension of Appointment of the Vice-Provost International for immediate consideration.*

#### APPOINTMENT TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE EXTENSION OF THE APPOINTMENT OF THE VICE-PROVOST INTERNATIONAL



Jannik Eikenaar  
Abdulrahman Alnaar

} *That Senate appoint Dr Patricia Lasserre to the President's Advisory Committee for the Extension of the Appointment of the Vice-Provost International.*

Senator Eikenaar commented that the report is not included in the docket, as the Committee was able to confirm Senator Lasserre's agreement to serve on the committee shortly before the meeting.

Approved

## Report from the Provost

### 2022-2023 BUDGET PRESENTATION

Senate welcomed Associate Vice-President Finance Rob Einarson, Manon Harvey, Chief Budget Officer, and Valerie Nichol, Senior Manager, Finance Strategies, to present.

Mr Einarson set out the fiscal environment of the campus, highlighting key assumptions underlying the 2022/23 budget plan. Domestic and international tuition rates are expected to continue to increase in line with recent years, with domestic student enrolment remaining at approximately 122% of provincially funded FTEs.

The list of campus priorities includes many items familiar from recent years, namely implementation of the Indigenous Strategic Plan; equity, diversity, and inclusion initiatives; sustainability and climate change; investment in space; investment in improved student experiences; investments in research infrastructure and equipment; transitioning from COVID-19; contributions towards Workday transition and development; and enhancing services to support growth pressures on infrastructure and services.

Mr Einarson set out the operating budget for 2022, noting that the overall budget would be approximately \$241.1 million, a \$13.7 million increase over last year.

Senator Ebl asked about the ongoing transition from COVID-19 and whether efforts in this area are being integrated with the work of the Beyond COVID Task Force. Secondly, she asked whether there is a plan to bring reporting on this issue to Senate.

Mr Einarson replied that it would be most appropriate for the Provost to address the Beyond COVID Task Forces. The budgetary priorities referenced earlier relate to administrative priorities such as sourcing the necessary technology and equipment for hybrid instruction, and ensuring that space needs are met.

Senator Cioe asked about government grants as a percentage of total revenue, suggesting that the current figure of 36% seems to be relatively low compared to where we used to be.



Mr Einarson replied that revenue from government grants has been a relatively fixed component of the budget whereas other sources of revenue such as international tuition have increased significantly. The university's reliance on government grants has undoubtedly declined in recent years.

Senator Hilton asked whether the budget includes additional funds for student support services such as mental health supports in light of increased demand.

Mr Einarson replied that this concern has been raised a number of times throughout the budget process. While the current presentation to Senate describes some of the broad budgetary trends in this area, Mr Einarson offered to organize a more in-depth presentation to Senate on the long-term strategy around investing in student support services.

Ms Harvey provided an overview of total campus operational revenues for both the forecasted end of 2021/22 as well as the planned 2022/23 fiscal year. She discussed in more detail the 2022/23 operating budget, noting that the Budget Committee received 68 applications for new funding totalling \$6.7 million. She provided a breakdown of funds available for allocation in 2022/23 along with the Budget Committee's proposed allocations to the various priority areas.

Senator Hilton asked about the line item for One-Time Structural Faculty Support, noting that structural deficits at the faculty level are a cause for concern. He stated further that the university should ensure that the funding model does not create undesirable incentives around enrolment and program management.

Mr Einarson replied that the university strives through the five-year budget planning process to help faculties avoid getting into structural deficits. The purpose of the Structural Faculty Support item is to provide resources to faculties where a need exists due to, for example, inability to access international tuition revenues. These supports will enable the faculties to avoid carrying forward negative balances into future years. With respect to the funding formula, Mr Einarson added that we must avoid a one size fits all approach as this would have very negative consequences for certain units. There are a variety of special factors that must be taken into account in order to find a solution that works for everyone.

Senator McNeil noted that international tuition revenue now makes up 59% of all tuition revenue and approximately 40% of total revenue. He noted that the university is now heavily dependent on a source of revenue under which we have very little control.

Senator Cormack responded that she was pleased that UBC Okanagan at least has a relatively diverse international student population. Many other institutions which depend on international tuition revenue are also very reliant on a small number of source countries for most of their students.

Mr Einarson discussed the list of 2022/23 operating prior year commitments. The budget planning process includes a review of these items to ensure that they are still of value to the campus. These are not new allocations but pertain to ongoing programs. He then made a number of observations on the recent historical context of budgeting at UBC Okanagan. Total revenue



for the campus stood at \$176.7 million as recently as fiscal year 2018/19. The anticipated total revenue figure for 2022/23 (\$241.1 million) thus represents an increase of approximately 36% for the period. This is unprecedented revenue growth in the Canadian context.

Mr Einarson provided a brief overview of financial risks for 2022/23: impact of global health and the world economy on international student enrolment; student attrition due to COVID-19 and online learning; inflation and contractual salary increases outpacing revenue growth; tuition fee increases subject to Affordability Review; Integrated Renewal Project – stabilization and future implementations; construction inflation; impact on lab/classroom retrofits, renovations; and unpredictable cost of climate change impacts and sustainability measures.

Senator Ebl asked about a line item for Contributions to UBCV, noting that this appears to have increased by 34% since 2018/19

Mr Einarson explained that this item reflects the fact that UBCO receives various services from units based at UBCV. Funds are transferred to UBCV in order to offset the cost of servicing the Okanagan campus, particularly in cases where fees are collected at UBCO for services charged to UBCV. The increase in the Contributions to UBCV item largely reflects increased use of UBCV-provided services due to the growing student population. It is possible going forward that UBCO will be asked to pay for a greater share of centrally-provided services.

*By general consent, the time to adjourn was extended by 30 minutes.*

Senator Garrard asked about the amount of funding that has been set aside for climate emergency and sustainability, in particular whether these funds are for operational matters or for research and teaching.

Mr Einarson replied that the funds in question were intended for administrative undertakings.

Ms Harvey provided additional information on the allocation of money from the Excellence Fund in 2022/23. New allocations of approximately \$5.4 million are proposed, which will supplement previously committed funds of \$19.4 million. Newly allocated funds will support existing priorities under the themes of People and Places, Local and Global Engagement, and so on.

Mr Einarson said that going into 2022/23 there will be a total of \$24.3 million available for allocation from the capital reserve fund. The budget plan calls for allocations of \$7.1 million to support district energy renewals and decarbonization, daycare expansion, renovation of office modular 2 and washrooms, medium-term off-campus academic space, and the UBCO Downtown Campus project. The list of capital reserve future commitments includes: remaining funding for the ICI Building and Kelowna Downtown Campus, district energy renewal and decarbonization, and Workday Student.

Senator Hodges asked a question about escalating costs for new building construction and the Integrated Renewal Program.



Mr Einarson replied that accurately estimating the cost of building projects is an ongoing challenge. There have been extraordinary circumstances in recent years which have added to this difficulty. For capital projects which are coming in over budget the university is active in reviewing plans to ensure that the value added by new buildings is balanced against their cost.

Senator Cormack stated in relation to the Integrated Renewal Program that the current cost estimate is relatively solid following extensive re-costing. The university has made considerable efforts to manage the cost of this programs and scale back expenditures where possible.

Senator Hilton remarked that the costs of the Integrated Renewal Program must be measured not only in terms of money spent, but also in terms of the vast amount of time invested by a wide range of individuals across the university.

Senator Ebl asked whether the budget presentation and associated materials detailing the budget plan should be treated as confidential.

Mr Einarson replied that while the budget presentation is not necessarily confidential, it is a draft plan which is still subject to Board of Governors approval. For this reason it is not recommended to circulate the plan without including a caveat that the plan is in draft and subject to approval.

Dr Cormack thanked the presenters

### **Adjournment**

Seeing no other business, the meeting was adjourned at 6:02 p.m.



## Appendix A: Awards Report

### New award:

Proposed Title:                      John Tiedje Fellowship

Fellowships totaling \$45,250 have been made available through an endowment established by Dorothy Tiedje in memory of John Tiedje (BASc 1944, MASc 1945). The fellowships are awarded to one or more Canadian citizens or permanent residents who are enrolled in a Master of Applied Science or PhD Program in the Faculty of Applied Science or the Master of Applied Science program in Engineering Physics in the Faculty of Science, and who have achieved a first-class average or better in the most recent two years of full-time study. Students on both the Vancouver and Okanagan campuses are eligible for the fellowships. Fellowships will be awarded to students whose research will help create and maintain a healthy environment, with preference for research developing clean and renewable energy, advancing the electrification of the economy, reducing greenhouse gas emissions, or improving the efficiency of energy utilization. John Tiedje was a graduate of the Department of Chemical Engineering at UBC who went on to a successful career with Imperial Oil, where he was responsible for developing several new processes for converting petroleum into value-added products. He served as manager of Esso France's research lab in Mont-Saint-Aignan, France; as manager of the Esso Petroleum Canada Research Department in Sarnia, Ontario, until his retirement in 1983; and as chair of the Canadian Committee for the World Petroleum Congress. At the discretion of the Dean of Applied Science the award may be renewed for students who are in good academic standing for up to two additional years for PhD students and an additional 6 months for Master's students. The award is made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies.



## **Appendix B: Curriculum Report**

**FROM THE FACULTY OF SCIENCE**

**BIOL 359 – New Course**



24 March 2022

To: Okanagan Senate

From: Senate Academic Policy Committee

Re: Academic Standings and Academic Achievement Designations

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The Senate Academic Policy Committee reviewed proposals submitted by the IRP Student team that establish principles for streamlining academic standings and academic achievement designations across the institution. The proposed changes will allow for critical current functionality, including recording Faculty decisions around permission to continue on the student record, while also aligning terminology.

The proposals include five values for Academic Standings and three values for Additional Period Honours:

#### **Academic Standing**

- In Good Standing
- On Academic Probation
- Failed, Required to Withdraw (revised)
- Failed, Permitted to Continue (revised)
- In Review (new)

#### **Additional Period Honours**

- Dean's Scholar (revised)
- Dean's List (revised)
- None (new)

Upon approval of these principles, Faculties will continue to be able to define how academic standings and additional period honours are operationalized according to their own rules.

The following is recommended to Senate:

**Motion:** *“That Senate approve new and revised academic standings, as presented, effective upon implementation of Workday Student.”*

and





*“That Senate approve new and revised additional period honours, as presented, effective upon implementation of Workday Student.”*

Respectfully submitted,

Dr. Jan Cioe, Chair  
Senate Academic Policy Committee

## Academic Standings and Academic Achievement Designations Analysis Outcome and Recommendation

For: The Senate Academic Policy Committees of UBC Vancouver and UBC Okanagan  
Prepared By: Integrated Renewal Program, Student Workstream

February 25, 2022

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### Contact Information

<b>Functional</b>	Asima Zahid – Director, Student Solution, IRP Student
<b>Leadership</b>	Dr. Kate Ross – AVP Enrolment & Registrar; Co-Lead Program Sponsor, IRP Jennifer Burns – CIO & AVP, Information Technology; Co-Lead Program Sponsor, IRP Dr. Ian Cavers – Associate Dean, Science (UBCV); Academic Sponsor, IRP Dr. Patricia Lasserre – Associate Professor, Faculty of Science (UBCO); Academic Sponsor, IRP Dr. Janice Stewart – Associate Dean, Faculty of Arts (UBCV), IRP Student

## THE UBC ACADEMIC POLICY ISSUE

UBC has historically allowed a wide variety of terms to describe the results of the academic performance evaluation process applied to students at the end of the Winter Session and, sometimes, at the end of the Summer Session. Currently, there are more than 20 unique combinations of academic standings, designations and continuation statuses that communicate the sessional evaluation decision on a student record in SISC (see **Appendix 1**).

In addition, the designations to recognize students' academic achievements vary among Faculties and account for four names (below) currently in use across both campuses, which can be applied in a one- or two-tier system onto a student's record:

- Dean's List
- Dean's Honour List
- Dean's Honour Roll
- Science Scholar

See **Appendix 2** for data on the usage of individual designations by Faculties, degree programs, and eligible students across both campuses.

## THE UBC IRP STUDENT ISSUE

Workday Student offers only **eight values** within its Academic Standing functionality to record and display the results of academic performance evaluation process and any academic achievements on the student record. These values are displayed in the fields labeled as "Academic Standing" and "Additional Period Honours" respectively and are visible to both students and staff. Even though the "Academic Standing" and "Additional Period Honours" field labels are Workday-delivered and cannot be renamed, the eight values displayed in those fields can be defined by UBC.

See **Appendix 3** for screenshots of the Academic Standing and Additional Period Honours values on a student record in Workday.

Therefore, UBC's need to represent the breadth of academic standing and academic achievement values for varied programs requires us to:

- a) create and align on new values for academic standings (in addition to the mandatory existing values of In Good Standing, On Academic Probation and Failed), and
- b) streamline current designations for academic standings and academic achievement to fit within the currently available values in Workday.

The joint Senate Academic Policy Committee is asked to consider and approve the principles for streamlining academic standing and academic achievement designations via two decisions: 1) an approach for configuring academic standings and academic achievement values, and 2) the desired terminology for academic standing names.

Below are the recommended five values for **Academic Standings** and three values for **Additional Period Honours**. These values reflect current functionality, with the enhancement of providing alignment of terminology across the university:

**Academic Standings**

- In Good Standing
- On Academic Probation
- Failed, Required to Withdraw (modified)
- Failed, Permitted to Continue (modified)
- In Review (new)

**Additional Period Honours**

- Dean’s Scholar (streamlined)
- Dean’s List (streamlined)
- None (new)

**Decision 1:** The recommended configuration approach is to use five out of eight available values for Academic Standings and three remaining values for Additional Period Honours:

- Five values labeled as Academic Standings will include one new and two modified values (additional to the existing two values of In Good Standing and On Academic Probation) to communicate the most critical outcomes of sessional academic performance evaluation process to students and staff;
- Three values labeled as Additional Period Honours will include two streamlined names for designations to recognize student academic achievement, preserving existing forms of recognition, and the value of “None” to meet the configuration requirements.

**Decision 2:** Below are the recommended names and definitions for new and streamlined values, including the rational of their configuration in Workday:

Name	Recommended Definition	Rational and Considerations for Configuration in Workday
<b>New Academic Standings</b>		
<b>Failed, Required to Withdraw</b>	A student who receives an academic standing of <b>Failed, Required to Withdraw</b> will be required to discontinue studies at the University as of the start of the Session following the decision to award the standing. At the discretion of the Faculty or School, a student	<b>Rational:</b> <ul style="list-style-type: none"> <li>• <b>One term, one meaning:</b> Rather than having a single term, “Failed”, this will differentiate the outcomes of standing “Failed, Required to Withdraw” from “Failed, Permitted to Continue”, clarifying that, while both standings represent the value of “Failed”, they are separate from one another and produce a different outcome for the student and on the student record.                             <ul style="list-style-type: none"> <li>○ Other attempted solutions, which proved unworkable, included:</li> </ul> </li> </ul>

<p>31 March 2022</p>	<p>registered in and attending one or more courses in the Session during which the continuation evaluation occurred will be permitted to complete those courses. A student appealing to be permitted to continue their studies immediately despite having received an academic standing of Failed, Required to Withdraw may not register for, or attend, courses while awaiting the results of the appeal, except as noted above.</p>	<p>Okanagan Senate</p> <ul style="list-style-type: none"> <li>○ Using a program of study status or status reason approximating Required to Withdraw;</li> <li>○ Using only “Failed” without assigning a status.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Align outcome with academic period:</b> Attach not only the academic standing of “Failed”, but also the practical outcome of that standing for the student to session that produced it. <ul style="list-style-type: none"> <li>○ This will provide clarity on the student record about the reason for the discontinuation in studies for those students studying in the Summer Session during which the continuation evaluation was completed – regardless of their academic performance in the Summer Session, the decision to require withdrawal was based on their academic performance in the prior Winter Session.</li> </ul> </li> <li>• <b>Reduce chance of human error:</b> Provide clarity to Enrolment Services in regards to which students should be included in the Mass Update process to remove registration access, and reduce a chance of human error that would prevent an eligible student from registering.</li> <li>• <b>Differentiate Withdraw from Discontinued:</b> Disassociate “Discontinued”, the Workday-delivered term related to ending a program of study for any reason, from Failed academic standing and the requirement for a student to leave their studies. <ul style="list-style-type: none"> <li>○ Instances of “Discontinued” in Workday Student will include moving from a general degree program to one with a major, or dropping a major or minor, so the majority of UBC students will have at least one instance on their record. Creating this distinction will promote student wellbeing and understanding of their standing at the university, and help to prevent oversubscribing advising resources.</li> </ul> </li> <li>• <b>Transcript clarity:</b> Provide clarity to students and advisors, and visibility on the student record and transcript, of the outcome of the continuation decision.</li> <li>• <b>Align terminology:</b> Align Graduate and Undergraduate terminology for students required to leave the university.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Rules to be defined by each Faculty or School.</li> </ul>
<p><b>Failed, Permitted to Continue</b></p>	<p>A student who has successfully appealed an academic standing of <b>Failed, Required to Withdraw</b> will be permitted to continue their studies immediately.</p>	<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• <b>One term, one meaning:</b> Rather than having a single term, “Failed”, this will differentiate the outcomes of standing “Failed, Required to Withdraw” from “Failed, Permitted to Continue”, clarifying that, while both standings represent the value of “Failed”, they are separate from one another and produce a different outcome for the student and on the student record.</li> <li>• <b>Critical gap:</b> Address an identified critical gap of not being able to communicate “Permitted to Continue” standing on the student record. Deliver, as far as possible, current state practices for Faculties and programs at the undergraduate level who permit continuation appeals.</li> </ul>

31 March 2022		<p>Okanagan Senate Other attempted solutions, which proved unworkable, included:</p> <ul style="list-style-type: none"> <li>○ Using a program of study status or status reason approximating “Permitted to Continue”;</li> <li>○ Changing the standing to In Good Standing or Academic Probation;</li> <li>○ Using only “Failed” without assigning a status.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Communication of decision:</b> Provide clarity and visibility into a decision to permit students continue their studies by recording it in the system, as well as enabling decision tracking, promoting information sharing, and reducing the chances of human error in processing discontinuation.</li> <li>• <b>Reduce chance of human error:</b> Differentiate between students permitted to continue and those not yet discontinued due to Summer registration. This, in turn, supports Enrolment Services in processing Mass Updates with accuracy so students are not accidentally excluded from registration.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Appeal process to be defined by each Faculty or School.</li> <li>• Failed, Permitted to Continue would not be awarded automatically, but would instead be placed on the record by the student’s Faculty or program upon successful appeal of their Failed, Required to Withdraw standing.</li> </ul>
<b>In Review</b>	A student who receives a temporary academic standing of <b>In Review</b> will be assigned another, permanent, standing once the review of their academic performance for a given academic period is finalized.	<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• A temporary, administrative standing, to be used as a placeholder on the student record when it is not yet possible to determine the student’s final academic standing</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Temporary administrative value to be replaced by one of the other four values once any missing or incomplete information is made available or other circumstances resolved.</li> <li>• Rules to be defined by each Faculty or School.</li> </ul>
<b>Streamlined Additional Period Honours</b>		
<b>Dean’s Scholar</b>	Higher level of academic achievement recognition in a two-tier recognition system. Students will receive the notation “Dean’s Scholar” on their records for a given academic period based on their program-specific requirements for academic performance and credit load.	<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• Continue allowing for a two-tier system in recognizing student academic achievements</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Faculties and programs will, individually, continue to establish criteria and define their own rule-sets for the standings they use</li> <li>• Faculties and programs may also choose not to award Additional Period Honours.</li> </ul>
<b>Dean’s List</b>	Recognition of Academic Achievement. In a single-tier recognition system, this is the only value awarded. In a two-tier recognition system, this is the lower of the two values. Students will receive the notation “Dean’s List” on their records for	<p><b>Rational:</b></p> <ul style="list-style-type: none"> <li>• Continue with the name used by the majority of Faculties/Schools, degree programs, and eligible students across both campuses.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Faculties and programs will, individually, continue to establish criteria and define their own rule-sets for the standings they use</li> </ul>

31 March 2022	a given academic period based on their program-specific requirements for academic performance and credit load.	<p style="text-align: right;">Okanagan Senate • Docket Page 23 of 70</p> <p>• Faculties and programs may also choose not to award Additional Period Honours</p>
<b>None</b>	Administrative value to indicate that no academic achievement recognition has been awarded to a student for a given academic period.	Functionality-required value. If Faculties and programs choose not to award Additional Period Honours, the value “None” will be assigned.

**APPENDIX 1: List of Current Combinations of Academic Standings, Designations and Continuation Statuses**

<b>Vancouver</b>	
<b>Academic Standing</b>	<b>Continuation Status</b>
Academic Probation	Eligible to Continue
Academic Probation	May not re-register in this Faculty
Academic Probation	Not Eligible to Continue
Academic Probation	Required to Discontinue
Academic Probation	Required to Withdraw
Academic Probation	Permitted to Continue
Dean's List	Eligible to Continue
Dean's List	Not Eligible to Continue
Dean's List	Required to Discontinue
Dean's List	Permitted to Continue
Failed	Eligible to Continue
Failed	Not Eligible to Continue
Failed	Required to Discontinue
Failed	Required to Withdraw
Failed	Permitted to Continue
Good Standing	Eligible to Continue
Good Standing	May not re-register in this Faculty
Good Standing	Not Eligible to Continue
Good Standing	Required to Discontinue
Good Standing	Permitted to Continue
Science Scholar	Eligible to Continue
Science Scholar	Not Eligible to Continue

<b>Okanagan</b>	
<b>Academic Standing</b>	<b>Continuation Status</b>
Academic Probation	Eligible to Continue
Academic Probation	Required to Discontinue
Academic Probation	Permitted to Continue
Dean's List	Eligible to Continue
Failed	Eligible to Continue
Failed	Not Eligible to Continue
Failed	Required to Discontinue
Failed	Required to Withdraw
Failed	Permitted to Continue
Good Standing	Eligible to Continue
Good Standing	Required to Discontinue
Good Standing	Permitted to Continue



### APPENDIX 2: Usage of Designations by Campus, Faculty, Program and Students

Currently, UBC has a two-tier system for awarding designations, although only Faculty of Science (Vancouver) uses the second tier (654 awarded in 20W). The majority of Faculties/Schools, degree programs, and eligible students across both campuses (and on each campus individually) use “Dean’s List”.

Dean's List		Dean's Honour List		Dean's Honour Roll		Science Scholar		None	
Vancouver	Arts	Vancouver	Applied Science	Vancouver	Commerce	Vancouver	Science	Vancouver	Kinesiology
Vancouver	Creative Writing	Vancouver	Pharmacy	Vancouver	Forestry			Vancouver	Nursing
Vancouver	Music	Vancouver	Science	Vancouver	LFS			Vancouver	Education
Vancouver	Economics	Vancouver	SALA	Okanagan	Management			Vancouver	Law
Okanagan	Arts and Social Sciences	Okanagan	Applied Science	Okanagan	Health & Exercise Science			Okanagan	Nursing
Okanagan	Creative and Critical Studies (BA, BMS)	Okanagan	Creative and Critical Studies (BFA)					Okanagan	Education
Okanagan	Science								

### Designations Awarded by Number of Students in 2020 Winter Session

Name	Number of Eligible Students	Number of Students Awarded
Dean’s List	20,362	2,518
Dean’s Honour List	16,479	4,380
Dean’s Honour Roll	8,719	2,740

**APPENDIX 3: Visibility of Academic Standing and Additional Period Honours to Students and Staff**

The names are visible to students and staff (e.g., advisors) on the **Academic History** page in Workday.

Student [Test Student](#)

▼ **Faculty of Arts/Undergraduate (Major in Economics (Vancouver)/B.A., Major in Psychology (Vancouver))**

**Coursework**

▼ 2021-22 Winter Term 1 (UBC-V)

Academic Period [2021-22 Winter Term 1 \(UBC-V\)](#)

Turn on the new tables view

Enrollments 1 item 🔍 📄 📊 🗨️ 📁 🔄

Course	Grade	Grade Points	Credits	Earned Grade Points
🔍 ANTH_V 220 - FIRST NATIONS BC	A	89.000	3	267.000
Total:			3	267.000

<b>Academic Period Totals</b>		<b>Cumulative Totals</b>		<b>Student Standings</b>
Credits Attempted	3	Cumulative Credits Attempted	36	Academic Standing: In Review
Credits Earned	3	Cumulative Credits Earned	30	Additional Period Honors/Standing: None
GPA Credits	3			



THE UNIVERSITY OF BRITISH COLUMBIA

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31 March 2022

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Curriculum Proposals (approval)

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

Therefore, the following is recommended to Senate:

**Motion:** *That the new program option, new calendar entry, and new courses brought forward by the Faculties of Applied Science, Arts and Social Sciences, and Science be approved.*

- a. From the Faculty of Applied Science
  - i. Aerospace Engineering – New Program Option
  - ii. ENGR 378 – New Course
  - iii. ENGR 449 – New Course
  - iv. ENGR 477 – New Course
- b. From the Faculty of Arts and Social Sciences
  - i. Bachelor of Arts Programs > Student Directed Seminars
  - ii. ANTH 486 – New Course
  - iii. ECON 486 – New Course
  - iv. GWST 486 – New Course
  - v. GEOG 486 – New Course
  - vi. HIST 486 – New Course
  - vii. INDG 486 – New Course
  - viii. PHIL 486 – New Course
  - ix. POLI 486 – New Course

- x. PSYO 486 – New Course
- xi. SOCI 486 – New Course
- xii. GEOG 460 – New Course
- xiii. HIST 353 – New Course
- xiv. SOCI 246 – New Course
- c. From the Faculty of Science
  - i. BIOL 300 – New Course
  - ii. BIOL 423 – New Course

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee

**UBC Okanagan**  
**Proposal for Option in Aerospace Engineering**

Joshua Brinkerhoff  
Dean Richert

October 1, 2021

## Overview

The UBC Okanagan School of Engineering (SOE) was established in 2005. As of September 2021, it has 66 faculty members and offers four Bachelor of Applied Sciences programs: Civil, Electrical, Manufacturing, and Mechanical Engineering. In 2021/22, the faculty offered courses to more than 1500 undergraduate students.

A specialization in “Aerospace Engineering” has been under discussion among the students and faculty for several years. Feedback from the local industry and alumni demonstrate a growing need for engineers to have competencies in aerodynamics, avionics, aircraft design, aerospace materials, propulsion systems, and flight controls and instrumentation. Apart from an Aerospace Engineering Option recently introduced at UBC-Vancouver in the Mechanical Engineering program, no Aerospace Engineering degree is currently available in Western Canada, and BC loses students to Ontario and Quebec wishing to pursue this field. Moreover, BC-based aerospace companies have expressed dissatisfaction over having to compete for engineering graduates with aerospace companies in the eastern provinces.

On January 3, 2019, a student survey was conducted to gauge potential interest in an Aerospace Engineering Option/Specialization within the School of Engineering. 432 students participated in the survey which comprised three questions. The results of the survey are as follows:

Would you support a new Aerospace Engineering Option/Specialization within the School of Engineering? Results: 422 students (97.7%) responded **YES**

If a new Aerospace Engineering Option/Specialization is offered, would you consider taking it? Results: 366 students (84.8%) responded **YES**

If the new Aerospace Engineering Option/Specialization involved a one-term academic exchange at the Technical University of Delft, would you consider taking it? Results: 364 students (84.3%) responded **YES**

Based on the survey results, there is clearly *very strong* interest in the proposed Aerospace Engineering Option/Specialization.

## **Proposal**

### Credentials

The Specialization in Aerospace Engineering will equip the engineering students with state-of-the-art skills, competencies, theories, and design methodologies, generating engineers with a specialized skill-set in aerospace engineering topics that is currently unavailable in Western Canada. This will allow the graduates to be employed across the rapidly-growing aerospace sector in BC. The Aerospace Specialization will appear on the student's transcript, but not on the diploma.

### Expected Start Date

The Aerospace Specialization will be offered each year starting 2022W.

### Specialization Completion Time

Like regular Bachelor of Applied Science students, option students will be required to complete a minimum of 145 credits of engineering foundation, design, and technical courses. The specialization can be completed in the regular four year undergraduate time-frame. Students will be required to choose an aerospace-themed capstone design project.

### Specialization Requirements

Students may apply for the Aerospace Specialization at the same time they select their study program by the end of Year-One. Following an application process, to be designed by the School of Engineering, up to 30 students will be accepted into the Aerospace Engineering Option. Admission will be competitive based on GPA. Admission to the Aerospace Specialization will be open to students in the Mechanical and Manufacturing programs.

### Specialization Structure

#### **Mechanical Engineering Program**

Students enrolled in the Aerospace Specialization will have first and second year timetables specified by the normal Mechanical program. Students will select to enroll in the Aerospace specialization at the start of their third year, and aerospace-specific courses will commence in term two of their third year. The course schedule for the aerospace specialization for Mechanical students is given in Table 1.

All Mechanical students enrolled in the Aerospace Specialization will take ENGR 499\* at UBC-Okanagan. The asterisk indicates the aerospace students will be able to select aerospace-specific Capstone projects that are reserved for students enrolled in the Aerospace Specialization. The aerospace-specific Capstone projects will be proposed by outside industry partners, by students, or by faculty, and will be carried out in collaboration with the relevant faculty members, as assigned by the ENGR 499 instructor. The course requirements, deliverables, schedules, etc. will be consistent with the normal ENGR 499 course; the only difference is that aerospace specialization students will be assigned to reserved aerospace projects.

Certain components of the Aerospace Specialization may be offered jointly with UBC Vancouver in that some of the fourth-year technical electives may be taken at one or the other campus. For instance, MECH 485 (Aircraft Design: Structures) can be taught at UBC Vancouver for both UBC-V and UBC-O students by Mauricio Ponga, while ENGR 493 (Introductory Aerodynamics and Aircraft Design) can be taught at UBC-Okanagan for both UBC-V and UBC-O students by Joshua Brinkerhoff. MECH 471 (Propulsion) may be taught at UBC-V by Rajeev Jaiman for both UBC-V and UBC-O students, or as a new course ENGR 477 (Propulsion) by Sina Kheirkhah or Joshua Brinkerhoff. If a UBC-O version of MECH 471 is to be created, it will require creation of a new course. To ensure equitable balance between UBC-O and UBC-V, it may be advisable to have duplicate courses on both campuses that are offered at either location in alternating years. This ensures that neither campus is completely dependent on the other campus for a particular course and that students receive a balanced number of video-conference courses at both UBC-O and UBC-V.

Table 1 is a tentative course schedule for students enrolled in the Aerospace Specialization from the Mechanical program. Aerospace-specific courses are shown in blue. Note that the Mechanical program requires students to take four technical electives and four design electives. The break-down of technical and design electives are indicated in Table 1. To meet the knowledge base in aerospace engineering, the Aerospace Specialization does not give students any freedom to choose their technical and/or design electives.

**Table 1: Course schedule for the Aerospace specialization for the Mechanical program.**

Code	Course title	Credits	Elective type
<i>Year 3 Term 1</i>			
ENGR 310	Fluid Mechanics II	3	
ENGR 376	Materials Science II	3	
ENGR 377	Manufacturing Processes	3	
ENGR 381	Kinematics & Dynamics of Machinery	3	
ENGR 385	Heat Transfer Applications	3	
ENGR 303	Engineering Project Management	3	
<i>Year 3 Term 2</i>			
ENGR 320	Electromechanical Devices	3	
ENGR 387	Vibration of Mechanical Systems	3	
ENGR 315	Systems & Control	3	
ENGR 375	Energy System Design	3	
ENGR 380	Design of Machine Elements	3	
ENGR 493	Introductory Aerodynamics and Aircraft Design	3	Design-1
<i>Year 4 Term 1</i>			
ENGR 499*	Aerospace Engineering Capstone Project	6	
ENGR 476	Mechanics of Materials II	3	
ENGR 480	Modern Control	3	Technical-1
ENGR 477	Aircraft Propulsion	3	Technical-2
ENGR 491	Computational Fluid Dynamics	3	Design-2
ENGR 496	Aerospace Materials & Manufacturing Processes	3	Technical-3
<i>Year 4 Term 2</i>			
ENGR 499*	Aerospace Engineering Capstone Project	-	
ENGR 305	Engineering Economic Analysis	3	
ENGR 413	Law and Ethics for Engineers	3	
ENGR 479	Measurements in Thermal-Fluids	3	Technical-4
ENGR 492	Finite Element Methods	3	Design-3
ENGR 449	Aircraft Structures	3	Design-4

### Manufacturing Engineering Program

Opening up the Aerospace Specialization to students enrolled in the Manufacturing Program at UBC- O is complicated by the fact that those students are not required to take ENGR 310 (Fluid Mechanics II) in their third year, which is a requirement for several of the aerospace-specific courses. Moreover, the Manufacturing third-year course schedule is full, and does not allow for adding ENGR 310 without removing another course. As a result, Manufacturing Engineering students in the Aerospace Specialization will take ENGR 310 instead of ENGR 320 (Electromechanical Devices). Allowing this exception will result in the least impact on the MANF



degree for the following reasons:

- ENGR 310 and ENGR 320 share the same vector, [3-2\*-1];
- Students still learn some ENGR 320 content in MANF 368 (Engineering Measurements & Instrumentation) and MANF 386 (Industrial Automation);
- Alignment with the UBC-V Manufacturing Engineering program is maintained since those students do not take a designated course on Electromechanical Devices.

To further accommodate the Aerospace Specialization, students will take some 3rd and 4th year courses out-of-order; these courses are highlighted in red in Table 2. Finally, MANF 330 must be included as a pre-requisite for ENGR 496 as an alternative to ENGR 377.

The normal Manufacturing program requires students to take three technical electives. The Aerospace specialization will prescribe the courses that will be taken as the technical elective requirement as shown in Table 2. Note: As the Manufacturing students are not required to select design electives, ENGR 493 will need to be treated as a technical elective for the Manufacturing students enrolled in the Aerospace Specialization.

A proposed course schedule is shown in Table 2.

**Table 2: Course schedule for the Aerospace specialization for the Manufacturing program.**

Code	Course title	Credits	Elective type
<i>Year 3 Term 1</i>			
MANF 330	Manufacturing Engineering Project	6	
ENGR 376	Materials Science II	3	
ENGR 381	Kinematics & Dynamics of Machinery	3	
ENGR 387	Vibration of Mechanical Systems	3	
ENGR 476	Mechanics of Materials II	3	
ENGR 310	Fluid Mechanics II	3	
<i>Year 3 Term 2</i>			
MANF 330	Manufacturing Engineering Project	-	
ENGR 439	Manufacturing Processes II	3	
COSC 310	Software Engineering	3	
MANF 386	Industrial Automation	3	
MANF 368	Eng. Measurements & Instrumentation	3	
ENGR 493	Introductory Aerodynamics and Aircraft Design	3	Technical-1
ENGR 305	Engineering Economic Analysis***	3	

<i>Year 4 Term 1</i>			
MANF 430	Manufacturing Capstone Design Project	6	Technical-2
MANF 370	Production Systems Management II	3	
MANF 450	Life Cycle Analysis and Sustainability	3	
MANF 460	Supply Chain Tactics and Strategies	3	
MANF 465	Digital Enterprise	3	
ENGR 496	Aerospace Materials and Manufacturing Processes	3	
<i>Year 4 Term 2</i>			
MANF 430	Manufacturing Capstone Design Project	-	Technical-3
ENGR 413	Law and Ethics for Engineers	3	
MANF 455	Factory Planning	3	
MANF 470	Production Systems Management III	3	
ENGR 449	Aircraft Structures	3	
	Humanities Elective	3	

\*\*\* All Manufacturing students are recommended to take this course in the summer session.

## Resources:

### New courses

*ENGR 477 Aircraft Propulsion.* Topics: Air-breathing and non- air-breathing propulsion devices. Topics may include thermodynamic cycles, propulsion system design, materials, flow dynamics, airframe integration, and combustion. Prerequisites: ENGR 310, ENGR 375, ENGR 385. Possible instructors: Joshua Brinkerhoff, Sina Kheirkhah.

*ENGR 449 Aerospace Structures.* Topics: Structural components of aircraft, introduction to the finite element method, bending and buckling of thin plates. Design of aircraft wing and fuselage structures, moments of inertia for complex shapes. Prerequisites: ENGR 476. Possible instructors: Mohammad Tiznobaik, Abbas Milani, Hadi Mohammadi, Lukas Bichler.

### New faculty hires

No new full-time faculty are required for the Aerospace Engineering Option. Approximately 4 additional sessional instructions will be required (per academic year) to enable faculty members to teach ENGR 493 and ENGR 496, ENGR 477 (Aircraft Propulsion), and ENGR 449 (Aircraft Structures). The specific requirements will need to be identified on a year-to-year basis by the Director considering faculty leaves, graduate courses, etc.

Comparison to Aerospace Option in the UBC-V Mechanical program

Table 4 provides a side-by-side comparison of the Aerospace Option for the Mechanical Engineering program at UBC-Vancouver

(<https://mech.ubc.ca/undergraduate/curriculum/program-options/aerospace/>).

Course taken in 2 <sup>nd</sup> year	Course taken in 3 <sup>rd</sup> year	Course taken in 4 <sup>th</sup> year
<b>UBC-V Mech.</b>	<b>UBC-O MECH</b>	<b>UBC-O MANF</b>
ELEC 344: Applied Electronics and Electromechanics	ENGR 320: Electromechanical Devices	Combination of MANF 368 - Eng. Measurements and Instrumentation and MANF 386 - Industrial Automation
MECH 305: Data Analysis and Mechanical Engineering Laboratories		MANF 368 - Eng. Measurements and Instrumentation
MECH 327: Thermodynamics II	ENGR 375: Energy System Design	APSC 252 - Thermodynamics
MECH 328: Mechanical Engineering Design Project	ENGR 303: Engineering Project Management	MANF 330 - Manufacturing Engineering Project
MECH 358: Engineering Analysis	APSC 256: Numerical Methods for Analysis	
MECH 360: Mechanics of Materials	ENGR 476: Mechanics of Materials II	ENGR 476: Mechanics of Materials II
MECH 375: Heat Transfer	ENGR 385: Heat Transfer Applications	APSC 252 - Thermodynamics
MECH 380: Fluid Mechanics	ENGR 310: Fluid Mechanics II	ENGR 310: Fluid Mechanics II
MECH 426: Mechanical Design	ENGR 380: Design of Machine Elements	
MECH 466: Automatic Control	ENGR 315: Systems & Control	MANF 386 - Industrial Automation
MECH 481: Aerodynamics of Aircraft I	ENGR 493: Introductory Aerodynamics & Aircraft Design	ENGR 493: Introductory Aerodynamics & Aircraft Design
Complementary studies elective	<i>Taken in year 2</i>	Humanities Elective

	ENGR 381: Kinematics & Dynamics of Machinery	ENGR 381: Kinematics & Dynamics of Machinery
	ENGR 376: Materials Science II	ENGR 376: Materials Science II
	ENGR 377: Manufacturing Process	MANF 230 – Manufacturing Engineering Laboratory
		ENGR 439 - Advanced Manufacturing
		COSC 310 - Software Engineering
APSC 450 Professional Engineering Practice	ENGR 413: Law and Ethics for Engineers	ENGR 413: Law and Ethics for Engineers
MECH 431: Engineering Economics	ENGR 305: Engineering Economic Analysis	ENGR 305: Engineering Economic Analysis
MECH 453 Aerospace Capstone Design Project	ENGR 499*: Aerospace Engineering Capstone Project	ENGR 499*: Aerospace Engineering Capstone Project
MECH 462: Finite Element Analysis	ENGR 492: Finite Element Methods	
MECH 463: Mechanical Vibrations	ENGR 387: Vibration of Mechanical Systems	ENGR 387: Vibration of Mechanical Systems
MECH 477: Aerospace Propulsion	ENGR 477: Aircraft Propulsion	
MECH 479: Introduction to Computational Fluid Dynamics	ENGR 491: Computational Fluid Dynamics	
MECH 484: Aircraft Design: Aerodynamics		
MECH 485: Aircraft Design: Structures	ENGR 449: Aircraft Structures	ENGR 449: Aircraft Structures
MECH 489: Experimental Thermofluids	ENGR 479: Measurements in Thermal-Fluids	
MTRL 494: Composite	ENGR 496: Aerospace	ENGR 496: Aerospace

Materials	Materials & Manufacturing Processes	Materials & Manufacturing Processes
	ENGR 476: Mechanics of Materials II	ENGR 476 - Mechanics of Materials II
	ENGR 480: Modern Control	
		MANF 370 - Production Systems Management II
		MANF 450 - Life Cycle Analysis and Sustainability
		MANF 455 - Factory Planning
		MANF 460 - Supply Chain Tactics and Strategies
		MANF 465 - Digital Enterprise
		MANF 470 - Production Systems Management III



## Curriculum Proposal Form New Option Program – Okanagan campus

<b>Category: 1</b>	
<b>School of Engineering</b> <b>Faculty of Applied Science</b> <b>Faculty/School Approval Date: 2021.11.15</b> <b>Effective Session: 2022W</b>	<b>Date: 2021.11.03</b> <b>Contact Person: Dr. Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: Yang.Cao@ubc.ca</b>
<b>Type of Action: New Option to Mechanical and Manufacturing Engineering Programs</b>	
<b>Rationale:</b> The Aerospace Option is designed to allow mechanical and manufacturing engineering students to take specialized courses in a highly interested area of aerospace.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>Aerospace Option</b></u>  <u>Available to Manufacturing and Mechanical students, the Aerospace Option allows students interested in aerospace engineering to have courses focused in this area.</u>  <u>Application to the Aerospace Option is open to students who have completed the first or second year of the Bachelor of Applied Science program and are starting year 2 or year 3 in the next academic year specializing in Manufacturing or Mechanical Engineering.</u>  <u>Applications for admission must be submitted to the Engineering Advising Office by May 31st.</u> <u>Enrolment in this option is limited and admission will be competitive based on GPA.</u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,317,989,1382">https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,317,989,1382</a>  <b>Present Academic Calendar Entry:</b>  N/A



In addition to the Mechanical Program compulsory courses, the following eight (8) elective courses are required for the Aerospace

Option under Mechanical Engineering:

- ENGR 449 Aircraft Structures
- ENGR 477 Aircraft Propulsion
- ENGR 479 Measurements in Thermo-Fluids
- ENGR 480 Modern Control
- ENGR 491 Computational Fluid Dynamics
- ENGR 492 Finite Element Methods
- ENGR 493 Introductory Aerodynamics and Aircraft Design
- ENGR 496 Aerospace Materials and Manufacturing Process

Entry into and continuation in the Option require that the student remain in Good Standing. Upon successful completion of the Option, the notation “Aerospace Option” will be added to the student’s transcript.



## Curriculum Proposal Form New Option Program – Okanagan campus

<b>Category: 1</b>	
<b>School of Engineering</b> <b>Faculty of Applied Science</b> <b>Faculty/School Approval Date: 2021.11.15</b> <b>Effective Session: 2022W</b>	<b>Date: 2021.11.03</b> <b>Contact Person: Dr. Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: Yang.Cao@ubc.ca</b>
<b>Type of Action: New Option to Mechanical and Manufacturing Engineering Programs</b>	
<b>Rationale:</b> The Aerospace Option is designed to allow mechanical and manufacturing engineering students to take specialized courses in a highly interested area of aerospace.	
<b>Proposed Academic Calendar Entry:</b>  [18353]  <div style="background-color: #e0e0e0; padding: 2px;"><b>Third Year Manufacturing Engineering</b></div> ENGR 305 Engineering Economic Analysis ENGR 320 – Electromechanical Devices <u>or</u> <u><b>ENGR 310 Fluid Mechanics II<sup>1</sup></b></u> ENGR 376 Materials Science II ENGR 381 Kinematics and Dynamics of Machinery ENGR 387 Vibration of Mechanical Systems ENGR 439 Manufacturing Processes II ENGR 476 Mechanics of Materials II COSC 310 Software Engineering MANF 330 Manufacturing Engineering Project I MANF 368 Engineering Measurements and Instrumentation MANF 370 Production Systems Management II MANF 386 Industrial Automation  <b>Total Credits:</b>  <u><b><sup>1</sup> Manufacturing Engineering students in the Aerospace option will take ENGR 310 instead of ENGR 320.</b></u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,317,989,1418">https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,317,989,1418</a>  <b>Present Academic Calendar Entry:</b>  [18353]  <div style="background-color: #e0e0e0; padding: 2px;"><b>Third Year Manufacturing Engineering</b></div> ENGR 305 Engineering Economic Analysis ENGR 320 – Electromechanical Devices or ENGR 376 Materials Science II ENGR 381 Kinematics and Dynamics of Machinery ENGR 387 Vibration of Mechanical Systems ENGR 439 Manufacturing Processes II ENGR 476 Mechanics of Materials II COSC 310 Software Engineering MANF 330 Manufacturing Engineering Project I MANF 368 Engineering Measurements and Instrumentation MANF 370 Production Systems Management II MANF 386 Industrial Automation  <b>Total Credits:</b>





## Aerospace Option

Available to Manufacturing and Mechanical students, the Aerospace Option allows students interested in aerospace engineering to have courses focused in this area.

Application to the Aerospace Option is open to students who have completed the first or second year of the Bachelor of Applied Science program and are starting year 2 or year 3 in the next academic year specializing in Manufacturing or Mechanical Engineering.

Applications for admission must be submitted to the Engineering Advising Office by May 31st.

Enrolment in this option is limited and admission will be competitive based on GPA.

Manufacturing Engineering students in the Aerospace option will take ENGR 310 instead of ENGR 320.

In addition, the following three (3) elective courses are required for the Aerospace Option under Manufacturing Engineering:

- ENGR 493 Introductory Aerodynamics and Aircraft Design
- ENGR 449 Aircraft Structures
- ENGR 496 Aerospace Materials and Manufacturing Process

Entry into and continuation in the Option require that the student remain in Good Standing. Upon successful completion of the option, the notation "Aerospace Option" will be added to the student's transcript.



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty of Applied Science</b> <b>School of Engineering</b> <b>Faculty/School Approval Date: 2022.01.25</b> <b>Effective Session: 2022W</b>	<b>Date: 2021.10.06</b> <b>Contact Person: Dr. Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: yang.cao@ubc.ca</b>
<b>Type of Action: New Course</b>	
<b>Rationale:</b> The School of Engineering is requesting a new third year course to provide the applied electromagnetics background content required for many of our fourth-year electives. More specifically, this will remove the overlap between ENGR 459 Advanced Electromagnetics, ENGR 470 Microwave Engineering, ENGR 471 Radio Frequency Integrated Circuits, ENGR 472 Fiber Optics and Photonics, ENGR 473 Antennas and Propagation, and ENGR 474 Analog Integrated Circuits. Key topics will include plane waves, transmission lines, and waveguides.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ENGR 378 (3) Electromagnetics for Engineers</b></u> <u><b>Maxwell's equations, time harmonic fields, plane waves in media, polarization, Fresnel equations, transmission lines, scattering parameters, the Smith Chart, and waveguides. [3-0-1]</b></u> <u><b>Prerequisite: APSC 278</b></u>	<b>Present Academic Calendar Entry:</b>  N/A



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty of Applied Science</b> <b>School of Engineering</b> <b>Faculty/School Approval Date: 2022.01.25</b> <b>Effective Session: 2022W</b>	<b>Date: 2022.01.04</b> <b>Contact Person: Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: <a href="mailto:Yang.Cao@ubc.ca">Yang.Cao@ubc.ca</a></b>
<b>Type of Action:</b> New Course – Aircraft Structures	
<p><b>Rationale:</b> A new course in Aircraft Structures is proposed. The course will become a required fourth-year course in the proposed Aerospace Option. The course will apply theory of structural mechanics to the design and analysis of aircraft structural systems, with a special focus on lightweight structural components. The course provides the knowledgebase necessary for students to evaluate loads and structures within the aircraft design process, including the computer modelling tools involved. After completing the course, the students will be able to provide conceptual and detailed designs of aircraft structures, including wing boxes, fuselage, empennage, and landing gear. The course prepares students for careers in the aerospace and aviation sector.</p>	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 449 (3) – Aircraft Structures</u></b>  <b><u>Structural components of aircraft;</u></b>  <b><u>design of aircraft wing and fuselage</u></b>  <b><u>structures; bending and buckling of thin</u></b>  <b><u>plates; moments of inertia for complex</u></b>  <b><u>shapes; stress and deflection analysis;</u></b>  <b><u>fatigue, safe life, damage tolerant design.</u></b>  <b><u>[3-0-0].</u></b>  <b><u>Prerequisites: ENGR 476</u></b></p>	



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty of Applied Science</b> <b>School of Engineering</b> <b>Faculty/School Approval Date: 2022.01.25</b> <b>Effective Session: 2022W</b>	<b>Date: 2022.01.04</b> <b>Contact Person: Dr. Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: <a href="mailto:yang.cao@ubc.ca">yang.cao@ubc.ca</a></b>
<b>Type of Action: New Course – Aircraft Propulsion</b>	
<p><b>Rationale:</b> A new course in Aircraft Propulsion is proposed. The course will become a required fourth-year course in the proposed Aerospace Option. The course applies the theory of thermodynamics and fluid mechanics taught in third year to air-breathing engines and rocket propulsion. The course familiarizes students to the key operating principles of aerospace propulsion systems. The course provides the knowledgebase required for students to size and/or select engines within the aircraft design process and prepares engineering students for careers in the aerospace and aviation sector.</p>	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>ENGR 477 (3) – Aircraft Propulsion</u></b></p> <p><b><u>Propulsion requirements, effects of Mach number, altitude, and application; basic propeller theory; propeller, turboshaft, turbojet, turbofan; cycle analysis and optimization for gas turbine power plant; inter-relations between thermodynamic, aerodynamic and mechanical designs; selection of aeroengines; principles of rocket propulsion systems. [3-0-0].</u></b></p> <p><b><u>Prerequisite: ENGR 310</u></b></p>	



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> Dean's Office <b>Faculty/School Approval Date:</b> 20211203 <b>Effective Session:</b> 2022W	<b>Date:</b> 20211015 <b>Contact Person:</b> Bernard Momer <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b> New Course/Program	
<p><b>Rationale:</b></p> <p>The Faculty of Arts and Social Sciences Dean's Office is planning to pilot a Student Directed Seminars program, which will be a small-scale version of a longstanding 20-year program offered at UBC Vancouver (see <a href="#">website</a>). The program provides upper-year undergraduate students (in 3rd year or later) the opportunity to propose, coordinate, and lead their own 3-credit seminar class with a small group of peers (8-15 students) on a topic not currently offered at UBC. These Student Coordinators are sponsored by UBC faculty member, preferably tenured or tenure-track, in the development of their SDS proposal.</p> <p>With this proposal package, please refer to the accompanying document "FASS SDS Program and TOR" for further information on the program, process, roles, and selection criteria.</p> <p>This initiative was proposed by an upper-year FASS student who pointed out the SDS program is an opportunity for learning and community building that aligns with UBC's strategic goals and Inclusion Action Plan. The SDS program is a learner-centered approach to curriculum development that gives students the agency to be co-creators of their own learning. The seminars are expected to be a peer-based collaborative learning experience.</p> <p>SDS students at UBC Vancouver shared their experiences during Celebrate Learning Week, May 2021. To summarize, the experience was affirming for students who already have plans to pursue graduate school and/or a career in teaching, and some students are now considering graduate school for the first time because of their SDS experience. Students shared they felt confident and comfortable participating in the seminars because the group felt like a safe space to be vulnerable, while also challenging one another. Students enjoyed the sense of community, learning and researching together as a group.</p> <p><b>Administration and Process</b></p> <p>This program will be administered and coordinated by the FASS Dean's Office Curriculum Department. For the first pilot year, FASS plans to approve a <u>maximum of 2 seminars</u>. UBC Vancouver has offered to collaborate and share resources as needed, including proposal writing workshops and application materials.</p>	



The proposed seminars are reviewed and approved by an Advisory Committee that will be made up of faculty members and other suitable staff from the Student Experience Office and CTL. In June 2021, the FASS Curriculum Manager participated in the UBC Vancouver SDS approval process to gain hands-on experience in leading this part of the process with the Advisory Committee. Proposals are approved by the Advisory Committee based on four criteria: the quality and level of development of the proposal, the suitability of the student to coordinate a seminar, the grades and academic qualifications of the student, and the strength of the faculty recommendation.

After seminars are approved by the SDS Advisory Committee, the Curriculum Department will work with the student to obtain a suitable directed studies course code and submit what is needed for Enrolment Services to schedule the seminar.

In terms of training and preparing the student to develop and facilitate their seminars, UBC Vancouver has shared their online Canvas training modules. For the more extensive training on accessible course design and preparing their course outlines, we have a plan to collaborate with the Centre for Teaching and Learning at UBCO.

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>Student Directed Seminars</u></b></p> <p><b><u>Offered by the Faculty of Arts and Social Sciences, student directed seminars are an expansion of the directed studies option offered by most Departments. The seminars allow upper-year undergraduate students to participate in an enriched educational experience by initiating and coordinating a small, collaborative, group learning experience for their peers on a topic that is not currently offered at UBC Okanagan. Student directed seminars are a learner-centered approach to curriculum development that gives students the agency to be co-creators of their own learning. The</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="http://www.calendar.ubc.ca/okanagan/prof%20edit/index.cfm?tree=18,282,857,0">http://www.calendar.ubc.ca/okanagan/prof%20edit/index.cfm?tree=18,282,857,0</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Bachelor of Arts Programs</b></p> <p><b>Contents</b></p> <ul style="list-style-type: none"> <li><a href="#">Program Overview</a> →</li> <li><a href="#">Admission Requirements</a> →</li> <li><a href="#">Academic Regulations</a> →</li> <li><a href="#">Degree Requirements for students who entered the program in 2020/2021 or earlier</a> →</li> <li><a href="#">Degree Requirements for students entering the program in 2021/2022 or later</a> →</li> <li><a href="#">Program Requirements</a> →</li> <li><a href="#">Co-operative Education Program</a> →</li> <li><a href="#">Dual Degree Program Option: Bachelor of Arts and Master of Management</a> →</li> <li><b><a href="#">Student Directed Seminars</a></b> →</li> <li><a href="#">Anthropology</a> →</li> <li><a href="#">Art History and Visual Culture</a> →</li> </ul>
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<p><b><u>seminars are expected to be a peer-based collaborative learning experience.</u></b></p>	<p><u>Computer Science (B.A.)</u> →</p>
<p><b><u>Only students registered in the Faculty of Arts and Social Sciences can propose a student directed seminar. Proposals are approved by an Advisory Committee administered by the Faculty of Arts and Social Sciences Dean's Office.</u></b></p>	<p><u>Communications and Rhetoric (Undergraduate Certificate)</u> →</p>
<p><b><u>Once approved, a student directed seminar is open to students from all Faculties as long as they meet the individual seminar prerequisites. Students outside of the Faculty of Arts and Social Sciences should refer to their own program's requirements to determine if these seminars are applicable.</u></b></p>	<p><u>Creative Writing</u> →</p>
<p><b><u>Students from the Faculty of Arts and Social Sciences can enroll in a maximum of two student directed seminars.</u></b></p>	<p><u>Cultural Studies</u> →</p>
<p><b><u>Interested students can propose a seminar by completing the student directed seminar application form available on the Faculty of Arts and Social Sciences website.</u></b></p>	<p><u>Economics (B.A.)</u> →</p>
	<p><u>English</u> →</p>
	<p><u>French</u> →</p>
	<p><u>Gender and Women's Studies</u> →</p>
	<p><u>General Studies</u> →</p>
	<p><u>Geography</u> →</p>
	<p><u>History</u> →</p>
	<p><u>Indigenous Studies</u> →</p>
	<p><u>International Relations</u> →</p>
	<p><u>Languages</u> →</p>
	<p><u>Latin American Studies</u> →</p>
	<p><u>Management (Minor)</u> →</p>
	<p><u>Mathematics (B.A.)</u> →</p>
	<p><u>Medieval and Renaissance Studies (Minor)</u> →</p>
	<p><u>Philosophy</u> →</p>
	<p><u>Philosophy, Politics, and Economics (PPE)</u> →</p>
	<p><u>Political Science</u> →</p>
	<p><u>Psychology (B.A.)</u> →</p>
	<p><u>Sociology</u> →</p>
	<p><u>Spanish</u> →</p>
	<p><u>Theatre (Minor)</u> →</p>
	<p><u>World Literatures and Intercultural Communication</u> →</p>



## Student Directed Seminars Program

### *Program Philosophy, Policies, and Guidelines*

#### Background and Program Structure

The Student Directed Seminars Program (SDS), originally piloted at UBC Vancouver in 1999, is modeled on an established student directed seminar program at the University of California, Berkeley. The program is an expansion of the directed studies option offered by most departments and allows upper-year undergraduate students to engage in an enriched educational experience by initiating and coordinating a seminar on a topic of their choosing. The seminars are intended to be a peer-based collaborative learning experience.

Establishing a student directed seminars program within the Faculty of Arts and Social Sciences (FASS) at UBC Okanagan was first proposed by an undergraduate student. The student suggested the SDS program could be an opportunity for learning and community building that aligns with UBC's strategic goals and Inclusion Action Plan. The SDS program is a learner-centered approach to curriculum development where students have the agency to be co-creators of their own learning.

The program at UBC Vancouver is overseen by the Office of the VP Students, specifically the Centre for Student Involvement & Careers, which takes a lead role in implementing the program and supporting it. While FASS pilots this program, the Dean's Office Teaching, Learning and Curriculum Portfolio staff will coordinate all administration, implementation, and evaluation.

Intake for applications will be from February to March each year, and the seminars approved will be scheduled in Term 2 of the following academic year.<sup>1</sup> Prospective students from FASS, in their third year or higher of undergraduate study, are eligible to propose a seminar.<sup>2</sup> Student must be sponsored by a FASS faculty member, preferably tenure or tenure-track, who will assist with the development of their proposal. The application also requires a full statement of the student's grades and a recommendation letter from a faculty member, which can be from the Faculty Sponsor or a different faculty member.

All applications will be reviewed by the SDS Advisory Committee. The Committee will be composed of faculty members, a student representative, a CTL Educational Consultant, the FASS Academic Advisor, and the FASS Manager of Curriculum Development and Academic Programs. Meetings will be chaired by the Program Chair, which will be the FASS Associate Dean, Teaching, Learning and Curriculum. Pending there are no delays approving the program, the Committee will meet mid-late April 2022 to review the applications and approve a maximum of two seminars.

When a student's proposal is approved, the student becomes the *Student Coordinator* for that seminar. Student Coordinators then have the unique opportunity of working closely with their Faculty Sponsor to expand the proposal into a formal course outline. Prior to the seminar running, Student Coordinators will participate in a mandatory training program, which will include online and in-person components. The Student Coordinator is also expected to take initiative in recruiting students to register in their seminar.

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<sup>1</sup> For example, seminars approved in spring 2022 will be scheduled for 2022W Term 2, starting January 2023.

<sup>2</sup> Unclassified students are not permitted to propose seminars and the program is not open to graduate students.



## Seminar Selection Criteria

The Advisory Committee will base their approvals on four core criteria:

### 1. Quality and Development of Proposal

- This includes ensuring that proposals be original in topic (i.e. is not currently offered at UBCO and has not been previously been an SDS). Proposals must demonstrate a rationale/need for this seminar and outline the gap in curriculum that this seminar would fill.
- Proposals need a level of depth and integration of material that reflects a 300- or 400-level seminar, with appropriate readings, assignments, and academic work that allows for integration and application of knowledge beyond simple recall of information.
- There must be a strong emphasis on discussion amongst participants, and flexibility in syllabus for revision. Seminars that emphasize a shared role that participants will take in the class are often more successful.
- Grading can be done in many different ways, but there is a strong preference for peer-grading. Faculty sponsors may grade some academic work, but peer-marking can be a valuable part of the peer-guided learning experience.

### 2. Suitability of the Student to Coordinate a Seminar

- The Advisory Committee looks for a number of things, including:
  - Motivation and a capacity for self-learning;
  - Clear understanding of the Student Coordinator's role as a facilitator, not an instructor;
  - Demonstrated ability to work independently and think critically;
  - Aspirations for a career in teaching, or pursuing graduate school;
  - Experience working in teams, inspiring others.

### 3. Student's Grades and Academic Qualifications

- Prospective applicants are asked to provide a full unofficial statement of grades, including past institutions where possible. There is no minimum average to coordinate a seminar, but students' past course topics, overall grades in similar courses and performance in the most recent year are closely considered.

### 4. Faculty Recommendation Letter

- Faculty recommendations are sent directly to [fasscurriculum.ubco@ubc.ca](mailto:fasscurriculum.ubco@ubc.ca), which means applicants do not always have the opportunity to see these recommendations. This hopefully allows faculty to be honest about their reservations or commendations of the student. Recommendation letters are not required to be from the faculty sponsor, as a student may have another faculty member that can speak more to their suitability to facilitate a seminar.

## Academic Rigor

Academic rigor of the student directed seminars is ensured through three core groups of people associated with each seminar:

- 1. Faculty Sponsor:** Faculty sponsors are tenured or tenure-track faculty members tasked with ensuring the academic rigor of their sponsored seminars. They do so by assisting coordinators on seminar development, and by signing off on all grades at the end of the semester. Faculty sponsors may also assist in grading. The Advisory Committee asks that faculty sponsors only sponsor those coordinators who they believe to have the intellectual capacity to run an academically rigorous and successful seminar.
- 2. Advisory Committee:** The Committee reviews all proposals and may ask for further documentation (e.g., preliminary syllabus) if it is concerned that the level of academic rigor required for a seminar may not be reached. The Advisory Committee trusts that all faculty sponsors are fully supportive of the seminars they have sponsored, and will defer to the sponsor in matters related to academic rigor. That being said, all proposals approved by the Committee are deemed to have sufficient and necessary potential for the fulfillment of the program's academic requirements.
- 3. Coordinators:** The coordinators who apply to the student directed seminar program are usually highly-motivated students, with a keen interest in and a desire to maintain a certain academically-enriched learning environment for their peers. The program has often seen many of its coordinators go on to pursue graduate-level work in their student-directed seminar topics. All coordinators go through training to ensure they understand the various academic commitments they must fulfill during the duration of their seminar.

## Proposal Review Results

Proposals fall into one of two categories following the Advisory Committee proposal review:

- 1. Approved:** The seminar is fully approved to move ahead. The Committee believes that both the student coordinator and their proposed topic have strong potential for success and the course will meet both the expectations around academic rigor and fill a need within the UBC curriculum. The proposal is well conceived, reflects a strong approach to building relevant academic assignments, has a good sense of proposed grading structure, and demonstrates a clear class plan and set of academic readings. The proposal is exceptionally well written and has achieved an excellent balance between structure, clarity and flexibility.
- 2. Not Approved:** In this case, the Committee has significant concerns or reservations about the quality of the proposal, academic rigor, and/or the suitability of the student coordinator to lead the seminar. There is not enough information and thought in the proposal to support the idea and the proposal does not reflect the level of thinking, preparation, and planning expected for a successful seminar.

*UBC Vancouver's review process also includes "conditional approval" and "resubmission". Because FASS only plans to approve a maximum of two seminars in the first year these additional results categories are unnecessary at this time. The results categories will be reconsidered as the program grows, or depending on the quality of applications received.*

## Roles and Responsibilities

**1. Faculty Sponsor:** Faculty sponsors are tasked with ensuring the academic rigor of the student-directed seminar they sponsor. As such, faculty sponsors should only sponsor those coordinators who they believe have the capabilities and capacities to run successful seminars. A faculty sponsor's role encompasses many duties including, but not limited to:

- Ensuring academic rigor;
- Signing off on final grades;
- Resolving grade and academic-related disputes during the seminar's duration;
- Providing 'approval' on topics, grading schemes and syllabus;
- Assisting with the seminar development (e.g., rubrics, assessments, etc.).

To ensure faculty sponsors have the capacity to fully participate and commit to this innovative learning experience, it is preferred they be tenured or on tenure-track. Faculty sponsors that are not tenured or tenure-track will be considered on a case-by-case basis. The faculty sponsor role is voluntary.

**2. Program Chair:** The SDS Program Chair for the FASS program will be the Associate Dean, Teaching, Learning and Curriculum. The Chair leads the Advisory Committee and is the primary contact for staff in the administration and coordination of the program. The responsibilities and role of the Chair include:

- Advising the program staff in making academic decisions about the program, to ensure the program meets the academic regulations of the University and is providing high-quality educational experiences for students. This includes advising on aspects of program strategy, seminar enrolment and registration, working with departments and problem solving various academic issues as they arise.
- Responding to any issues of academic misconduct by working with the respective faculty sponsor, the student coordinator, and the department of the course to support resolution of the issue through processes outlined by the Faculty.
- Advising on the continued recruitment and revitalization of a strong-cross functional Advisory Committee that broadly represents the range of seminar disciplines.
- Chairing the Advisory Committee meetings, which are typically held twice a year, once in the fall to discuss emerging program development, and once in late April to undertake the yearly proposal review.
- Attending a portion of student coordinator training to help prepare coordinators to undertake peer-grading.
- Hosting 2-3 small orientation sessions for new faculty sponsors to outline the role of a faculty sponsor and answer any questions.

**3. Advisory Committee:** The Advisory Committee reviews all SDS applications, and will approve a maximum of two seminars in the first year of the program. The Advisory Committee's role is to ensure the academic rigor of the program by selecting only those proposals for approval that fulfill

the program's requirements. Proposals are now allowed to proceed without the Committee's approval. The faculty members on the Committee also help to build strategy for the program, ensure the program meets academic policy on campus, and helps to further develop the full scope of the program. This may also include resolution of issues that arise throughout the term, setting guidelines or policies, and promoting the program within their department.

The composition of the Advisory Committee will be as follows:

- Program Chair (FASS Associate Dean of Teaching, Learning and Curriculum)
- 4 faculty members, 1 from each FASS department
- FASS Academic Advisor
- FASS Student Representative (in subsequent years this will be a former SDS Coordinator)
- Educational Consultant from the Centre for Teaching and Learning
- FASS Curriculum Development and Academic Programs Manager

**4. FASS Teaching, Learning and Curriculum Portfolio:** The faculty's Manager, Curriculum Development & Academic Programs and the Coordinator, Curriculum, Awards, Academic Programs oversee the day-to-day operations of the SDS Program. Their tasks include, but are not limited to:

- Being the primary contact for the program;
- Facilitating the application process;
- Providing support to student coordinators and faculty sponsors;
- Supporting the training for student coordinators;
- Coordinate orientation sessions for faculty sponsors;
- Liaise with FASS departments and Enrolment Services to schedule seminars;
- Coordinates seminar visits and sharing feedback to Coordinators;
- Coordinates the evaluation process for SDS courses.

**5. Student Coordinator:** Coordinators are not instructors, but are peers and facilitators in a peer-learning environment. The Coordinator's role is to develop, manage, and run the seminar with assistance from their faculty sponsor and fellow peers. Coordinators oversee the processes of the seminar and create a space for peer-directed learning. Students are allowed to coordinate a maximum of one SDS during their degree.

**6. Participants:** SDS Participants are co-learners in a peer-guided environment, and are expected to have a considerable role in the facilitation of the seminar discussion and development of the seminar's syllabus. Like coordinators, participants are upper-year undergraduate students with a high degree of motivation for self-learning. Furthermore, participants are expected to participate in peer-review grading and other such seminar processes. Students are allowed to participate in a maximum of two SDS during their degree.

## **Faculty of Arts and Social Sciences Student Directed Seminar Advisory Committee**

### **Terms of Reference**

#### **Mandate**

The mandate for the Student Directed Seminar Advisory Committee is as follows:

- To recruit strong proposals and student coordinators, generating referrals to possible faculty sponsors within the Faculty as needed, and supporting the recruitment of student participants for approved seminars.
- To review and make decisions on the approval status of student directed seminar proposals for the upcoming academic year. This review will occur in the spring, once a year.
- To act as an advisor on academic issues related to the effective and high-quality implementation of the program. This may include advice and guidance on issues such as evaluation of courses, obtaining course codes, navigating academic policies, responding to complex student issues, making decisions on program policy, and providing advice on program development.

#### **Deliverables**

The Committee members are responsible for:

- The proposal review, which will occur in April each year. The final decisions will be made by early May, to ensure seminars can be scheduled by Enrolment Services in time for summer registration.
- Promoting the program through their department, particularly to the following groups:
  - Talented upper-year students who are well-positioned for coordinating a seminar
  - Faculty members who might be well-suited sponsors for prospective coordinators
  - Students who might be interested in enrolling in seminars as a participant
- Attending ad-hoc meetings as needed to provide department perspective on academic issues, including how best to implement programmatic changes and develop the program further.
- Ensuring the program meets and upholds all of UBC's academic policies and standards.

#### **Governance**

- Decisions on proposal approval are made by majority vote. In the event of a tie, the Program Chair will cast the deciding vote.
- The Committee is bound by the academic rules of UBC Senate.
- FASS staff will submit a formal program report on a yearly basis to the Dean and the Advisory Committee.
- The Advisory Committee may make suggestions or provide advice on all aspects of the program. Final decisions, if not made by the Committee, will be made by the Associate Dean, Teaching, Learning and Curriculum.

## Membership

The Committee composition is as follows:

- One faculty member from each FASS department (*four voting members*)
- One FASS student representative<sup>3</sup> (*voting member*)
- Centre for Teaching and Learning Educational Consultant (*voting member*)
- FASS Academic Advisor (*voting member*)
- Program Chair, FASS Associate Dean, Teaching, Learning and Curriculum (*votes only to break a tie*)
- FASS Curriculum Development and Academic Programs Manager (*non-voting member-secretary*)

## Expectations

Members of the Advisory Committee are expected to:

- Advance and uphold the mission, vision and values of the University
- Treat members with kindness, respect and consideration, valuing a diversity of views and opinions (including those you may not share)
- Attend all meetings
- Carefully review all materials circulated in anticipation of a meeting
- Participate fully and frankly in the deliberations and discussions

## Quorum

40% of voting members.

## Length of Term

Faculty members will serve a 2-year term.

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<sup>3</sup> In subsequent years, the student representative will be a former SDS Student Coordinator.



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> <b>Faculty/School Approval Date:</b> 2022-01-28 <b>Effective Session:</b> 2022W	<b>Date:</b> 20220118 <b>Contact Person:</b> Bernard Momer <b>Phone:</b> <b>Email:</b> fasscurriculum.ubco@ubc.ca
<b>Type of Action:</b> New Student Directed Seminars course shells dedicated to specific FASS disciplines	
<b>Rationale:</b> As per the Senate Curriculum Committee's recommendation on the FASS Student Directed Seminars proposal, we have created course shells for all FASS disciplines that may offer a student directed seminar.  Until FASS has a chance to review the program, the faculty will only approve a maximum of two seminars each year. The course shells scheduled will be entirely dependent on the topics that students propose.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ANTH 486 (3) Student Directed Seminar</b></u> <u><b>Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]</b></u>  <u><b>ECON 486 (3) Student Directed Seminar</b></u> <u><b>Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>





**methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**GWST 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**GEOG 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**HIST 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**INDG 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the**



**supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**PHIL 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**POLI 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**PSYO 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]**

**SOCI 486 (3) Student Directed Seminar Self-directed, collaborative studies, in a group-learning environment, initiated**



<p><b><u>and coordinated by senior undergraduate students with the supervision of a faculty sponsor. Course structure, enrolment and delivery methods will comply with the Student Directed Seminars Guidelines. At least third-year standing and permission of the Department are required. [0-0-3]</u></b></p>	
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> CCGS / Geography <b>Faculty/School Approval Date:</b> 20211119 <b>Effective Session:</b> 2022W T2	<b>Date:</b> 2021/10/14 <b>Contact Person:</b> Vanessa Sloan Morgan <b>Phone:</b> 250.508.3410 <b>Email:</b> vanessa.sloanmorgan@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> This is a new course proposal to regularize the special topics course <i>GEOG 4910: Critical Geographies of the Anthropocene</i>. This course will fill a gap by creating a dedicated critical and advanced level discussion of ‘the Anthropocene’ with particular attention to colonialism, capitalism, and associated power structures as they pertain to sustainability, space, and place.</p> <p>The instructor is a new faculty member to Community, Culture and Global Studies and the Geography program, bringing interests in the interrogation of colonialism and capitalism to this class and at a time when conversations on our current relations with the environment are rapidly and necessarily changing. Additionally, the topic matter, readings, and discussions in this class are necessarily interdisciplinary, appealing broadly to CCGS and beyond. The course will draw from Indigenous Studies and Literature, Cultural Anthropology, Critical Race and Ethnic Studies, Gender and Queer Studies, and Human Geography through our readings and discussions.</p> <p>This course will complement and can feed into the Sustainability program at UBC Okanagan by orienting students to critical and cutting-edge conversations about what, exactly, sustainability is trying to sustain and for whom? It will also complement classes on the Anthropocene offered in CCGS (e.g., ANTH 345) and other Departments (e.g., SOCI 228) by creating an advanced level, critical interrogation of structural conditions that have created and maintain the Anthropocene, including uneven spatial and temporal impacts (e.g., toxicity, infrastructure, racial capitalism, apocalypse &amp; utopian fiction and thought, futurities, etc.)</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>GEOG 460 (3) Critical Geographies of the Anthropocene</u></b> <b><u>Examines how capitalism, colonialism, and associated structural power dynamics have contributed to the geological era ‘the Anthropocene’.</u></b> <b><u>Credit will be granted for only one of GEOG 460 or GEOG 4910. [0-0-3]</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <b>n/a</b></p> <p><b>Present Academic Calendar Entry:</b></p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences / FCCS <b>Dept./Unit:</b> History <b>Faculty/School Approval Date:</b> 2022-01-28 <b>Effective Session:</b> 2022W	<b>Date:</b> 20211105 <b>Contact Person:</b> Francois Gauthier <b>Phone:</b> 250.807.9655 <b>Email:</b> <a href="mailto:francois.gauthier@ubc.ca">francois.gauthier@ubc.ca</a>
<b>Type of Action:</b> New course / Cross-listing with WRLD 353	
<p><b>Rationale:</b> This course is already considered to be historical in content, HIST would like it to be clearly countable toward HIST major and transferrable by creating a cross-listed number.</p> <p>This course engages with scientific and technological achievements of ancient peoples of the Mediterranean. Although the class engages these topics as world literature, they are also relevant in a historical perspective, as they complement the learning outcomes gained in classes such as HIST 110, 203, 302, 303, and 304. Indeed, the course allows students to delve deeper into particular aspects of cultures covered in these classes such as the Sumerians, Assyrians, Egyptians, Phoenicians, Greeks, and Romans. Classes in which these peoples are treated cover a long-time frame and technological and scientific aspects can only be briefly considered. Cross-listing this course with HIST would therefore benefit history students by complementing the learning outcomes they have acquired in the courses listed above.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>HIST 353 (3) Ancient Mediterranean Science and Technology</u></b>  <b><u>Significant contributions to science and technology made by civilizations of the ancient Near East, Egypt, Greece, and Rome. Development of critical thinking skills through analysis of ancient texts, artefacts, and monuments in their social and historical context. Credit will only be granted for one of HIST 353, WRLD 353, or WRLD 399H.</u></b>  <b><u>Prerequisite: Third-year standing.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> n/a</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> History and Sociology <b>Faculty/School Approval Date:</b> 2022-01-28 <b>Effective Session:</b> 2022W	<b>Date:</b> December 6 <sup>th</sup> 2021 <b>Contact Person:</b> Deana Simonetto <b>Phone:</b> 289-237-4804 <b>Email:</b> deana.simonetto@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> To provide students an introductory course to the sociology of sport. The course is designed to help students learn basic sociological concepts and theories as applied to sports. Taught by a newer faculty member with a specialty in sports, this will be offered to second-year students, as we have been trying to develop more 200-level course offerings in the SOCI. This course will be a pre-req for a more advanced course on the sociology of sports at the 400-level.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>SOCI 246 (3) Sociology of Sports</b></u> <u><b>Key concepts and theoretical ideas in the sociology of sport. Relationships between sports and socialization, intersectional inequalities (race, class, gender, ability), deviance and violence, health and injuries, politics and social movements, media, nationality and the environment.</b></u> <u><b>Prerequisite: SOCI 111.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A





## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Science <b>Dept./Unit:</b> Biology <b>Faculty/School Approval Date:</b> 20220118 <b>Effective Session:</b> 2022W	<b>Date:</b> 20211129 <b>Contact Person:</b> Dr. M. Deyholos <b>Phone:</b> 250.807.8541 <b>Email:</b> michael.deyholos@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> Dr. Emmanuel Osei is a new faculty member in the Department of Biology. He is an expert in cell biology, and this course would build upon an existing 200-level course in introductory cell biology. The course is expected to be an elective in high demand for the BIOL, BIOC, and ZOOLOG programs.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>BIOL 300 (3) Advanced Cell Biology</b></u> <u><b>Functional anatomy of structural cells</b></u> <u><b>and other specialized types. Structures</b></u> <u><b>and processes including extracellular</b></u> <u><b>matrix, cell adhesion, cytoskeleton,</b></u> <u><b>apoptosis and autophagy. Techniques for</b></u> <u><b>analysis of subcellular components. [3-0-</b></u> <u><b>0]</b></u> <u><b>Prerequisite: BIOL 200.</b></u>	<b>Draft Academic Calendar URL:</b> <a href="#">BIOL - Biology - Courses - Okanagan Academic Calendar 2021/22 - UBC Student Services</a>  <b>Present Academic Calendar Entry:</b>  N/A



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Science <b>Dept./Unit:</b> Biology <b>Faculty/School Approval Date:</b> 20220118 <b>Effective Session:</b> 2022W	<b>Date:</b> 20211129 <b>Contact Person:</b> Dr. M. Deyholos <b>Phone:</b> 250.807.8541 <b>Email:</b> michael.deyholos@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> Dr. Sarah Purcell is a new faculty member (70% Southern Medical Program; 30% Faculty of Science/Biology). She brings expertise that would be of great interest to undergraduate students in Biology and Biochemistry programs where this course would be a senior elective, likely for 60-80 students.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>BIOL 423 (3) Endocrinology          Regulation of metabolism and homeostasis by the endocrine system.          Classes of hormones and mechanisms of action; integration of multiple organ systems through hormonal regulation, and endocrine abnormalities in chronic diseases. [3-0-0]          Prerequisite: One of BIOL 319, BIOC 305.</b></u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=BIOL">https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=BIOL</a>  <b>Present Academic Calendar Entry:</b>  N/A



31 March 2022

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: Emeritus Status Recommendation Referred Back to Committee 16 December 2021 (update)

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The eligibility of Dr. Stephen Foster for Emeritus Status was referred back to the Learning and Research Committee by Senate at its December 16, 2021 meeting.

The committee has reviewed Policy O-250 *Emeritus Status* and the personal circumstances of the individual and has unanimously agreed that it would not be appropriate to recommend an emeritus designation for this individual at this time; the committee, is therefore, withdrawing its December 16, 2021 recommendation. A request for emeritus status can be revisited at a future time should the individual's eligibility change.

Respectfully submitted,

Dr. Sally Willis-Stewart, Chair  
Senate Learning and Research Committee

To: Senate  
From: Nominating Committee  
Date: 18 March 2022  
Re: Recommended Terms of Reference and Membership for a Senate Ad Hoc Committee on Course Scheduling

**Background:**

The Faculty Council of the faculty of Arts and Social Sciences passed the following resolution on 14 January:

As, in the opinion of this Council the current campus course scheduling rules (2022-23) do not sufficiently protect research opportunities for research-stream faculty members during the Winter Session; and, as according to Part 8, Section 40 (c) of the *University Act* of BC a Faculty's powers and duties include a responsibility "subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business";

and, as according to Part 7, Section 37 of the same Act the "academic governance of the university is vested in the senate" including, under (p) the responsibility "to deal with all matters reported by the faculties, affecting their respective departments or divisions",

This council adopts the guideline that normally during the Winter Session research-stream faculty members will have no more than three teaching days in any calendar week, and refers this guideline to Senate for approval

This matter was brought before the Senate for approval in January 2022 as required by Section 41 of the *University Act*. A debate ensued, and the Senate resolved to strike an ad hoc committee to refer and consider the proposal of the faculty. The Nominating Committee now reports back to Senate with its recommendations for the formal terms of reference, composition, and membership of that ad hoc committee. In making its recommendations for composition and membership, the Nominating Committee attempted to balance experience and backgrounds across the University while keeping the Ad Hoc Committee small for ease of meeting. The Nominating Committee would add that the Ad Hoc Committee can draw in other people as required from across the University as resources to inform their work. The Nominating Committee would finally note that as the March meeting is the final meeting for the current term of student senators, it will bring forward recommendations for the two student members in April or May.

**Recommendations**

*That the Senate approve the recommended terms of reference and composition of the Senate Ad Hoc Committee on Course Scheduling; and*

*That Drs Diana Carter, Rob Johnson, Ruth Frost and Silvia Tomášková be appointed to the Ad Hoc Committee.*

**Recommended Terms of Reference**

Terms of reference:

1. To examine the impact of the proposed motion on the course schedule to determine if there would be differential impacts on ranks, streams, and faculties;
2. To consider how the proposed motion and any recommendations the Ad Hoc Committee may make would affect student schedules and course availability; and
3. To report back to Senate with such finding and recommendations as it sees fit by September 2022.

**Composition:**

6 Members Appointed by Senate, to include 3 faculty members, 2 students (preferably 1 undergraduate 1 graduate), and 1 dean.

2 additional ex officio voting members (Associate Provost Learning Services; Deputy Registrar, Okanagan)



18 March 2022

To: Senate

From: Nominating Committee

Re: Committee Adjustments (approval)

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The Senate Nominating Committee has considered vacancies on Senate Committees and is pleased to recommend that Senate resolve as follows:

*That Marie Tarrant be appointed to the Academic Policy Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy (Gordon Binsted); and*

*That Gino DiLabio be appointed to Council of Senates Representative Committee Four until 31 August 2023 and thereafter until replaced, to fill a vacancy (Gordon Binsted).*