



Vancouver Senate

THE FOURTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2013/2014 ACADEMIC YEAR

WEDNESDAY, 18 DECEMBER 2013

6:00 P.M.

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

1. Senate Membership – Dr Kate Ross (information)

Change in Membership

Dr Susan Porter, Dean of the Faculty of Graduate and Postdoctoral Studies, to replace
Dr Susan Porter, Dean *Pro Tem.* of the Faculty of Graduate and Postdoctoral Studies

2. Minutes of the Meeting of 20 November 2013 – Prof. Stephen J. Toope
(approval) (circulated)

3. Business Arising from the Minutes – Prof. Stephen J. Toope

Joint Faculties Election to Senate – Dr Kate Ross (information) (circulated)

4. Remarks from the Chair – Prof. Stephen J. Toope

5. Admissions Committee – Dr Robert Sparks

Proposal to Change the Effective Date for Changes to Admission Requirements for the
Bachelor of Science in Pharmaceutical Sciences (approval) (circulated)

6. Curriculum Committee – Dr Peter Marshall

Curriculum Proposals from the Faculties of Applied Science, Arts, Forestry, Graduate
and Postdoctoral Studies (Applied Science), Land and Food Systems, Law, and Science
(approval) (circulated)

7. Student Awards Committee – Dr Sue Grayston

New and Revised Awards (approval) (circulated)

8. Tributes Committee – Dr Sally Thorne

Emeritus Appointments (approval) (circulated)

9. Report from the Librarian – Dr Ingrid Parent

- a. Annual Report (information) (circulated)
- b. Endorsement of Open Access Position Statement (approval) (circulated)

10. Report from the Faculty of Medicine – Dean Gavin Stuart

Changes to Faculty Membership (approval) (circulated)

11. Report from the Faculty of Science – Dean Simon Peacock

Changes to Faculty Membership (approval) (circulated)

12. Proposed Agenda Items

13. Other Business

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

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



VANCOUVER SENATE

MINUTES OF 20 NOVEMBER 2013

DRAFT

Attendance

Present: Prof. S.J. Toope (President and Chair), Dr K. Ross (Secretary), Mr T. Ahmed, Dr R. Anstee, Dean G. Averill, Dr K. Baimbridge, Mr G. Beales, Dr J. Belanger, Ms E. Biddlecombe, Dr J. Brander, Dr H. Brock, Dr L. Burr, Mr C. Chan, Dr G. Chapman, Dean M. Coughtrie, Prof. B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Prof. B. Goold, Dr S. Grayston, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Dean R. Helsley, Dr I. Ivanov, Ms J. Jagdeo, Ms N. Karimi, Ms A. Kessler, Dr S. Knight, Dr U. Kumar, Dr B.S. Lalli, Mr C. Leonoff, Dr P. Loewen, Prof. B. MacDougall, Mr T. MacLachlan, Ms K. Mahal, Ms M. Maleki, Dr F. Marra, Ms N. Marshall, Dr P. Marshall, Mr W. McNulty, Ms N. Mohd-Yahya, Principal L. Nasmith, Dr I. Parent, Dr K. Patterson, Ms M. Patton, Dean S. Peacock, Dr J. Plessis, Dean *pro tem.* S. Porter, Mr M. Prescott, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Ms T. Shum, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Dean G. Stuart, Mr M. Thom, Dr S. Thorne, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr D. Witt.

Regrets: Dean M.A. Bobinski, Mr B. Caracheo, Dr P. Choi, Dean B. Frank, Rev. Dr C. Godwin, Rev. Dr M. Hagemoen, Dean J. Innes, Dean M. Isman, Mr J. Lee, Dr P. Leung, Dr W. McKee, Ms S. Morgan-Silvester, Dr D. O'Donoghue, Dean M. Parlange, Dr N. Perry, Dr R. Reid, Dean C. Shuler, Dr D. Simunic, Rev. Dr R. Topping, Mr D. Verma, Dr R. Wilson.

Guests: Mr J. Andrew, Mr A. Bell, Dr N. Caron, Mr W. Christian, Ms H. Colenbrander, Dr M. Hunt, Dr L. Kesler, Dr A. Kindler, Ms J. Mackie, Dr D. Patrick, Dr A. Redish, Dr M. Schechter, Ms L. Walker.

Recording Secretary: Mr C. Eaton.

Call to Order

The President called the third meeting of the Vancouver Senate for the 2013/2014 academic year to order.

Senate Membership

The President welcomed the following new members to Senate:

- Ms Nur Azizah (Nani) Mohd Yahya, Student Representative for the Faculty of Forestry to replace Ms Veni Goyal
- Ms Elaine Kuo, Student Representative for the Faculty of Education, to fill a vacancy

Professor Toope further welcomed Dr Kathleen (Kate) Ross to Senate as Associate Vice-President and University Registrar.

Minutes of the Previous Meeting

Lance Rucker
Ken Baimbridge

}

That the Minutes of the Meeting of 18 September 2013 be adopted as presented.

Approved.

Remarks from the Chair

The President noted that this had been a very unfortunate term for the University, from frosh chants, to continued sexual assaults, to a robbery and stabbing near Totem Park residence. The President assured Senate that the safety of all members of our community was our top priority, and he urged all members of the community to continue to look after each other. Professor Toope advised that UBC was in close contact with the RCMP and they have made these assaults a substantial priority. UBC also has a strong team in place to respond to concerns. He drew specific attention to our good relations with student government as being beneficial and noted that UBC has increased security patrols, is supporting Safewalk, has established a new Reswalk program and has enhanced counselling services. Senators were advised that more information was available at staysafe.ubc.ca.

Professor Toope reminded Senate that UBC was in the midst of advocacy with the Federal government and this endeavour has brought together the AUCC and the subset U15 group of research universities; we have a strong alignment and collaboration in putting forward priorities to the Government. Our top priority remains support for the general operations of the granting councils and a proposal for a new program called ACRE to provide targeted research support for those universities that excel.

The President went on to note that there have been many comments made by governments at both the provincial and federal level positing a “skills mismatch;” Professor Toope opined that this discourse did not seem to have much factual support, noting that if one examined the government’s own data, 5 years out roughly 95% of graduates are working in jobs using skills learned in the degree programs. The Toronto-Dominion Bank has indicated that for people aged 24-64 who received their degrees in Canada, the unemployment rate is 3.7%, while for high school graduates this is 10.4%.

Finally, we are focusing on collecting the indirect costs of research. The ACRE proposal is related to this externally, but even within the University we have issues with collecting indirect costs from funders. For our research endeavour to be sustainable we have to provide researchers with all of the necessary support they need to be successful and therefore we need to recover the full costs of research. We are thus focusing on collecting all of these costs. We are making procedural changes to Policy 87 and these will be communicated in detail and are available at research.ubc.ca/indirectcosts. The President indicated his full support for this initiative.

At the request of Senator Knight, the President noted that 2 years ago there were consultations around remaining in CIS or joining the NCAA. Two reports were authored. There were a lot of concerns raised in those reports about how our athletics programs had been structured and there was lack of clarity regarding why some sports were supported over others. There were also concerns about program sustainability and the disconnection between athletics and the University. A fuller review has been commenced and we are now examining the future of varsity sports at UBC and to establish a clear and coherent framework to justify supporting

sports. There has been a huge degree of negative press and we are concerned about misinformation. There is no intention to cut support for varsity athletics, no intention to move support from varsity athletics to other programs, no decisions have been made regarding any sports future, and we are working to establish criteria to determine which sports are supported and how. Over 500 people have submitted comments thus far.

Senator Knight advised that it was important for UBC to present a well-crafted position to avoid these critiques; he suggested that we have been remiss in crafting our messages.

The President replied that some people do not want to hear our well-crafted message and suggested that the press was unfortunately reporting on this issue without due critical inquiry.

Candidates for Degrees and Diplomas

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| Stanley Knight | } | <i>That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degree or diploma for which they were recommended, effective November 2013, and that a committee comprised of the Registrar, the appropriate dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.</i> |
| Richard Anstee | | |

(2/3 majority required)

The President noted that we will now have 300 018 graduates from UBC.

Approved.

Academic Policy Committee

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

ESTABLISHMENT OF THE CENTRE FOR EXCELLENCE IN INDIGENOUS HEALTH AND DISESTABLISHMENT OF THE INSTITUTE FOR ABORIGINAL HEALTH

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|----------------|---|--|
| Paul Harrison | } | <i>That Senate approve and recommend to the Board of Governors the establishment of a new Centre for Excellence in Indigenous Health to be housed within the Faculty of Medicine's School of Population and Public Health effective January 1, 2014; and</i> |
| Ken Baimbridge | | |

That Senate approve the transfer of the academic responsibility for the Aboriginal Health and Community Administration Certificate Program (non-degree) from the Institute for Aboriginal Health to the Centre for Excellence in Indigenous Health effective January 1, 2014; and

That Senate approve and recommend to the Board of Governors the disestablishment of the Institute for Aboriginal Health effective January 1, 2014

Dr Harrison noted that the new Centre being proposed would build on the work of the Institute for Aboriginal Health, suggesting that as the University's and community's needs change, so must our structures. The new Centre will have the organizational home and structure to support an ambitious mandate and further the University's goals.

With consent of Senate, Drs Linc Kesler and Nadine Caron were invited to speak to the proposal.

Dr Kesler remarked that to date, we have not had the most integrated platform to support our work in Aboriginal health. To that end, a group of dedicated persons have been working to move this proposal forward.

Dr Caron commented that there was an incredible team behind this proposal and explained its history and inception, including the inspiration of the Centre for American Indian Health at The Johns Hopkins University. She thanked Dean Gavin Stuart for this strong support for the proposal as well as colleagues at Johns Hopkins. Finally, Dr Caron noted her participation in Start an Evolution and the opportunity that presented to bring attention and energy to this proposal.

Senator Burr asked what collaboration would occur with the First Nations group that did vote in support of the accord for the First Nations Health Authority

Dr Caron noted that even those that are not involved in the accord are considering responsibilities and mandates for Aboriginal health; the proposed Centres work would be focused on all indigenous populations in British Columbia.

Approved.

Admissions Committee

BACHELOR OF SCIENCE IN PHARMACY

| | | |
|----------------|---|--|
| Robert Sparks | } | <i>That Senate approve changes in admission requirements for applicants to the Bachelor of Science in Pharmacy program, for entry to the 2014 Winter Session and thereafter.</i> |
| Richard Anstee | | |

Senator Sparks explained the nature of the proposal and the attempt to reduce pressure on first year grades; we are the only program currently only looking at 1 year. The removal of Physics 101 reflects that we did need to use this average in admissions decisions. We are also clarifying our language and removing the PCAT as the GPA was just as indicative in judging performance. Finally we are removing the letter of reference requirement as it was not useful.

Senator Edgcumbe asked about the removal of Physics 101.

Dean Coughtrie replied that all of our applicants had equivalent courses of physics 101 but we found it difficult to directly convert this from other institutions. All of our applicants do have some sort of physics course though.

Senator Maleki asked how admissions decisions were weighted currently and how this would be changed with the removal of the PCAT.

Senator Singh asked if any other universities were making such changes.

Senators Sparks and Coughtrie noted that reference letters were not very useful and were not widely used.

In response to a question from Senator Baimbridge Dean Coughtrie replied that 35% of BScP applicants already had degrees. We are looking at both core courses and well as most recent 30 credits.

Approved.

Joint Report of the Admissions and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Marshall, presented the joint report on behalf of the committees.

NEW DUAL DEGREES PROGRAM OPTION – MASTER OF PHYSICAL THERAPY AND DOCTOR OF PHILOSOPHY IN REHABILITATION SCIENCES

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|-------------------|---|---|
| Peter Marshall | } | <i>That Senate approve the Dual Degrees Program</i> |
| Michael Coughtrie | | <i>Option in the Master of Physical Therapy and</i> |
| | | <i>Doctor of Philosophy in Rehabilitation Sciences.</i> |

Dr Marshall introduced Dr Michael Hunt to give a brief overview.

Dr Hunt noted that the proposal is to address two issues in physical therapy; one is to attract clinical trained individuals and the other is to drive high quality research. He advised that the average completion rate for a PhD in the program is 4.5/5 years and a majority of our doctoral students are not trained physical therapists. The program was proposing a 5 year program that would attract high quality individuals into a high quality and cost effective program. We are not requesting changes to any degree requirements. Students can start predominately in either program but we would always expect them to be research minded at all times. We will be generating individuals who will both be well trained and who can integrate their research and training.

Senator Hall asked for clarification for the coursework for the PhD: the courses all seem to be research focused without any specific courses for disciplinary knowledge.

Dr Hunt advised that like most PhD programs, they did not specific courses requirements; part of the motivation for this proposal was to provide opportunities to integrate a clinical focus into their classroom requirements.

Approved.

Curriculum Committee

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

CURRICULUM PROPOSALS FROM THE FACULTY OF GRADUATE & POSTDOCTORAL STUDIES

See Appendix A: Curriculum Report

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| Peter Marshall | } | <i>That the new courses and revised program brought</i> |
| Sue Grayston | | <i>forward by the Faculty of Graduate and</i> |
| | | <i>Postdoctoral Studies be approved.</i> |

Dr Marshall noted that the Master in International Forestry was being revised and would include four new courses, and that Law was bringing forward two new courses.

Approved.

CERTIFICATE PROGRAMS

Senator Marshall informed Senate that pursuant to the policy on Approval of Certificate Programs, the following new certificate has been approved by the Senate Curriculum Committee on behalf of the University:

- Certificate in Collaborative Practice for Health Professionals

Student Awards Committee

The Chair of the Student Awards Committee, Dr Sue Grayston, presented.

NEW AND REVISED AWARDS

See Appendix B: Awards Report

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| Sue Grayston | } | <i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i> |
| Richard Anstee | | |

By general consent, the Greene Innovation Award was amended to change “and” to “and/or”.

Senator Knight asked about the Grizzlies awards.

The Committee Chair agreed to review matters around this award.

Approved.

Nominating Committee

Senator Rhodri Windsor-Liscombe, Chair of the Senate Nominating Committee, presented.

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| Rhodri Windsor-Liscombe | } | <i>That Senate approve the following revisions of membership of the Committees of Senate:</i> |
| Philip Edgcumbe | | |

Academic Building Needs Committee

Ms Nani Mohd Yahya to replace Ms Veni Goyal

Admissions Committee

Mr Cole Leonoff to replace Mr Casey Chan

Library Committee

Mr Casey Chan to replace Mr Mark Prescott

Ms Elaine Kuo to fill a vacancy

Student Awards Committee

Ms Nani Mohd Yahya to replace Ms Veni Goyal

Tributes Committee

Ms Mona Maleki to fill a vacancy

Budget Committee of the Council of Senates

Mr Mark Prescott to fill a vacancy

Teaching and Learning Committee

Ms Elaine Kuo to fill a vacancy

Approved.

Report from the Provost

FLEXIBLE LEARNING

The Provost noted that he had been reporting fairly regularly to Senate under the heading of Flexible Learning, the use of technology in the classroom has existed long before Massive(ly) Open(ly) Online Courses (MOOCs). The Faculty of Science and the Carl Weiman Science Education Initiative (CWSEI) were two groups that are very involved in this initiative. Dr Farrar introduced Dean Simon Peacock to speak to this item.

Senator Peacock presented, focusing on science but relating his presentation to all of UBC. He noted that in the last few decades there have been major advances in our understanding of how humans learning and best to enable student learning from brain research and cognitive psychology.

Dean Peacock explained the CWSEI approach and that Science was focusing on the department level as the department was the cultural location for teaching at UBC. He noted that Science had devoted around 12M over 6 years, which is 2% of their budget, or \$1-\$2M per department over the six years. Most of the funding has supporting Science Teaching and Learning Fellows.

As an example for the kinds of changes that can occur, Dean Peacock then outlined the PHYS 153 experiment.

In response to a question from Senator Brander, Dean Peacock advised that he believed we had controlled for the Hawthorn effect but would need to confirm the details.

The Dean noted for Senate that Science had transformed 100 courses with CWSEI and 37 additional courses impacted.

Senator Peacock then spoke on flexible learning modalities, describing blends of classroom, online, and experiential. He suggested that ideally our labs and lectures and other activates would be integrated.

The dean advised that UBC Connect, our LMS is critical to our success. He noted and shared concerns around stability issues with the system and the importance for them being resolved.

With reference to MOOCs, Senator Peacock referenced UBC's partnership with the Coursera consortium. He suggested that Senate would need to have a major role in accreditation for activities that are developed or are changed due to flexible learning including MOOCs; noting that if other universities advanced quickly in this area it could pose challenges for UBC.

Senator Anstee noted that he was excited about this information. He noted that he was an early dropout of CWSEI, but the funding was originally supposed to be through endowment. He asked if the dean could advise on how much was actually raised?

The dean replied that it was under \$3M. The challenge we faced was unfortunate messaging that this was funded. The money mostly came from existing funding as a result.

Senator Sterling noted that this was new for students, especially those from high school. What are we doing to support student services? What does this look like for graduate students?

Dean Peacock replied that this is not just about helping faculty teach, but also helping students learn. He suggested that the best way would be to have instructors learn how to teach students how to learn in new ways. We formerly saw SETs criticise flexible learning, we are now seeing them criticise traditional learning.

For graduate teaching, many classes are much smaller and already more interactive. We have freed up TAs from marking for example so they can participate in help centres.

Senator Loewen argued that Senate should take on online learning more actively. He suggested that UBC Connect's issues have been a huge step backwards for UBC. We have moved from contempt to disappointment.

Dean Peacock noted that he heard UBC Connect concerns from faculty and students every day.

The President advised that UBC Connect was an item of continual discussion at the University executive and that this was a very complex problem.

Senator Windsor-Liscombe noted that technology used in flexible learning could be off-putting for some faculty but that it was useful to collaborate with those who understood such systems better. He suggested that faculty collaborate with their more technologically-inclined graduate students on such initiatives.

REPORT ON 2013-2014 ENROLMENT

Senator Farrar presented, summarizing that we were almost at 50 000 students. We are currently 700 over our funded target overall but we are 2300 above our graduate funding and now have 4700 international students. Our retention numbers for domestic undergraduates is 95%. International students are now at 90%. – the Provost suggested that both of these percentages were impressively high for an institution such as UBC.

Report from the Librarian

OPEN ACCESS POSITION STATEMENT

Senator Parent noted that she was one of two co-chairs along with Wes Pue. She explained the history of open access, starting with the Berlin declaration.

She noted for Senate that the Position Statement was endorsed by the Okanagan Senate last April; it would be brought back to this Senate soon for consideration.

With permission of Senate, Ms Hilde Colonbrander presented on Open Access.

Senator Kessler spoke in support of the statement and suggested that we should go further such as California has done and make all of our research public.

Senator Belanger noted that large corporations were buying journals and they are not doing so for altruistic reasons. He suggested that faculty up for promotion are being forced to publish in these journals and this presents an issue.

Senator Parent noted that the business models were changing. The big publishers are noting that open access will need to be addressed; they and we will need to look at how we pay for costs that do exist to publish without the public being charged.

Report from the Registrar

NOTICE OF EMAIL APPROVAL OF SENATE APPOINTMENTS TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT ACADEMIC

The Registrar informed senate that in response to the email circulated to senators on 10 October 2013, Dr Richard Anstee, Dr Ian Cavers, Ms Melissa Patton (student) and Dr Allen Sens were appointed to the President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Academic.

Other Business

Senator Anstee requested a discussion at the next meeting of Senate regarding the election of Senators from the Joint Faculties.

(IN-CAMERA) Tributes Committee

Adjournment

There being no further business, the meeting was adjourned at 8:02 pm.

Appendix A: Curriculum Report

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Forestry

Revised program:

Master of International Forestry (MIF)

New Courses:

FRST 522 (4);

FRST 543 (4);

FRST 553 (4);

FRST 560 (4)

Law

New courses

LAW 503 (5-6)d;

LAW 504 (5-6)d

Appendix B: Awards Report

New Awards:

AARON Carter Portfolio Management Foundation Scholarship – A \$1,000 scholarship is offered by Aaron Carter for a student entering the third or fourth year of the Bachelor of Commerce Program at the Sauder School of Business in the Portfolio Management Foundation program. This scholarship is made on the recommendation of the Sauder School of Business in consultation with the UBC Portfolio Management Foundation. Preference will be given to a student with demonstrated financial need. (First Award in the 2014/15 academic session)

GREENE Innovation Award – Awards totaling \$3,600 have been endowed by the family of Virginia Greene, the Business Council of British Columbia, and the Sauder School of Business in recognition of Virginia Greene and her dedication to community and lifetime of achievements. The awards recognize MBA candidates who have completed an internship in the not-for-profit and social enterprise sector. These internships will give promising MBA students a unique learning experience that will tap and further develop their potential while providing benefit to the non-profit and social enterprise sector. The award(s) are made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

Martha Jane LUNSON Memorial Bursary – Bursaries totaling \$3,750 have been endowed by the Estate of Martha Jane Lunson. Ms. Lunson passed away in 2009 and was a resident of Sooke, BC. The bursaries shall be awarded to female students who are in need of financial assistance and who are pursuing a full-time course of studies at the undergraduate level in the Faculty of Land and Food Systems. (First Award Available in the 2013/2014 Winter Session)

Gage AVERILL International Student Scholarship in Arts – A scholarship of \$2,400 is offered by Dean Gage Averill to an international undergraduate student in the Faculty of Arts, with a preference for those completing a dual degree. The award is made on the recommendation of the Faculty of Arts. (First Award Available in the 2014/2015 Winter Session)

The Honourable Lance FINCH Scholarship in Law – A \$1,300 scholarship has been endowed by family, friends and colleagues of The Honourable Lance Finch in recognition of his retirement from the British Columbia Court of Appeal. Lance Finch graduated from the UBC Faculty of Law in 1962. Throughout his career he was well-known for his hard work, thorough preparation and knowledge of the law. A skilled, compassionate, and fair professional, he is recognized for his integrity and keen awareness of the social realities that condition the operation of law. The award is made on the recommendation of the Faculty of Law to a JD student who demonstrates academic excellence. (First Award Available in the 2013/2014 Winter Session)

Janusz KORCZAK Association of Canada Graduate Scholarship in Children's Rights and Canadian Indigenous Education – A scholarship of \$1,000 is offered to an outstanding graduate student in the Faculty of Education whose research is focused on children's rights and/or Canadian Indigenous education in the field of Early Childhood Education. This award is to honour the legacy of Janusz Korczak's life and work. A Polish-Jewish pioneer of child advocacy, Korczak was one of the great humanitarians of the 20th century who devoted his life to establishing and defining the rights of the child. Korczak's ideas were adopted by the United

Nations in the “Convention on the Rights of the Child” in 1959. This award is made upon the recommendation of the Faculty of Education in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

Emily LING Scholarship in Medicine – Scholarships totaling \$1,000 have been endowed by Dr. Emily Ling, a longtime neonatologist at BC Children’s Hospital and adjunct professor in the UBC Faculty of Medicine. Scholarships are awarded to students in the MD program with a strong academic record, with preference given to those who demonstrate financial need. Awards are made on the recommendation of the Faculty of Medicine. (First Award Available in the 2013/2014 Winter Session)

Shirley Snelgrove and John Yule Scholarship in Science – Scholarships totaling \$2,100 have been endowed by Shirley Snelgrove and John Yule for undergraduate or graduate student(s) in the Faculty of Science who are Canadian Citizens. Shirley Snelgrove and John Yule met at UBC where they were part of the first graduating class in Computer Science in 1971. The recommendation is made by the Faculty of Science and, in case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014)

UNIVERSITY of British Columbia Medal in Applied Biology - A medal is awarded annually to the student standing at the head of the graduating class in the Bachelor of Applied Biology. The award is made on the recommendation of the Faculty of Land & Food Systems. (First Award Available in the 2013/2014 Winter Session)

WHITE Family Bursary in Medicine – A bursary of \$1,000 has been established through a gift by Drs. Patrick & Diana White administered by the University of Victoria. The bursary is offered to M.D. students with demonstrated financial need, in the Island Medical Program of The University of British Columbia’s Faculty of Medicine. Preference will be given first to an Aboriginal student, and if no Aboriginal student qualifies, preference will be given to a student who has graduated from a high school on Vancouver Island. The award is adjudicated by Enrolment Services. (First award available for the 2013/2014 Winter Academic Session)

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

#1534 SALES and Marketing Executives of Vancouver MBA Entrance Scholarship – A \$3,000 scholarship is offered by the Sales and Marketing Executives of Vancouver to an outstanding student entering the M.B.A. Program and specializing in Innovation and Entrepreneurship Career Track. The award is made on the recommendation of the Sauder School of Business.

How amended: Award changed to an entrance scholarship for an MBA student specializing in Innovation and Entrepreneurship Career Track. Financial consideration removed from the criteria.

#1535 SALES and Marketing Executives of Vancouver Ben Benwell Scholarship – A \$2,000 scholarship is offered by the Sales and Marketing Executives of Vancouver to a student in third year of the Marketing option. The award is made on the recommendation of the Sauder School of Business, with consideration given to character, industry and general academic record of the student. Due consideration will also be given to the student’s financial need.

How amended: Slight change in wording to be consistent with the other SMEI awards; changed Faculty to Sauder School of Business.

#1590 SALES and Marketing Executives of Vancouver James B. Warren Entrance Scholarship – A \$2,000 scholarship is offered by the Sales and Marketing Executives of Vancouver in honour of Professor James B. Warren for his 25 years of supervising and teaching and ensuring the continued outstanding success of the SME-UBC Diploma Program in Marketing and Sales Management, as well as for his 25 years of service as a Director of the SME Association. The award is available to a student entering the third year of the Sauder School of Business and is based on the student's superior academic achievement, character and industry, and interest in the field of marketing and sales management. Due consideration will also be given to the student's financial need. Recommendation is made by the Sauder School of Business.

How amended: Slight change in wording to be consistent with the other SMEI awards; added the word "Entrance" to the award name; changed Faculty to Sauder School of Business; removed renewal of award in the fourth year.

#1591 SALES and Marketing Executives of Vancouver Frederick H. Siller MBA Entrance Scholarship – A \$3,000 scholarship is offered by the Sales and Marketing Executives of Vancouver in honour of Professor Fred Siller, to an outstanding student entering the M.B.A. program and specializing in Product and Service Management Career Track. The award is made on the recommendation of the Sauder School of Business.

How amended: Award changed to an entrance scholarship for an MBA student specializing in Product and Service Management Career Track. Financial consideration removed from the criteria.

#3794 - Pharmaceutical Sciences Rural Communities Placement Award – An award of \$1000 has been endowed by generous supporters of the Faculty of Pharmaceutical Sciences to benefit a Fourth Year Entry-to-Practice student in their Experiential Education rotation in rural BC. To be eligible for the award, the candidate will have demonstrated their need for this funding as required by the Faculty of Pharmaceutical Sciences. The award will be made on the recommendation of the Faculty of Pharmaceutical Sciences.

How amended: This award is now endowed and the donor would like a single award to be assigned from the fund.

#7332 Peter M. Lansdorp Bursary – A bursary of \$1,650 has been endowed by Dr. Peter M. Lansdorp through his company, Camosun Biotechnology Inc., for a student in any year or faculty who is in need of financial assistance to begin or continue his or her post-secondary education.

How amended: Change of corporate name from Tetramerics Biotechnology Inc. to Camosun Biotechnology Inc. in the description.

#1378 Republic of China Student Mobility Award in Taiwan Studies – Two \$5,000 travel awards are offered by the Ministry of Education, the Republic of China (Taiwan) to students who wish to learn more about the culture and language of Taiwan. To ensure the award is granted to individuals who have had little experience with this part of Asia, eligibility is limited to candidates who have not resided in Taiwan or China for more than twelve months in the past ten years. The awards are made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Office of Student Financial Assistance and Awards.

How amended: Reference to Canadian Citizenship as necessary requirement has been removed.

#2800 Hon. Thomas A Dohm, QC Scholarship in Law - A scholarship of \$750 has been endowed by The Hon. Thomas A. Dohm, B.A., QC, LL.D., former Chairman of the Board of Governors of the University of British Columbia, for a student completing first or second year of studies in the Faculty of Law who (i) has achieved high academic standing in law courses concerned with human relations; (ii) is in financial need; and (iii) has demonstrated by his or her involvement in student or community affairs a concern for others.

How amended: Last line has been removed to allow students to apply in May/June, after grades have been posted.



To: Senate

From: Dr Kate Ross, Registrar

Re: Election of Joint Faculties Senators to the Vancouver Senate

Date: 5 December 2013

At the last meeting of Senate, Senator Anstee asked for a report on the triennial election of twelve representatives of the Joint Faculties to the Vancouver Senate. Although responsibility for University elections now sits with the Registrar and the Council of Senates as per the *University Act* and the election regulations (http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/2013_Elections_Regs.pdf), I report to Senate in response to the query raised.

Nominations for these positions opened on 18 October and were scheduled to close on 1 November 2013; this provided for a 14 day nomination period. On 1 November, my office noted that only five nominations were received for the twelve positions available and the decision was made under the regulations to extend the close of nominations to 13 November 2013. The decision to extend the deadline for nominations if there is an insufficient number is common for UBC elections. For this particular election – Joint Faculties Representatives –extensions were also made in four of the past five elections for the same reason. At the close of nominations, seven persons were nominated for the twelve available positions. Those seven persons have been acclaimed as elected for 2014-2017.

The regulation (1[e]) used to extend nominations: “The nomination period for each election shall last for a minimum of ten (10) days, and may be extended if deemed necessary by the Registrar.” does not specify what circumstances necessitate an extension; I and my predecessors are of the opinion that insufficient nominations in the originally-specified nomination period qualify.

Should a senator feel that the elections regulations should be amended for the future, I would encourage them to contact the Elections Committee of the Council of Senates with a submission.



6 December 2013

To: Vancouver Senate

From: Admissions Committee

Re: Bachelor of Science in Pharmacy – Correction to the Effective Date of
Previously Approved Changes in Admission Requirements

At its November 2013 meeting, Senate approved changes to admission requirements for applicants to the Bachelor of Pharmacy program. The approved changes include the calculation of an admission average on the last 30 credits of course work and discontinuation of the Pharmacy College Admission Test (PCAT) and PHYS 101 as admission requirements. The approved proposal also outlined revisions to the application process and a number of minor editorial changes to the Calendar entry. The changes were approved for entry to the 2014 Winter Session

Following the Senate meeting, the Committee was notified that the changes were intended to be in effect for entry to the 2015 Winter Session. The motion presented below is to correct the effective date of the revised admission requirements.

Motion: *That Senate amend the resolution previously adopted on 20 November 2013 on admission requirements for applicants to the Bachelor of Pharmacy program, for entry to the 2015 Winter Session and thereafter, in lieu of the 2014 Winter Session.*

Respectfully submitted,

Dr. Robert Sparks
Chair, Senate Admissions Committee



18 December 2013

To: Vancouver Senate
From: Senate Curriculum Committee
Re: December Curriculum Proposals (approval)

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

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE (Page 3 of 86)

Revised programs and new courses

BASc>Minor in Information Technology; BASc>Engineering Physics>4th & 5th Year Requirements; CIVL 304 (3), 404 (3), 447 (2); MECH 226 (3), 227 (5)

FACULTY OF ARTS (Page 14 of 86)

Revised and new programs and courses

ASIA 305 (3), 375 (3); BA>Major in Asian Language and Culture>Chinese Literature & Southeast Asia Specializations; RELG 209 (3); BFA>Creative Writing>BA Minor in Creative Writing; CRWR 201 (3), 205 (3), 301 (3/6)d, 303 (3/6)d, 308 (3/6)d, 351 (3/9)d, 353 (3/9)d, 355 (3/9)d, 356 (3/9)d, 358 (3/9)d, 359 (3/9)d, 402 (3-12)d, 451 (3-12)d, 452 (3-12)d, 457 (3-12)d, 458 (3-12)d, 459 (3-12)d, 461 (3-12)d, 466 (3-12)d; Vancouver School of Economics>Bachelor of International Economics>Degree Requirements>Program Requirements; ECON 308 (6), 309 (3), 327 (3), 328 (3); LING 333 (3); BA>Nineteenth-Century Studies; BA>Slavic Area Studies; BA>Migration and Globalization Studies

FACULTY OF FORESTRY (Page 61 of 86)

New courses

WOOD 225 (3), 249 (1), 356 (3), 482 (3), 499 (6)

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES (Page 63 of 86)

Applied Science

New course

CHBE 570 (3)

FACULTY OF LAND AND FOOD SYSTEMS (Page 64 of 86)

Revised and new courses

LFS 150 (3);FNH 303 (3), 413 (3), 415 (3), 481 (9), 482 (9), 483 (6); APBI 496 (3/6)c

FACULTY OF LAW (Page 74 of 86)

New courses

LAW 409 (3), 412 (3), 413 (3)

FACULTY OF SCIENCE (Page 79 of 86)

Revised programs and courses

BSc>Communication Requirement; BSc>Science, Arts, and Breadth Requirements>Arts Requirement; CPSC 304 (3), 404 (3)

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| Faculty: Applied Science Department: Dean's Office Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2014 | Date: October 3, 2013 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca | | | | | | |
| Proposed Calendar Entry: | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,46</p> <p>Present Calendar Entry:</p> <p>Upon successful completion of this minor, the notation "Minor in Information Technology" will be placed on the student's record.</p> <p>A student completing the Minor in Information Technology will not be able to replace a professional trained in information technology. However, that student will be able to apply information technology within their field of specialization. Specifically, they will have an understanding of information technology on three levels; hardware, software, and systems. Where their own understanding of an issue is insufficient, they will be able to work knowledgeably with information technology professionals to resolve the problems.</p> <p>This minor is not open to students in the Electrical and Computer Engineering Department, in the Electro-Mechanical option of the Mechanical Engineering program or in the Electrical or Computer Science options of the Engineering Physics program. Application for admission must be made through Engineering Student Services by May 15. Applicants must be eligible for third-year standing in the Faculty of Applied Science with a cumulative average of at least 68% over the previous two years. Due to limited enrolment, meeting the stated minimum requirements does not guarantee admission into the Minor.</p> <p>The program will consist of the following:</p> <table data-bbox="792 1766 1328 1894"> <tr> <td>APSC 160</td> <td>3</td> </tr> <tr> <td>CPSC 260</td> <td>3</td> </tr> <tr> <td>EECE 314</td> <td>3</td> </tr> </table> | APSC 160 | 3 | CPSC 260 | 3 | EECE 314 | 3 |
| APSC 160 | 3 | | | | | | |
| CPSC 260 | 3 | | | | | | |
| EECE 314 | 3 | | | | | | |

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| | <p>EECE 355 3</p> <p>Plus 6 credits from the following courses:</p> <p>CIVL 584 3</p> <p>COMM 335 3</p> <p>COMM 437 3</p> <p>COMM 438 3</p> <p>EECE 369 3</p> <p>EECE 456 3</p> <p>EECE 478 3</p> <p>MECH 595 2</p> <p>MINE 432 3</p> <p>In general, completion of the Minor in Information Technology will require an additional term.</p> <p>Type of Action:</p> <p>Remove description of IT minor from calendar.</p> <p>Rationale for Proposed Change:</p> <p>Enrollment in the IT Minor has been declining for a number of years. Currently there is an average of 1 student per year who registers for this option. It has been determined that students currently have more opportunity to gain exposure to Information Technology content through their own programs than was the case when this Minor was developed. It has become increasingly difficult to maintain a suitable course list for this Minor as the individual engineering programs from which the courses are contributed have continued to evolve. Students currently registered for the IT Minor will be allowed to complete the Minor, however, no new applications will be taken and the description will be removed from the Academic Calendar.</p> <p>Category 1</p> |
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| Faculty: APSC Department: ENPH Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014/15 | Date: October 1, 2013 Contact Person: Jeff Young Phone: 2-8779 Email: young@phas.ubc.ca | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Proposed Calendar Entry: | URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,40 Present Calendar Entry: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table> <tr> <th colspan="2">Fourth Year</th></tr> <tr> <td>ENPH 459</td><td>5</td></tr> <tr> <td>MATH 400</td><td>3</td></tr> <tr> <td>PHYS 304</td><td>3</td></tr> <tr> <td>PHYS 401</td><td>3</td></tr> <tr> <td colspan="2">Plus one of the options listed below:</td></tr> <tr> <th colspan="2">Electrical Option</th></tr> <tr> <td>EECE 360</td><td>4</td></tr> <tr> <td>EECE 376</td><td>3</td></tr> <tr> <th colspan="2">Mechanical Option</th></tr> <tr> <td>MECH 431</td><td>3</td></tr> <tr> <td>Technical electives¹</td><td>3</td></tr> <tr> <th colspan="2">Mechatronic Science Option</th></tr> <tr> <td>MECH 360</td><td>3</td></tr> <tr> <td>EECE 450</td><td>3</td></tr> <tr> <td>Total Credits Electrical Option</td><td>21</td></tr> <tr> <td>Total Credits Mechanical Option</td><td>20</td></tr> <tr> <td>Total Credits Mechatronic Science Option</td><td>20</td></tr> </table> <p>¹ Chosen in consultation with the Director. Students are advised to consider electives for fourth and fifth year and to ensure that the prerequisites have been taken.</p> | Fourth Year | | ENPH 459 | 5 | MATH 400 | 3 | PHYS 304 | 3 | PHYS 401 | 3 | Plus one of the options listed below: | | Electrical Option | | EECE 360 | 4 | EECE 376 | 3 | Mechanical Option | | MECH 431 | 3 | Technical electives ¹ | 3 | Mechatronic Science Option | | MECH 360 | 3 | EECE 450 | 3 | Total Credits Electrical Option | 21 | Total Credits Mechanical Option | 20 | Total Credits Mechatronic Science Option | 20 | <table> <tr> <th colspan="2">Fourth Year</th></tr> <tr> <td>ENPH 459</td><td>5</td></tr> <tr> <td>MATH 400</td><td>3</td></tr> <tr> <td>PHYS 304</td><td>3</td></tr> <tr> <td>PHYS 401</td><td>3</td></tr> <tr> <td colspan="2">Plus one of the options listed below:</td></tr> <tr> <th colspan="2">Electrical Option</th></tr> <tr> <td>EECE 360</td><td>4</td></tr> <tr> <td>Technical electives¹</td><td>3</td></tr> <tr> <th colspan="2">Mechanical Option</th></tr> <tr> <td>MECH 431</td><td>3</td></tr> <tr> <td>Technical electives¹</td><td>3</td></tr> <tr> <th colspan="2">Mechatronic Science Option</th></tr> <tr> <td>MECH 360</td><td>3</td></tr> <tr> <td>Technical electives¹</td><td>3</td></tr> <tr> <td>Total Credits Electrical Option</td><td>21</td></tr> <tr> <td>Total Credits Mechanical Option</td><td>20</td></tr> <tr> <td>Total Credits Mechatronic Science Option</td><td>20</td></tr> </table> <p>¹ Chosen in consultation with the Director. Students are advised to consider electives for fourth and fifth year and to ensure that the prerequisites have been taken.</p> <p>Type of Action: Change Course requirements for this cohort, but not the overall program requirements.</p> <p>Rationale for Proposed Change: All the changes involve courses that were already in the program (as shown in previous calendars), but moved from year to year to accommodate changes in program scheduling, and these scheduling</p> | Fourth Year | | ENPH 459 | 5 | MATH 400 | 3 | PHYS 304 | 3 | PHYS 401 | 3 | Plus one of the options listed below: | | Electrical Option | | EECE 360 | 4 | Technical electives¹ | 3 | Mechanical Option | | MECH 431 | 3 | Technical electives ¹ | 3 | Mechatronic Science Option | | MECH 360 | 3 | Technical electives¹ | 3 | Total Credits Electrical Option | 21 | Total Credits Mechanical Option | 20 | Total Credits Mechatronic Science Option | 20 |
| Fourth Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENPH 459 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH 400 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHYS 304 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHYS 401 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plus one of the options listed below: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electrical Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EECE 360 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EECE 376 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mechanical Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MECH 431 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technical electives ¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mechatronic Science Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MECH 360 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EECE 450 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Electrical Option | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Mechanical Option | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Mechatronic Science Option | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fourth Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ENPH 459 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH 400 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHYS 304 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PHYS 401 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Plus one of the options listed below: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Electrical Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EECE 360 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technical electives¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mechanical Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MECH 431 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technical electives ¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mechatronic Science Option | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MECH 360 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Technical electives¹ | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Electrical Option | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Mechanical Option | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Credits Mechatronic Science Option | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | <p>changes have to be propagated through the program year by year in the calendar.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
| <p>Proposed Calendar Entry: Fifth Year APSC 450 2 ENPH 479 4 One of MATH 405, 406, PHYS 410¹ 3 PHYS 403 3 PHYS 408 4 One of PHYS 473, 474, MATH 401¹ 3 Plus one of the options listed below:</p> <p>Electrical Option EECE 356 4 EECE 450 3 EECE 359 4 MTRL 478 or EECE 352 3 Technical electives relevant to Electrical Engineering² 9</p> <p>Mechanical Option EECE 355 3 MECH 325 4 MECH 326 3 MECH 327 3</p> | | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,40</p> <p>Present Calendar Entry: Fifth Year APSC 450 2 ENPH 479 4 One of MATH 405, 406, PHYS 410¹ 3 PHYS 403 3 PHYS 408 4 One of PHYS 473, 474, MATH 401¹ 3 Plus one of the options listed below:</p> <p>Electrical Option EECE 356 4 EECE 450 3 EECE 453 3 MTRL 478 or EECE 352 3 Technical electives relevant to Electrical Engineering² 9</p> <p>Mechanical Option EECE 355 3 MECH 325 4 MECH 326 3 MECH 327 3</p> |

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| <p>Technical electives relevant to Mechanical Engineering² 6</p> <p>Complementary Studies electives³ 3</p> <p>Mechatronic Science Option</p> <p>EECE 355 3</p> <p>MECH 325 4</p> <p>MECH 326 3</p> <p>MECH 420 3</p> <p>One of MECH 422, 423, EECE 424 3</p> <p>MECH 463 4</p> <p>EECE 376 3</p> <p>Total Credits Electrical Option 42</p> <p>Total Credits Mechanical Option 41</p> <p>Total Credits for Mechatronic Option 42</p> <p>1 Students planning on graduate studies should take one of MATH 401 or MATH 406. Note that due to credit exclusion, only one of MATH 401, 406 can be taken.</p> <p>2 Chosen in consultation with the Director.</p> <p>3 See Complementary Studies Courses</p> | <p>Technical electives relevant to Mechanical Engineering² 6</p> <p>Complementary Studies electives³ 3</p> <p>Mechatronic Science Option</p> <p>EECE 355 3</p> <p>MECH 325 4</p> <p>MECH 326 3</p> <p>MECH 420 3</p> <p>One of MECH 422, 423, EECE 424 3</p> <p>Technical electives relevant to Electrical Engineering² 3</p> <p>Complementary Studies electives³ 3</p> <p>Total Credits Electrical Option 41</p> <p>Total Credits Mechanical Option 41</p> <p>Total Credits for Mechatronic Option 41</p> <p>1 Students planning on graduate studies should take one of MATH 401 or MATH 406. Note that due to credit exclusion, only one of MATH 401, 406 can be taken.</p> <p>2 Chosen in consultation with the Director.</p> <p>3 See Complementary Studies Courses</p> <p>Type of Action: Change Course requirements for this cohort, but not the overall program requirements.</p> <p>Rationale for Proposed Change:</p> <p>All the changes involve courses that were already in the program (as shown in previous calendars), but moved from year to year to accommodate changes in program scheduling, and these scheduling changes have to be propagated through the program year by year in the calendar.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> |
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| | <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
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| <p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: October 31, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p> | <p>Date: September 20, 2013 Contact Person: Michael Isaacson Phone: 2-4338 Email: isaacson@apsc.ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CIVL 304 (3) Introduction to Environmental Engineering Environmental engineering issues and projects; application of scientific and engineering principles to addressing these; soil, water and air pollution and remediation. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This change arises from a review of the Environmental Engineering Option of the Civil Engineering program. This course is needed as an introductory course for the Option. To date, the Option has suffered from the lack of a suitable introductory course that lays the foundation for the Option, exposing students to the full range of environmental engineering issues and approaches to addressing them.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
| <p>Proposed Calendar Entry:</p> <p>CIVL 404 (3) Introduction to Solid Waste Management Characteristics of solid wastes; solid waste collection, treatment and disposal; evaluation and analysis of landfills, composting, combined treatment, recycle and re-use. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This change arises from a review of the Environmental Engineering Option of the Civil Engineering program. This course, which is to be an elective course of the Option, is needed</p> |

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| <p><i>Prerequisite: CIVL 304</i></p> | <p>in order to provide students with knowledge and understanding of this key area of Environmental Engineering. Unfortunately, this topic has not been adequately covered within the Option to date.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
| <p>Proposed Calendar Entry:</p> <p>CIVL 447 (2) Environmental Engineering Design and Analysis Integration and application of previously acquired knowledge and skills to find design solutions. Extends the conceptual design of CIVL 445 into detailed environmental design projects. <i>This course is not eligible for Credit/D/Fail grading. [2*-0-2]</i> <i>Prerequisite: CIVL 445</i></p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This change arises from a review of the Environmental Engineering Option of the Civil Engineering program. Another course, CIVL 446 is an engineering design capstone course for all students in Civil Engineering program. However, there is a need for a distinct course to be taken by students in the Environmental Engineering Option. The proposed course, CIVL 447, is analogous to CIVL 446 in all ways, except that it relates to environmental engineering design projects only, whereas CIVL 446 does not.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> |

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| | Category 1 |
| Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2014 | Date: July 31, 2013 Contact Person: Jon Mikkelsen Phone: 2-2709 Email: mikk@mech.ubc.ca |
| <p>Proposed Calendar Entry:</p> <p>MECH 226 (3) Technical Communication for Mechanical Engineers Written and oral communication . Preparation of design reports, business correspondence, verbal, online and visual presentation of technical material. Restricted to students in the second year of Mechanical Engineering. [1-0-1; 1-0-1] Credit will only be given for one of MECH 226, MECH 227. <i>Prerequisite:</i> At least 65% in one of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121. <i>Corequisites:</i> MECH 220, MECH 221, MECH 222, MECH 223, MECH 224, MECH 225</p> | <p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: Students in the Faculty of Applied Science must complete a course in technical communication as a graduation requirement; this requirement is currently met by APSC 201. As part of our department's curriculum renewal process and in response to an expected increase in ISI students in our department, this change is part of a suite of changes to align the technical communications course requirement with the rest of our department's flagship MECH 2 program, an innovative and award-winning program which integrates all core subject areas.</p> <p>In particular, this new course will replace APSC 201 in the mechanical engineering curriculum and will be intended for students in our program with stronger backgrounds in English. The course will be integrated with the second year engineering design course (MECH 223) insofar as exercises will be tightly integrated with the processes involved with mechanical design.</p> <div style="border: 1px solid black; width: 30px; height: 20px; margin: 10px auto; text-align: center; line-height: 20px;">x</div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> |

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| | <p>Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
| <p>Proposed Calendar Entry:</p> <p>MECH 227 (5) Approaches to Technical Communication for Mechanical Engineers Written and oral communication. Preparation of design, business correspondence, verbal, online and visual presentation of technical material. Focus on the linguistic structure and style of technical communication. Restricted to students in Mechanical Engineering. [3-0-4] Credit will only be given for one of: MECH 226, MECH 227. <i>Prerequisite:</i> MECH 220 and one of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121</p> | <p>URL: MECH</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: Students in the Faculty of Applied Science must complete a course in technical communication as a graduation requirement; this requirement is currently met by APSC 201. As part of our department's curriculum renewal process and in response to an expected increase in ISI students in our department, this change is part of a suite of changes to align the technical communications course requirement with the rest of our department's flagship MECH 2 program, an innovative and award-winning program which integrates all core subject areas.</p> <p>In particular, MECH 227 will give our students another option of a technical communication course that can be taken to complete the graduation requirement instead of APSC 201. MECH 227 is intended for students in our program with weaker backgrounds in English, particularly ISI students. MECH 227 is not integrated with the second-year engineering design course (MECH 223), but it will use sample engineering design documents for discussion and practice. MECH 227 will also be taken by students who have failed MECH 226, so that they may still meet the technical communication requirement. Credit will only be given for one of MECH 226 or MECH 227.</p> |

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| | <p>In MECH 227 the credit value has been increased to 5 credits because students will have access to greater instructional support through an extended number of tutorials and a slower pace than MECH 226. These factors will enable students to improve their communication skills and meet the graduation requirement. We expect that this course will be offered in the summer term.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Category 1</p> |
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| Faculty: Arts Department: Asian Studies Faculty Approval Date: October 2013 Effective Session 2014S | Date: April 18, 2013 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca |
| Proposed Calendar Entry: ASIA 305 (3) Asian Horror Cinema: National Nightmares and Specters of Trauma Engaging with the ideologies, industrial histories, socio-cultural contexts and aesthetics of horror films - and the genre itself - from various Asian cinemas. | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: This course will discuss not only the recent Asian horror phenomenon, beginning with the success of the <i>Ring</i> franchise, but the origins of the genre within each national cinema. The interdisciplinary focus of the Asian Horror Cinema -- which draws upon literary theory in its examination of genre, as well as area studies, aesthetics and industrial histories -- contributes to the rest of the unit's (ASIA 300s) attention to the mass and traditional cultures of the region. This suite of courses on Asian cinemas (Bollywood, Chinese, Japanese, Korean, Punjabi) are proving to be excellent vehicles for teaching the culture and societal dynamics of the relevant regions. Students who have taken other cinema courses offered by the department will find that this course complements but does not overlap with them. |



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| Faculty: Arts Department: Asian Studies Faculty Approval Date: October 2013 Effective Session 2014S | Date: April 18, 2013 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca |
| Proposed Calendar Entry: ASIA 375 (3) Global Chinese Cinemas A survey of Chinese cinemas in global perspective, covering films, filmmakers, producers, audiences, markets, industries, and critical discourse since the early twentieth century. Covers both cinematic culture and filmmaking technique. | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: UBC currently has only one Chinese cinema course on the books: "ASIA 355: Chinese Cinema." A Cat. 2 Proposal has been submitted to retitle that course "ASIA 355: History of Chinese Cinema." That and the current proposed course will then complement each other as diachronic and synchronic explorations of Chinese cinemas. This suite of courses on Asian cinemas (Bollywood, Chinese, Japanese, Korean, Punjabi) are proving to be excellent vehicles for teaching the culture and societal dynamics of the relevant regions. Students who have taken other cinema courses offered by the department will find that this course complements but does not overlap with them. |



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| <p>Faculty: Arts Department: Asian Studies Faculty Approval Date: October 2013 Effective Session 2013W Term 2 Year 2013 for Change</p> | <p>Date: February 28, 2013 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Major in Asian Language and Culture</p> <p>Students can choose between the following areas of specialization:</p> <p>China Chinese Literature Japan Korea South Asia</p> <p>The Major requires 48 credits of coursework on ASIA, of which at least 30 credits must be from courses numbered 300 or above.</p> <p>Those 48 credits must include:</p> <ul style="list-style-type: none"> • 12 to 18 credits of courses 300-level or above in one language taught in the Department of Asian Studies, which must include at least 6 credits at the 400-level: <p>a. If Chinese is the language of specialization, CHIN 431 (one term only) (heritage learners) or ASIA 389 - 399 (two terms) (non-heritage learners).</p> <p>b. CHIN 461, 463, 464, 471, 473, 474, 481, 483, 484 cannot be counted towards the specialization in China.</p> <p>c. In the case of Chinese Literature, 12 to 18 credits of 400-level CHIN courses</p> <p>d. In the case of South Asian languages, 12 to 18 credits of courses 300-level or above.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,62 Present Calendar Entry:</p> <p>Major in Asian Language and Culture</p> <p>Students can choose between the following areas of specialization:</p> <p>China Japan Korea South Asia Southeast Asia</p> <p>The Major requires 48 credits of coursework on ASIA, of which at least 30 credits must be from courses numbered 300 or above.</p> <p>Those 48 credits must include:</p> <ul style="list-style-type: none"> • 12 to 18 credits of courses 300-level or above in one language taught in the Department of Asian Studies, which must include at least 6 credits at the 400-level: <p>a. If Chinese is the language of specialization, CHIN 431 (one term only) (heritage learners) or ASIA 389 - 399 (two terms) (non-heritage learners).</p> <p>b. CHIN 461, 463, 464, 471, 473, 474, 481, 483, 484 cannot be counted towards the specialization in China.</p> <p>c. In the case of South Asian languages, 12 to 18 credits of courses 300-level or above.</p> <p>d. Students with little or no prior knowledge of the language they wish to focus on may be</p> |

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| <p>f. Students with little or no prior knowledge of the language they wish to focus on may be required to earn up to 24 credits in that language before they take any 300-level language courses. However, they will still be required to earn 30 credits in courses 300-level or above in addition to those 24 lower-division credits.</p> <p>g. 12 to 18 ASIA credits in courses 300-level or above, of which at least 3 credits must be from an area beyond that of the language of specialization.</p> <p>3 credits from a research-intensive course offered by the Department.</p> | <p>required to earn up to 24 credits in that language before they take any 300-level language courses. However, they will still be required to earn 30 credits in courses 300-level or above in addition to those 24 lower-division credits.</p> <p>e. 12 to 18 ASIA credits in courses 300-level or above, of which at least 3 credits must be from an area beyond that of the language of specialization.</p> <p>f. 3 credits from a research-intensive course offered by the Department.</p> <p>Type of Action: Close Southeast Asia specialization Add Chinese Literature specialization Add/clarify which courses can/cannot be counted towards new area of specialization</p> <p>Rationale for Proposed Change: With the recent retirement of the only regular Southeast Asian specialist within our faculty, we are no longer able to offer the courses to fulfill the Southeast Asian Studies Major and are thus forced to eliminate this Major.</p> <p>The new Chinese Literature specialization provides a better place in the department for heritage learners of Chinese language and literature by offering a rigorous curriculum that also utilizes existing language skills. Just as native French speakers are able to specialize in French literature, we would like native Chinese speakers to be able to take upper-level classes in Chinese literature and for this to count toward a major, which the new Chinese Literature specialization will make possible.</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| <p>Faculty: Arts Department: Classical, Near Eastern and Religious Studies Faculty Approval Date: October 2013 Effective Session: Winter 2014, Term 2</p> | <p>Date: April 10, 2013 Contact Person: Sara Milstein Phone: 604 822-4058 Email: sara.milstein@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>RELG 209 (3) Eden to Exile: Introduction to the Hebrew Bible</p> <p>An overview of the Hebrew Bible ("Old Testament"), with emphasis on its ancient Near Eastern context; its competing religious perspectives; and its limits as a historical source.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=RELG</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: There is currently no "Introduction to the Hebrew Bible" course on the books, and this is a necessary course for any program in Religious Studies. Although there are two introductory courses (RELG 203 and the newly proposed RELG 206) that include a bit of Hebrew Bible, these courses also include a wide range of other content (i.e., New Testament; Qur'an; Near Eastern texts; rabbinic literature) and do not cover methods of biblical scholarship or major issues in the field. This type of course would attract students interested in Judaism, Christianity, Islam, and religion more broadly, as well as non-majors with a general interest in the Bible. This course would also provide a solid foundation for those students who go on to take more advanced courses in Judaism and the Bible.</p> <p>There will be no prerequisites for "Eden to Exile: Introduction to the Hebrew Bible." Initially the course will be capped at 65 students; this may expand in the future with demand.</p> |



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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 11 June 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>B.A. Minor in Creative Writing</p> <p>This program is open enrolment, and no manuscript submission is required for entry.</p> <p>First and Second Years</p> <p>CRWR 200 (3 credits) and nine credits from: CRWR 201, 203, 205, 206, 208, 209, 213, and 230</p> <p>Third and Fourth Years</p> <p>18 credits from: CRWR 301, 303, 305, 306, 307, 308, 309, and 311</p> <p>In each form, it is a prerequisite to have taken the 200 level class in that form (for example, in order to take CRWR 301: Intermediate Writing Poetry, a student must have taken CRWR 201: Introduction to Writing Poetry). The exception to this rule is CRWR 307 and CRWR 311, where there is no 200 level prerequisite.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,283,120</p> <p>Type of Action: New Program</p> <p>Rationale for Proposed Change: This program is being proposed to reflect student demand. In the past decade, Creative Writing has added a significant number of 200 and 300 level open enrollment courses to its offerings, and students have expressed a strong desire to have the ability to apply these credits towards a B.A. Minor in Creative Writing. Currently the only form of Creative Writing expressible on a student's academic record is the BFA in Creative Writing, which is intended for those students who intend to pursue Creative Writing as their primary area of study. It is our belief that Creative Writing has a place in the broader education of undergraduate students, and that a B.A. Minor will facilitate this.</p> <p>The requirements of this program are consistent with the requirements of other B.A. Minor programs.</p> |



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014 | Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca |
| Proposed Calendar Entry: CRWR 201 (3) Introduction to Writing Poetry An exploration of and practice in the writing of poetry, focusing on how a writer employs the technical elements of the craft of poetry. Manuscript submission not required for admission. | Type of Action: New Course Rationale for Proposed Change: This course will address the demand from students for instruction and exploration in writing Poetry, one of the main areas of Creative Writing. It will generate and foster interest in our program as a whole and allow us to give our potential BFA Majors added skills to bring into their writing. We currently offer 200 level courses in Screenwriting, Writing for Stage and Radio, Writing for Children, Writing for Graphic Forms and Writing for New Media, and have proposals in progress for Fiction and Nonfiction. The lack of an Introductory Poetry Writing course is a glaring omission in our course offerings. In this course student will be encouraged to share their writing with their peers through reading aloud their work and mini-assignments. While the class is not designed as a workshop class every attempt possible will be made to facilitate student engagement through group work, peer review and collaborative assignments. |



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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014 | Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca |
| Proposed Calendar Entry: CRWR 205 (3) Introduction to Writing Creative Nonfiction An exploration of and practice in the writing of creative nonfiction, focusing on how a writer employs the technical elements of the craft of creative nonfiction. Manuscript submission not required for admission. | Type of Action: New Course Rationale for Proposed Change: This course will serve as an introduction to the genre of Creative Nonfiction, one of the main subject areas of Creative Writing. There is a demonstrable need for this course to complement our existing 200-level offerings in Screenwriting, Writing for Stage and Radio, Writing for Children, Writing for Graphic Forms and Writing for New Media. We currently have proposals in progress to add 200 level courses in Fiction and Poetry, as well as this Nonfiction proposal. The importance of the genre has grown tremendously in the past two decades, and important new work is being done in Canada and internationally. This course is vital for students planning to take further study in Creative Writing and for other students who want to learn how to bring the power of fictional techniques to their nonfiction writing in general. In this course student will be encouraged to share their writing with their peers through reading aloud their work and mini-assignments. While the class is not designed as a workshop class every attempt will be made to facilitate student engagement through group work, peer review and collaborative assignments. |



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 301 (3/6) d Intermediate Writing Poetry</p> <p>The writing of poetry in various forms using a combination of workshopping and online modules. Manuscript submission not required for admission.</p> <p>Prerequisite: CRWR 201</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course will consist of a weekly one hour (estimated) online module combined with a weekly two hour workshop. Each week the student will complete an online module covering a specific component of writing poetry, culminating in an assigned writing project. They will then take part in a small-group workshop where their writing will be evaluated using the workshop model practiced in all upper-level Creative Writing classes.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>The online modules will consist of commissioned interviews with prominent writers of poetry, video clips of deceased or unavailable writers, lecture material from the course instructor and interactive questioning of the student. UBC Creative Writing has considerable experience in online learning, having pioneered Canada's largest and most successful Distance Education MFA. We are working with Arts IT and other University organizations on the specific delivery mechanisms for these modules and anticipate having them completed (pending course approval) well in advance of offering this course for the first time.</p> <p>We wish to design the course as a 3/6 class. It is at this time our intention to offer the class as a 3 credit class, but depending on</p> |

THE UNIVERSITY OF BRITISH COLUMBIA



enrolment and staffing levels would like to have the option of offering it as a 6 credit class.

Throughout our program, we intend for the flow of non-BFA students to progress from CRWR 200 (Introduction to Creative Writing—a course that covers all of the forms we teach) into the form specific 200 level course (in this case CRWR 201: Introduction to Writing Poetry) and then into the 300 level course in that form. We want the students to have the technical grounding that the 200 level courses will give them in order that the 300 level class can focus on more advanced material and the workshopping of student work. We intend for the 200 level prerequisite to be required of all 300 level courses and have Category 2 revisions in progress to effect this.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 303 (3/6) d Intermediate Writing for Children and Young Adults</p> <p>The writing of work for children and young adults in various forms using a combination of workshopping and online modules. Manuscript submission not required for admission.</p> <p>Prerequisite: CRWR 203</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course will consist of a weekly one hour (estimated) online module combined with a weekly two hour workshop. Each week the student will complete an online module covering a specific component of writing for children and young adults, culminating in an assigned writing project. They will then take part in a small-group workshop where their writing will be evaluated using the workshop model practiced in all upper-level Creative Writing classes.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>The online modules will consist of commissioned interviews with prominent writers of work for children and young adults, video clips of deceased or unavailable writers, lecture material from the course instructor and interactive questioning of the student. UBC Creative Writing has considerable experience in online learning, having pioneered Canada's largest and most successful Distance Education MFA. We are working with Arts IT and other University organizations on the specific delivery mechanisms for these modules and anticipate having them completed (pending course approval) well in advance of offering this course for the first time.</p> <p>We wish to design the course as a 3/6 class. It</p> |



is at this time our intention to offer the class as a 3 credit class, but depending on enrolment and staffing levels would like to have the option of offering it as a 6 credit class.

Throughout our program, we intend for the flow of non-BFA students to progress from CRWR 200 (Introduction to Creative Writing—a course that covers all of the forms we teach) into the form specific 200 level course (in this case CRWR 203: Introduction to Writing for Children and Young Adults) and then into the 300 level course in that form. We want the students to have the technical grounding that the 200 level courses will give them in order that the 300 level class can focus on more advanced material and the workshopping of student work. We intend for the 200 level prerequisite to be required of all 300 level courses and have Category 2 revisions in progress to effect this.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 308 (3/6) d Intermediate Writing for Graphic Forms</p> <p>The writing of graphica (comics, manga and graphic novels), using a combination of workshoping and online modules. Manuscript submission not required for admission.</p> <p>Prerequisites: CRWR 208</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: A weekly one hour (estimated) online module combined with a weekly two hour workshop. Each week the student will complete an online module covering a specific component of writing for graphic forms, culminating in an assigned writing project. They will then take part in a small-group workshop where their writing will be evaluated using the workshop model practiced in all upper-level Creative Writing classes.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>The online modules will consist of commissioned interviews with prominent writers of graphica, video clips of deceased or unavailable writers, lecture material from the course instructor and interactive questioning of the student. UBC Creative Writing has considerable experience in online learning, having pioneered Canada's largest and most successful Distance Education MFA. We are working with Arts IT and other University organizations on the specific delivery mechanisms for these modules and anticipate having them completed (pending course approval) well in advance of offering this course for the first time.</p> <p>We wish to design the course as a 3/6 class. It is at this time our intention to offer the class as a 3 credit class, but depending on</p> |



enrolment and staffing levels would like to have the option of offering it as a 6 credit class.

Throughout our program, we intend for the flow of non-BFA students to progress from CRWR 200 (Introduction to Creative Writing—a course that covers all of the forms we teach) into the form specific 200 level course (in this case CRWR 208: Introduction to Writing for Graphic Forms) and then into the 300 level course in that form. We want the students to have the technical grounding that the 200 level courses will give them in order that the 300 level class can focus on more advanced material and the workshopping of student work. We intend for the 200 level prerequisite to be required of all 300 level courses and have Category 2 revisions in progress to effect this.



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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 351 (3/9) d Intermediate Poetry Workshop</p> <p>An intermediate level workshop class in writing poetry. Manuscript submission is not required for admission.</p> <p>Prerequisite: CRWR 301</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We wish to add a workshop course in poetry that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 201 (Introduction to Writing Poetry), which are lecture classes offering an introductory grounding in the form, to CRWR 301 (Intermediate Writing Poetry), which mixes technical knowledge of poetics with seminar discussion and workshoping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class.</p> <p>Writing poetry is one of the forms students are extremely enthusiastic about. We feel that the lack of an open enrolment poetry workshop is a significant omission in our course offerings, and that this course will address that.</p> <p>We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The increased flexibility that comes with being able to offer applied arts workshop courses in 3-credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students</p> |



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| | to expand their knowledge base as well as prepare for their careers. |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 353 (3/9) d Intermediate Children and Young Adult Writing Workshop</p> <p>An intermediate level workshop class in writing for children and young adults. Manuscript submission is not required for admission.</p> <p>Prerequisite: CRWR 303</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We wish to add a workshop course in writing for children and young adults that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 203 (Introduction to Writing for Children and Young Adults), which are lecture classes offering an introductory grounding in the form, to CRWR 303 (Intermediate Writing for Children and Young Adults), which mixes technical knowledge of writing for children and young adults with seminar discussion and workshopping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class.</p> <p>Writing for children and young adults is one of the forms students are extremely enthusiastic about. We feel that the lack of an open enrolment children and young adult writing workshop is a significant omission in our course offerings, and that this course will address that.</p> <p>We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The increased flexibility that comes with being able to offer applied arts workshop courses in 3-credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish</p> |

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| | to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their careers. |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 355 (3/9) d Intermediate Creative Nonfiction Workshop</p> <p>An intermediate level workshop class in writing of creative nonfiction. Manuscript submission is not required for admission.</p> <p>Prerequisite: CRWR 305</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We wish to add a workshop course in writing creative nonfiction that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 205 (Introduction to Writing Creative Nonfiction), which are lecture classes offering an introductory grounding in the form, to CRWR 305 (Intermediate Writing of Creative Nonfiction), which mixes technical knowledge of writing creative nonfiction with seminar discussion and workshopping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class.</p> <p>Creative nonfiction is one of the forms students are extremely enthusiastic about. We feel that the lack of an open enrolment creative nonfiction writing workshop is a significant omission in our course offerings, and that this course will address that.</p> <p>We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The increased flexibility that comes with being able to offer applied arts workshop courses in 3-credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular</p> |



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| | genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their careers. |
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| Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014 | Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca |
| Proposed Calendar Entry: CRWR 356 (3/9) d Intermediate Screenplay Workshop An intermediate level workshop class in writing for the screen. Manuscript submission is not required for admission. Prerequisite: CRWR 306 | Type of Action: New Course Rationale for Proposed Change: We wish to add a workshop course in writing for the screen that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 206 (Introduction to Writing for the Screen), which are lecture classes offering an introductory grounding in the form, to CRWR 306 (Intermediate Writing for the Screen), which mixes technical knowledge of writing screenplays with seminar discussion and workshopping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class. Writing for the screen is one of the forms students are extremely enthusiastic about. We feel that the lack of an open enrolment screenplay writing workshop is a significant omission in our course offerings, and that this course will address that. We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The increased flexibility that comes with being able to offer applied arts workshop courses in 3-credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able |



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| | to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their careers. |
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| Proposed Calendar Entry: CRWR 358 (3/9) d Intermediate Graphic Forms Workshop An intermediate level workshop class in writing for graphic forms. The ability to draw is not required. Manuscript submission is not required for admission. Prerequisite: CRWR 308 | Type of Action: New Course Rationale for Proposed Change: We wish to add a workshop course in writing for graphic forms that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 208 (Introduction to Writing for Graphic Forms), which are lecture classes offering an introductory grounding in the form, to CRWR 308 (Intermediate Writing for Graphic Forms), which mixes technical knowledge of writing graphica with seminar discussion and workshopping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class. Writing for the graphic forms is one of the forms students are extremely enthusiastic about. We feel that the lack of an open enrolment graphic forms writing workshop is a significant omission in our course offerings, and that this course will address that. We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The |



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| | <p>increased flexibility that comes with being able to offer applied arts workshop courses in 3 credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their careers.</p> |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry: CRWR 359 (3/9) d Intermediate Fiction Workshop</p> <p>An intermediate level workshop class in writing of fiction. Manuscript submission is not required for admission.</p> <p>Prerequisite: CRWR 309</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We wish to add a workshop course in writing intermediate fiction that is similar in nature to our BFA workshop courses, but which is available for non-BFA students. Students will have progressed from CRWR 200 (Introduction to Creative Writing) and CRWR 209 (Introduction to Writing Fiction), which are lecture classes offering an introductory grounding in the form, to CRWR 309 (Intermediate Writing Fiction), which mixes technical knowledge of writing fiction with seminar discussion and workshopping. For students who have progressed this far, we feel it is essential for them to have a course where student work is the primary text and focus of the class.</p> <p>Fiction is the form of writing students are extremely enthusiastic about. We feel that the lack of an open enrolment fiction writing workshop is a significant omission in our course offerings, and that this course will address that.</p> <p>We wish to design the course as a 3/9 class, intending the class to be taken in 3 credit</p> |



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| | <p>installments which may be repeated (though at the present time we will not offer the class more than once a year, and possibly once every two years, depending on budget). The increased flexibility that comes with being able to offer applied arts workshop courses in 3 credit installments will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their careers.</p> |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 402 (3-12) d Writing for New Media I</p> <p>An advanced workshop class in writing for new media. Restricted to BFA Majors.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>Writing for New Media (e.g., Internet accessible text and video) is one of the more vibrant and evolving areas of Creative Writing. For the Creative Writing Program to remain relevant and engaged with current practice in creative forms, we must engage with these new types of writing and offer our students the opportunity to develop their skills in these areas.</p> |



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| | <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 451 (3-12) d Writing Poetry II</p> <p>An advanced workshop class in writing poetry. Assumes a greater level of experience in writing poetry than CRWR 401. Restricted to BFA Majors.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>We require a level II workshop class as a progression from CRWR 401: Writing Poetry I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The</p> |



addition of this course will give us a course number that accurately reflects work already being done within our program.

It is assumed that students will take CRWR 401 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.

The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.

We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.



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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 452 (3-12) d Writing for New Media II</p> <p>An advanced workshop class in writing for new media. Assumes a greater level of experience in writing for new media than CRWR 402. Restricted to BFA Majors in Creative Writing.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 402: Writing for New Media I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>Writing for New Media (e.g., Internet accessible text and video) is one of the more vibrant and evolving areas of Creative Writing. For the Creative Writing Program to remain relevant and engaged with current practice in creative forms, we must engage with these new types of writing and offer our students the opportunity to develop their skills in these areas.</p> <p>It is assumed that students will take CRWR 402 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and</p> |



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| | <p>critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 19 December 2012 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 457 (3-12) d Writing of Drama for the Stage II An advanced workshop class in writing drama for the stage. Studio work is required. Assumes a greater level of experience in writing drama for the stage than CRWR 407. Restricted to BFA Majors in Creative Writing.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 407: Writing Drama for the Stage I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>It is assumed that students will take CRWR 407 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where</p> |



possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.

The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.

This class will also utilize studio work in the teaching of writing for the stage. Working with actors, directors and technicians is an essential part of writing for the stage, and through staged readings and skeletal productions this course will give the student experience in these elements of the craft.

We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.



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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 458 (3-12) d Writing for Graphic Forms II</p> <p>An advanced workshop class in writing for graphic forms. The ability to draw is not required. Assumes a greater level of experience in writing graphica than CRWR 408. Admission is restricted to BFA Majors in Creative Writing</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 408: Writing for Graphic Forms I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. . This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>It is assumed that students will take CRWR 408 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>In recent years graphica (graphic novels, memoirs and short form narratives) has emerged as one of the fastest growing and innovative forms of Creative Writing. Our Program has produced a number of nationally and internationally recognized authors of work</p> |



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| | <p>for graphic forms, and it is our wish to continue to support these students who show excellence in this form.</p> <p>We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> |
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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 459 (3-12) d Writing Fiction II</p> <p>An advanced workshop class in writing fiction. Assumes a greater level of experience in writing fiction than CRWR 409. Admission is restricted to BFA Majors in Creative Writing.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 409: Writing Fiction I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>It is assumed that students will take CRWR 409 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where</p> |



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| | <p>possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 14 January 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 461 (3-12) d Writing for Lyric Forms II An advanced workshop class in writing for lyric forms. Assumes a greater level of experience in writing lyrics than CRWR 411. Restricted to BFA Majors in Creative Writing.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 411: Writing for Lyric forms I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. The addition of</p> |



this course will give us a course number that accurately reflects work already being done within our program.

It is assumed that students will take CRWR 411 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.

The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.

We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.



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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Creative Writing Faculty Approval Date: October 15, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: 22 March 2013 Contact Person: Steven Galloway Phone: 604-822-6273 Email: steven.galloway@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CRWR 466 (3-12) d Writing for Television II</p> <p>An advanced workshop class in writing for television. Assumes a greater level of experience in writing fiction than CRWR 416. Admission is restricted to BFA Majors in Creative Writing.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We require a level II workshop class as a progression from CRWR 416: Writing for Television I. We currently run such a class as a Special Projects class, but the lack of clarity this provides on a student's transcript makes this a less than ideal situation. This is, in effect, not a proposal for a new course so much as it is a proposal to have a proper number and classification for work already being done under the umbrella of Special Projects. The addition of this course will give us a course number that accurately reflects work already being done within our program.</p> <p>It is assumed that students will take CRWR 416 in advance of this course, but it is not a prerequisite as many of our BFA students work at an advanced enough level upon entry that the level I course is not necessary. Where possible we group students with peers of equivalent ability. This class will not be open to non-BFA students, except in exceptional cases.</p> <p>The workshop is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer review process in which regularly submitted creative work from each student forms the curriculum of the course. Through the peer review process, students learn how to become more effective writers, editors and critical thinkers. This process is naturally learner-centered, collaborative and requires a high degree of student engagement.</p> <p>We wish to design the course as a 3-12 class, intending the class to be taken in 3 credit installments which may be repeated. The increased flexibility that comes with being able to offer applied arts workshop courses between 3 and 12 credits will allow Creative</p> |



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| | Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers. |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| Faculty: Arts Department: Economics Faculty Approval Date: October 2013 Effective Session: Winter Term 1 Year 2014-15 for Change | Date: May 15, 2013 Contact Person: Triny Shen Phone: 822-9819 Email: chenshen@mail.ubc.ca |
| Proposed Calendar Entry: BACHELOR OF INTERNATIONAL ECONOMICS First Year ECON 101, 102 ^{1, 2} 6 COMM 126 3 WRDS 150 3 MATH 104 (or 184) 105 6 or 7 12 credits of electives Second Year ECON 308 6 ECON 309 3 ECON 327 and 328 6 ECON 255 3 COMM 293 3 9 credits of electives Third Year ECON 370 3 COMM 298, 371, 394 9 18 credits of electives Fourth year 3 courses from ECON 441, 442, 455, 456, COMM498 9 | URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1509 Present Calendar Entry: BACHELOR OF INTERNATIONAL ECONOMICS First Year ECON 101, 102 ^{1, 2} 6 COMM 126 3 WRDS 150 3 MATH 104 (or 184) 105 6 or 7 12 credits of electives Second Year ECON 204 6 ECON 205 3 ECON 227 and 228 6 ECON 255 3 COMM 293 3 9 credits of electives Third Year ECON 370 3 3 additional credits of economics numbered 300 or higher 3 COMM 298, 371, 394 9 15 credits of electives Fourth year ECON 493, 494, 441, 442, 455 12 COMM 377, 498-6 6 |

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| <p>ECON 493, 494 6 COMM 377 3</p> <p>12 credits of Electives</p> <p>¹ AP Economics cannot be substituted for these courses.</p> <p>² B.I.E. students cannot take any further credits in Sauder School of Business but students are highly recommended to take 6 credits of additional upper level economics courses as their electives</p> | <p>12 credits of Electives</p> <p>¹ AP Economics cannot be substituted for these courses.</p> <p>² B.I.E. students cannot take any further credits in Sauder School of Business but students are highly recommended to take 6 credits of additional upper level economics courses as their electives</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Change course number for ECON 204 to 308. • Change course number for ECON205 to 309. • Change course number for ECON227 to 327. • Change course number for ECON228 to 328 • Remove "3 additional credits of economics numbered 300 or higher" in Year Three requirements. • Change number of credits for Third Year electives from 15 to 18 • Change Fourth Year requirements. • 3 courses from ECON 441, 442, 455, 456, COMM498. <p>Rationale for Proposed Change:</p> <ul style="list-style-type: none"> • The BIE curriculum is designed differently from the BA programs. Students are more advanced in the discipline at an earlier stage. The initial placement of these courses at second year level was an error. • Courses numbered as ECON204, 205, 227, 228 are in fact 300-level courses that will be taught to the BIE students in their second year. The equivalent courses for Economics majors have 3xx numbers and are taken by them in the third year. The change is to correct the error made in the initial placement and reflect the academic merit these courses. It is also to maintain consistency in ECON course numbering. • Removing "3 additional credits of economics numbered 300 or higher" in Year Three requirements is because these 3 additional credits will no longer be required after the courses number for ECON204, 205, 227, 228 are changed to 308, 309, 327, 328 for students to meet the Arts Faculty Degree requirement. • ECON308 309, 327, 328 will be available to |
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| | <p>BIE students only.</p> <ul style="list-style-type: none"> The change in Year Four is to enrich the BIE curriculum and address the different needs between students who plan to have an academic career or a professional one. Students will be able to select the combination of courses based on their varied interests. The BIE aims to provide graduates with a deep understanding of the workings of the global economy, as well as a strong technical training that will allow them to go on to careers as professional or academic economists. The above changes will make the curriculum more in line with this goal. |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Economics Faculty Approval Date: October 2013 Effective Session: Winter Year 2014-15 for Change</p> | <p>Date: May 15, 2013 Contact Person: Triny Shen Phone: 822-9819 Email: chenshen@mail.ubc.ca</p> |
| <p>Proposed Calendar Entry: ECON 308 (6) Intermediate Microeconomic Analysis</p> <p>Mathematical and graphical models of individual, household, and firm behavior with applications to issues in international economics. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 301, 304, or 308. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: ECON 204 (6) Intermediate Microeconomic Analysis</p> <p>Mathematical and graphical models of individual, household, and firm behavior with applications to issues in international economics. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 204, 301, or 304. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> <p>Type of Action: Change course code from ECON204 to ECON308.</p> <p>Rationale for Proposed Change: The course "Intermediate Microeconomic" is a 300-level course that will be taught to the</p> |



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| | <p>BIE students in their second year. Its equivalencies taught to the BA Major and Honours students are ECON301 and 304. The change is to correctly reflect the academic merit of the course and maintain consistency in ECON course numbering.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Course is restricted to students in the BIE for whom it is a core requirement.</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Economics Faculty Approval Date: October 2013 Effective Session: Winter Year 2014-15 for Change</p> | <p>Date: May 15, 2013 Contact Person: Triny Shen Phone: 822-9819 Email: chenshen@mail.ubc.ca</p> |
| <p>Proposed Calendar Entry: ECON 309 (3) Intermediate Open Economy Macroeconomics</p> <p>The aggregate economy with emphasis on macroeconomic policy and international economic growth, money and inflation, unemployment, business cycles, and macroeconomic stabilization policy under fixed and flexible exchange rates. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 302, 305, or 309. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: ECON 205 (3) Intermediate Open Economy Macroeconomics</p> <p>The aggregate economy with emphasis on macroeconomic policy and international economic growth, money and inflation, unemployment, business cycles, and macroeconomic stabilization policy under fixed and flexible exchange rates. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 205, 302, or 305. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> <p>Type of Action: Change course code from ECON205 to</p> |



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| | <p>ECON309.</p> <p>Rationale for Proposed Change: The course "Intermediate Macroeconomics" is a 300-level course that will be taught to the BIE students in their second year. Its equivalencies taught to the BA Major and Honours students are ECON302 and 305. The change is to correctly reflect the academic merit of the course and maintain consistency in ECON course numbering.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Course is restricted to students in the BIE for whom it is a core requirement.</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Economics Faculty Approval Date: October 2013 Effective Session: Winter Year 2014-15 for Change</p> | <p>Date: May 15, 2013 Contact Person: Triny Shen Phone: 822-9819 Email: chenshen@mail.ubc.ca</p> |
| <p>Proposed Calendar Entry: ECON 327 (3) Introduction to Empirical Methods Basic tools for the statistical analysis of economic data. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 325, ECON 327, or STAT 200. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: ECON 227 (3) Introduction to Empirical Methods Basic tools for the statistical analysis of economic data. Registration restricted to students in the Bachelor of International Economics Program. Credit will be granted for only one of ECON 325, ECON 227, or STAT 200. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> All of ECON 101, ECON 102, MATH 105 and one of MATH 104, MATH 184.</p> |



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| | <p>Type of Action: Change course code from ECON227 to ECON327.</p> <p>Rationale for Proposed Change: The course "Introduction to Empirical Methods" is a 300-level course that will be taught to the BIE students in their second year. Their equivalency taught to the BA students is ECON325. The change is to correctly reflect the academic merit of the course and maintain consistency in ECON course numbering.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Course is restricted to students in the BIE for whom it is a core requirement.</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Economics Faculty Approval Date: October 2013 Effective Session: Winter Year 2014-15 for Change</p> | <p>Date: May 15, 2013 Contact Person: Triny Shen Phone: 822-9819 Email: chenshen@mail.ubc.ca</p> |
| <p>Proposed Calendar Entry: ECON 328 (3) Methods of Empirical Research Empirical tools used in applied research, with emphasis on the linear regression model. Registration restricted to students in the Bachelor of International Economics program. Credit will be granted for only one of ECON 326, ECON 328, or STAT 306. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> ECON 327.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: ECON 228 (3) Methods of Empirical Research Empirical tools used in applied research, with emphasis on the linear regression model. Registration restricted to students in the Bachelor of International Economics program. Credit will be granted for only one of ECON 326, ECON 228, or STAT 306. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> ECON 227.</p> <p>Type of Action:</p> |



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| | <p>Change course code from ECON228 to ECON328. Change <i>Prerequisite</i>: ECON 227 to ECON 327.</p> <p>Rationale for Proposed Change: The course “Methods of Empirical Research” is a 300-level course that will be taught to the BIE students in their second year. Their equivalency taught to the BA students is ECON326. The change is to correctly reflect the academic merit of the course and maintain consistency in ECON course numbering.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Course is restricted to students in the BIE for whom it is a core requirement.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> |
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UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

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| <p>Faculty: Arts Department: Linguistics Faculty Approval Date: October 2013 Effective Session (W or S): W Effective Academic Year: 2014/15</p> | <p>Date: May 6, 2013 Contact Person: Lisa Matthewson Phone: 604 822 3571 Email: lisa.matthewson@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>LING 333 (3) Research Methods for Linguistics</p> <p>Research methods used in linguistics and speech science. Emphasis on scientific reasoning, critical thinking, experimental design, and the ethics and methods of linguistic data-collection.</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: New technologies and intellectual developments within the field of linguistics have led to advances in methodologies for linguistic research. Linguists are increasingly conducting fieldwork on</p> |



Pre-requisites: LING 200, LING 201.

endangered languages, and are increasingly making use of psycholinguistic experimentation methodologies. There is currently no course which focuses on methodologies for conducting linguistic research, and the absence of such a course is a gap in our program which has been noted both by faculty and by our undergraduate majors.



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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| <p>Faculty: Arts Department: Nineteenth Century Studies Program Faculty Approval Date: October 2013 Effective Session ___W_ Term ___2_ Year___2013_ for Change</p> | <p>Date: May 30, 2013 Contact Person: Mary Lynn Young Phone: 2-6701 Email: marylynn.young@ubc.ca</p> |
| <p>Proposed Calendar Entry: n/a</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,97</p> <p>Present Calendar Entry: Nineteenth-Century Studies Minor in Nineteenth-Century Studies The Nineteenth-Century Studies Minor allows students to enrich their understanding of their major by studying relationships among intellectual, cultural, literary, social, and political discourses of the nineteenth-century. The program incorporates courses from several departments and offers an interdisciplinary approach to the study and interpretation of the nineteenth-century. Students wishing to specialize in Nineteenth-Century Studies may take an interdisciplinary minor as part of their B.A. program. Students must take at least 18 credits of third- and fourth-year courses drawn from the approved lists of courses maintained by the Nineteenth-Century Studies Coordinating Committee. Relevant courses not on the approved list may be accepted with the permission of the program advisor. The courses must reflect disciplinary breadth as well as a focus on the nineteenth-century. Visit the Program for a description of the program, the lists of approved courses, and other information. Contact the Arts Academic Advising Office for the name of the current program advisor.</p> <p>Type of Action: Delete program.</p> <p>Rationale for Proposed Change: This program hasn't been able to attract many students. There are three existing students who will be able to complete it as a Minor but it will not continue to be offered after that.</p> |



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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

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| <p>Faculty: Arts Department: Slavic Area Studies Program Faculty Approval Date: October 2013 Effective Session ____ Term ____ Year ____ for Change</p> | <p>Date: August 27, 2013 Contact Person: Bozena Karwowska Phone: Email: bozena@mail.ubc.ca</p> |
| <p>Proposed Calendar Entry: n/a</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,109</p> <p>Present Calendar Entry: Slavic Area Studies</p> <p>Students wishing to focus on the Slavic area should major in a discipline (e.g., Economics, Geography, History, Political Science) and supplement their training by taking the Minor in Russian Language, or by taking appropriate courses in Slavic languages and/or other Slavic Area Studies courses as their electives. Students planning to go on to graduate study will find it advantageous to have a strong background in a discipline.</p> <p>The following courses on the Slavic area do not require knowledge of Russian or another Slavic language: RUSS 306, 410, 411; SLAV 307; ECON 387, 4871; GEOG 493, 494; HIST 319, 324, 405, 408, 435, 438; POLI 325, 362, 4602, 464.3</p> <p>UBC and the Department of Central, Eastern and Northern European Studies provide opportunity for graduate work in Slavic Area Studies in the fields of geography, history (Russian, Soviet, and East European), and political science. Students wishing to do graduate work in the area will normally be required to have completed at least 12 credits of a Slavic language (Russian, Polish, or Ukrainian) by the end of the first year of graduate work.</p> <p>1If dealing with Slavic area.</p> <p>2Section dealing with Russian foreign policy.</p> <p>3Section dealing with Russian-American relations.</p> <p>Type of Action: Delete program.</p> |



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Rationale for Proposed Change:

This program hasn't been able to attract many students. There are no existing students.

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

Category: (1)

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| <p>Faculty: Arts Department: Migration and Globalization Studies Program Faculty Approval Date: October 2013 Effective Session ___W_ Term ___2_ Year___2013_ for Change</p> | <p>Date: May 30, 2013 Contact Person: Mary Lynn Young Phone: 2-6701 Email: marylynn.young@ubc.ca</p> |
| <p>Proposed Calendar Entry: n/a</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1422</p> <p>Present Calendar Entry: Migration and Globalization Studies The multidisciplinary Minor in Migration and Globalization Studies particularly emphasizes the flow of people around the globe, but it also encompasses associated social, economic, geographical, political, and aesthetic dimensions of globalization (reflected in movements of commodities, images, and ideas and their impacts) to deepen understanding of these human movements. The minor provides students an opportunity to develop expertise in an area of increasing national and international importance, and allows them to compare and contrast different disciplinary approaches to these topics. The Department of Geography oversees the Minor and students should seek advising there, as necessary. Students must ensure they have prerequisites for courses they plan to take for the Minor. For more information please visit <u>Geography</u>. The Minor comprises at least 30 and no more than 42 credits from courses on the following list. At least 18 credits must be from 300-/400-level courses, distributed as indicated below. No more than 12 of the 300-/400-level credits may be taken in the same department.</p> <p>100-/200-Level Courses Students must take a minimum of 12 credits and a maximum of 18 from this list, and must include courses from at least three departments, including two of ECON 255, GEOG 121, and GEOG 122.</p> <ul style="list-style-type: none"> • ANTH 201 (3) Ethnic Relations (counts as SOCI 201) • ANTH 202 (3/6) d Contemporary Social Problems |



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- ~~ASIA 101 (3) Introduction to Modern Asia~~
- ~~ECON 234 (3) Wealth and Poverty of Nations~~
- ~~ECON 255 (3) Understanding Globalization~~
- ~~GEOG 121 (3) Geography, Modernity, and Globalization I (1750-1945)~~
- ~~GEOG 122 (3) Geography, Modernity, and Globalization II (post-1945)~~
- ~~GEOG 281 (3) Geography of the Pacific~~
- ~~HIST 102 (6) World History From 1500 to the Twentieth Century~~
- ~~HIST 103 (6) World History Since 1900~~
- ~~HIST 270 (6) Modern China and the West~~
- ~~POLI 260 (3) Introduction to Global Politics~~
- ~~SOCI 201 (3/6) Ethnic Relations (same as ANTH 201)~~
- ~~SOCI 240 (3/6) Introduction to Social Interaction~~

~~300 / 400 Level Courses~~

~~Students must take a minimum of 18 credits, and a maximum 30 from this list, including courses from three departments, with no more than 12 credits from any one department.~~

~~Economic, Geographical, and Political Perspectives~~

~~Students must take at least 3 credits from the following list:~~

- ~~ECON 317 (3) Poverty and Inequality~~
- ~~ECON 355 (3) Introduction to International Trade~~
- ~~ECON 356 (3) Introduction to International Finance~~
- ~~GEOG 364 (3) Globalization, Cities, and Regions (in approval process)~~
- ~~GEOG 493 (3) Geographies of Post-Cold War Europe~~
- ~~HIST 311 (3) The British Empire after 1850~~
- ~~HIST 370 (3) Europe Since 1950~~
- ~~POLI 327 (3) European Integration~~
- ~~POLI 347 (3/6) Law and Political Theory~~
- ~~POLI 348 (3) Political theory and Public Policy~~
- ~~POLI 366 (3) International Political Economy~~
- ~~POLI 376 (3) International Law~~

~~Social, Aesthetic, and Environmental Perspectives~~



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~~Students must take at least 3 credits from the following list:~~

- ~~• ANTH 330 (3) Anthropology of Rural Peoples and the Global Economy~~
- ~~• ARTH 348 (3) Architecture in North America: Colonial Projects and Disruptions~~
- ~~• ARTH 349 (3) Architecture in North America: Independent Design Idioms~~
- ~~• ENGL 478 (3-12) Post-Colonial Studies~~
- ~~• GEOG 411 (3) Environment and Empire~~
- ~~• SOCI 301 (3) Sociology of Development and Underdevelopment~~
- ~~• SOCI 302 (3/6) Ethnic and Racial Inequality~~
- ~~• SOCI 430 (3) Global Citizenship~~
- ~~• SOCI 461 (3) Political Sociology~~
- ~~• WMST 403 (3) Gender, Globalization, and International Politics~~
- ~~• WMST 405 (3) Gender issues in Community and International Organizing~~

~~Migration Studies~~

~~Students must take at least 12 credits from the following lists:~~

~~Historical (at least 3 credits)~~

- ~~• ASIA 309 (3) South Asian Beyond South Asia~~
- ~~• GEOG 327 (3) Historical Geography of Canada, 1: Canada before 1850~~
- ~~• GEOG 328 (3) Historical Geography of Canada, 2: Canada after 1850~~
- ~~• HIST 332 (6) African-American History~~
- ~~• HIST 482 (3) Chinese Migration~~
- ~~• HIST 483 (3) Asian Migrations to the Americas~~
- ~~• HIST 485 (3) Asian Migrant Communities in Vancouver~~
- ~~• WMST 411 (3) African/Black Women in the Americas~~

~~Contemporary (at least 3 credits)~~

- ~~• ASIA 339 (3) The Construction of South Asian Communities in the Diaspora~~
- ~~• ECON 335 (3) Fertility, Families and Human Migration~~
- ~~• GEOG 353 (3) Geographies of Migration and Settlement~~
- ~~• GEOG 446 (3) Topics in Geography (Advanced Topics in International Migration)~~
- ~~• SOCI 303 (3/6) Sociology of Migration~~

Type of Action:
Delete program.



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| | <p>Rationale for Proposed Change: This program hasn't been able to attract many students. There are nine existing students who will be able to complete it as a Minor but it will not continue to be offered after that.</p> |
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UBC Curriculum Proposal Form Change to Courses

Category: (1)

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| Faculty: Forestry Department: Wood Science Faculty Approval Date: May 13, 2013 Effective Session (W or S): W Effective Academic Year: 2013 | Date: April 23, 2013 Contact Person: Dr. Simon Ellis Phone: 604-822-3551 Email: simon.ellis@ubc.ca |
| Proposed Calendar Entry: WOOD 225 (3) Communications Strategies Strategies for thinking critically and writing effectively about topics that engage practitioners in Forestry, particularly in Wood Products Processing. Planning, drafting and editing of professional-quality documents for specialists and other stakeholders. Developing oral presentation skills. [3-0-0]. <i>Prerequisite:</i> 3 credits of first-year English. | Type of Action: New course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Students requirements for full participation are such that credit/D/fail standing would not be appropriate. Rationale for Proposed Change: WOOD 225 will replace APSC 201 (Technical Communications) in the degree requirements of the B.Sc. (Wood Products Processing) program. WOOD 225 will include more examples from the forestry and wood products fields to provide better context for student learning. Supplementary Material: Wood – 2013 - 1 |
| Proposed Calendar Entry: WOOD 249 (1) Contemporary Topics in Forestry and Wood Products Seminars on current forestry and wood products topics [1-0-0]. | Type of Action: New course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: The course is a required course in the B.Sc. (Wood Products Processing) degree program. Rationale for Proposed Change: This course will provide students with an introduction to much of the subject matter that will be covered in later years in the program. Supplementary Material: Wood – 2013 - 2 |
| Proposed Calendar Entry: WOOD 356 (3) Machine Components Machines used for wood products manufacturing, design, maintenance, purchasing. Selection of components including drives, bearings, brakes, clutches, fasteners, springs. [3-2-0]. <i>Prerequisite:</i> WOOD 276. <i>Corequisite:</i> WOOD 386. | Type of Action: New course. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: The course is a required course in the B.Sc. (Wood Products Processing) degree program. Rationale for Proposed Change: This course is being introduced at the request of the Department of Mechanical Engineering. It will replace MECH 356 which has previously been |



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| | <p>taught by a cross-appointee who has recently retired. The Department of Wood Science will assume full responsibility for WOOD 356.</p> <p>Supplementary Material: Wood - 2013 - 3</p> |
| <p>Proposed Calendar Entry:</p> <p>WOOD 482 (4) CAD/CAM Introduction to computer assisted design and manufacturing with a focus on the fundamental issues of geometry and machine tools including an understanding of standard computer tools. Applications to secondary wood products manufacturing. [3-4-0] <i>Prerequisite:</i> WOOD 290.</p> | <p>Type of Action: New course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: The course is a required course in the B.Sc. (Wood Products Processing) degree program.</p> <p>Rationale for Proposed Change: This course is being introduced at the request of the Department of Mechanical Engineering. It will replace MECH 492 which has been taught by a faculty member in the Department of Wood Science for the last several years.</p> <p>Supplementary Material: Wood – 2013 - 4</p> |
| <p>Proposed Calendar Entry:</p> <p>WOOD 499 Wood Products Capstone (6) Development of a wood products manufacturing start-up company. Development of comprehensive business plan, marketing strategy, product design, equipment selection and justification, manufacturing plant layout, and economic analyses. [4-2-3] <i>Prerequisite:</i> All of WOOD 440, WOOD 465 and fourth year standing in Wood Products Processing.</p> | <p>Type of Action: New course.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: This capstone course is only available to students in the B.Sc. (Wood Products Processing) program.</p> <p>Rationale for Proposed Change: WOOD 499 will serve as a capstone course in the final term of the B.Sc. (Wood Products Processing) program.</p> <p>Supplementary Material: Wood – 2013 - 5</p> |

Category 1

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| Faculty: Applied Science Department: Chemical & Biological Engineering Faculty Approval Date: Effective Session: 13W Term 1 Year for Change: 2013 | Date: [October 26, 2012] November 18, 2013 Contact Person: Ezra Kwok Phone: 604 822-1346 Email: ezra@chbe.ubc.ca |
| Proposed Calendar Entry: CHBE 570 (3) Advanced Transport in Biological Systems Advanced studies in mass transport: material flow in biological systems from cellular to whole body level under normal and pathological conditions. Biological engineering approaches for designing tissue constructs and artificial organs. Credit will be granted for only one of CHBE 470 or CHBE 570. Prerequisite: BIOL 112. | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=CHBE Type of Action: Create new course Rationale: This is a new graduate course addressing the needs of students with an interest in bridging engineering and biological sciences for medical applications. It was offered as CHBE 559A in 2010W and 2012W. It will cross-listed with CHBE 470. In comparison to other CHBE graduate offerings CHBE 570 is a very difficult course and one of the very few of this nature. A large portion of this course is based on the instructor's research and the content has also been used for graduate-level courses at other schools in North America. Originally the course was designed for and preliminarily offered to graduate students in CHBE. To accommodate the undergraduate students in the biological section they were permitted to enroll under CHBE 470 and consequently their assessment requirements were altered to an undergraduate level. Nonetheless the course content was kept the same. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Document ID#: Nov12 U/G: G-1-2 |



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

Category: (1)

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| <p>Faculty: Land and Food Systems Department: Faculty Approval Date: October 30, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p> | <p>Date: 22 October, 2013 Contact Person: Gwen Chapman Phone: 2-6874 Email: gwen.chapman@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>LFS 150 (3) Scholarly Writing and Argumentation in Land and Food Systems Communicating concepts of food systems and links to human and environmental health through writing, elements of argumentation, evaluating evidence and searching for and citing references to back up claims; small-class experience. [3-0]</p> <p>Enrollment limited to LFS students with first year status and a Language Proficiency Index (LPI) of 4 or equivalent.</p> | <p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: The proposed course will provide opportunities for first year students in Land and Food Systems (LFS) to begin to delve into scholarly work within LFS and to develop skills at scholarly writing and argumentation. While there are other writing and communication courses on campus, such as Engl 112, ASTU 150, and SCI 113, these courses do not focus on concepts and topics specific to LFS. As well, there are currently no small class 3-credit experiences for first year LFS students, so there are limited opportunities for them to explore issues specific to LFS and interact with other LFS students. The intention is that students will be able to use either LFS 150 or ENGL 112 for their first year communications requirement, but are allowed to receive credit for both LFS 150 and ENGL 112.</p> <p>Although English courses require that students have an LPI of 5, analysis has shown that there is little difference in the success of students with a 4 compared to those with a 5. Some students need to write the test numerous times to achieve a 5. We believe that the experience of taking LFS 150 would bring students who have</p> |



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| | <p>achieved an LPI of 4 to the needed level by the end of the course. However, if students plan to take English courses they will still need to meet the requirements of the English department.</p> <p>This course will be delivered in sections with 25-30 students per section. We plan to offer approximately 4 sections in 2014/15 and hope to scale up over several years so that potentially all first year LFS students will have the opportunity to take LFS 150.</p> <p>There will be a common syllabus, assignment detail and due dates across all sections. Lesson plans and other hard copy and electronic material will support instructors and TAs, who also will have chances to personalize many of the classes with their own material. A bi-weekly instructional support meeting of the team will be led by the Course Coordinator, who will also field questions, concerns and requests for help throughout each term. Special exercises to introduce use of the rubric in marking writing assignments, use of Connect for submission of some assignments and an overview of the online Calibrated Peer Review system will further support the instructional team, who may be new to the course each term.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Only for LFS students; considered a core course for them. All other four 1st year courses at UBC that focus on writing are done this way.</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| <p>Faculty: Land and Food Systems Department: Food, Nutrition, and Health Faculty Approval Date: October 30, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p> | <p>Date: September 18, 2013 Contact Person: Christine Scaman Phone: 822-1804 Email: Christine.scaman@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>FNH 303 (3) Food Product Development</p> <p>Introduction to and application of concepts involved in food product formulation and development. <i>Corequisite:</i> FNH 301 <i>Pre-requisites:</i> One of LFS 252, BIOL 300, EPSE 482, FRST 231, STAT 200.</p> | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course is designed to incorporate learning outcomes of integration and application of food science principles, statistical skills, assessing sensory properties, and communication and interaction skills, required for the Food Science program accreditation by the Institute of Food Technologists. The course will incorporate information on food ingredients currently covered in FNH 401 (which is being discontinued because it does not adequately address learning outcomes required for accreditation), and place these in the context of product development and formulation. Overall, the course will introduce students to various concepts required for food product development so they are better prepared for their 4th year capstone course.</p> <p style="text-align: center;">Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> |



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

Category: (1)

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| <p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: October 30, 2013 Effective Session (W or S): Winter Effective Academic Year: 2014/15</p> | <p>Date: July 10TH, 2013 Contact Person: Siyun Wang Phone: 604-827-1734 Email: siyun.wang@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>FNH 413 (3) Food Safety</p> <p>Microbial and chemical factors that underlie public health challenges in the food supply chain; prevalence and nature of organisms which cause foodborne diseases; approaches and technologies for improvement of food safety.</p> <p><i>Prerequisites:</i> MICB 202 and CHEM 233</p> | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>As food safety becomes an increasingly important global issue which influences human health, the Food, Nutrition and Health program has built expertise in food safety that includes food microbiology and chemical food toxicology. It is important for students in the program to understand current and critical food safety issues. The curriculum guide of the Institute of Food Technologists (IFT, the accreditation body for food science undergraduate programs) requires the learning outcomes for food safety to be included as a component of the food science curriculum and FNH 413 is developed to serve this purpose. FNH 413 is designed for students interested in current food safety issues and the prevention of foodborne diseases.</p> |



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| <p>Faculty: Land and Food Systems Department: Food, Nutrition, and Health Faculty Approval Date: October 30, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p> | <p>Date: September 18, 2013 Contact Person: Christine Scaman Phone: 822-1804 Email: Christine.scaman@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>FNH 415 (3) Business Concepts in Food, Nutrition, and Health</p> <p>Introduction to and application of business activities in food, nutrition, and health settings. Credit will only be given for one of FNH 415, FOOD 515 or FRE 515.</p> <p><i>Pre-requisites:</i> At least 3rd year standing in the Faculty of Land and Food Systems</p> | <p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: FNH 415 will introduce students to basic business concepts, in the context of industries and organizations relevant to food, nutrition, and health. While current FNH courses provide students with a strong academic background related to food, nutrition and health, the FNH program lacks a course that focuses on business-related knowledge and skills. Many FNH graduates will find employment in business, industry or health care settings, where such knowledge and skills are essential.</p> <p>FNH 415 will be a required course for the Dietetics major and replace COMM 329 (Organizational Behaviour). While some accreditation requirements for the Dietetics major were met by COMM 329, FNH 415 will provide a broader overview of business knowledge and skills, in order to address recently updated accreditation requirements. FNH 415 will be an elective for students in other majors in the Faculty of Land and Food Systems.</p> <p>The Comm100 Introduction to Business offered by the Sauder School of Business does not meet the accreditation needs of the</p> |

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| | <p>Dietetic program. The specific focus on cases studies related to food, nutrition and health will provide a more meaningful context for students in the Faculty of Land and Food Systems.</p> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| <p>Faculty: Land and Food Systems Department: Food, Nutrition and Health Faculty Approval Date: Oct. 30, 2013 Effective Session (W or S): W Effective Academic Year: 2014</p> | <p>Date: September 10, 2013 Contact Person: Karol Traviss Phone: 7-5046 Email: karol.traviss@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>FNH 481 (9) Dietetic Internship I Full-time internship placements within British Columbia health authorities. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> Fifth-year standing in the Dietetics Major.</p> | <p>URL: Present Calendar Entry:</p> <p>FNH 481 (18) Dietetic Internship I Full-time internship placements within British Columbia health authorities. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> Fifth-year standing in the Dietetics Major.</p> <p>Type of Action: Change credit value.</p> <p>Rationale for Proposed Change:</p> <p>The Dietetics Major internship currently consists of two courses, FNH 481 (18 credits, currently scheduled winter – September to April) and FNH 482 (6 credits, currently scheduled summer – May to June).</p> <p>The 18 credit 2-term course is problematic in the event a situation arises (e.g., medical leave) that prevents a student from completing the full course. Therefore, we propose to split the internship into 3 courses (FNH 481 – 9 credits, winter – September to December; FNH 482 – 9 credits, winter – January to April, FNH 483 – 6 credits, summer – May to June).</p> <p>This change does not involve course content changes or grading practices (all 3 courses will remain as Pass/Fail, not eligible for Credit/D/Fail grading).</p> |

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| <p>Proposed Calendar Entry:</p> <p>FNH 482 (9) Dietetic Internship II Full-time internship placements within British Columbia health authorities. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 481.</p> | <p>URL:</p> <p>Present Calendar Entry:</p> <p>FNH 482 (6) Dietetic Internship II Full-time internship placements within British Columbia health authorities. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 481. Fifth-year standing in the Dietetics Major.</p> <p>Type of Action: Change credit value.</p> <p>Rationale for Proposed Change:</p> <p>Full rationale is as stated in the FNH 481 entry, above.</p> <p>This is a revised credit allocation for an existing course number.</p> |
| <p>FNH 483 (6) Dietetic Internship III Full-time internship placements within British Columbia health authorities. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> FNH 482.</p> | <p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change:</p> <p>Full rationale is as stated in the FNH 481 entry, above.</p> <p>This is a new course number necessary for the reorganization of two internship courses into three.</p> |



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| <p>Faculty: Land and Food Systems Department: Applied Biology Faculty Approval Date: October 30, 2013 Effective Session (W or S): S Effective Academic Year: 2014</p> | <p>Date: August 28, 2013 Contact Person: Dan Weary Phone: 604-822-3954 Email: dan.weary@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>APBI 496 (3/6) c Applied Animal Biology Practicum</p> <p>Application of principles and concepts of Applied Animal Biology to experiential learning in the fields of wild, companion, lab and farm animal welfare and management.</p> <p>Prerequisite: 3rd year standing or higher; APBI 314 and/or APBI 315 recommended.</p> | <p>URL: N/a</p> <p>Present Calendar Entry: N/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is intended for students in the Applied Animal Biology program who wish to increase their hands-on experience and understanding of animal care, welfare and management. Working alongside professionals in the field, students will gain an understanding of how to apply their academic training to a potential career. This course will be most suitable for those wishing to work directly with animals. The course will be beneficial for students who are active learners as it focuses on experiential learning and the application and integration of new and existing knowledge.</p> <p>Undergraduate students can independently volunteer with animal organizations, but often these positions are short-term, lack an academic framework, and thus provide limited opportunity for learning. In contrast, APBI 496 requires the student to invest a significant time into an intensive and structured practicum. This commitment means that the hosting organization also benefits by having dedicated students for a known duration, in turn, offering more enriched learning opportunities to students.</p> |



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| | <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This course has a limited number of field placements. Given the extensive commitment required of the student and the investment of training from the field supervisor, this course is only intended for students who will fully dedicate their efforts to the practicum experience.</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| <p>Faculty: Law Department: Law Faculty Approval Date: November 15, 2012 Effective Session: 2014 Summer</p> | <p>Date: August 6, 2013 Contact Person: Professor David Duff Phone: 604-827-3586 Email: duff@law.ubc.ca</p> |
| <p>Proposed Calendar Entry: LAW 409 (3) Taxation of Partnerships and Other Flow-Through Entities Not offered each year, consult Faculty. Credit will be granted for only one of LAW 409 or LAW 563. <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisite: LAW 408</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The faculty has established a new specialized graduate degree program, the LL.M. in Taxation. Together with the other courses being proposed in this Category 1 change form, this course is an undergraduate level cross-listing of a graduate course that is being created as part of the new proposed graduate program.</p> <p>LAW 409 Taxation of Partnerships and Other Flow-Through Entities is intended to follow LAW 408 Taxation of Corporations and Shareholders, and provide students with a comprehensive understanding of Canadian tax rules governing partnerships and other flow-through entities such as trusts, which represent important forms of business organization in Canada, in addition to corporations.</p> <p>A course on the taxation of partnerships and other flow-through entities is currently</p> |



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| | <p>offered by the Faculty of Law as a LAW 413 Topics in Taxation Law course. The proposed new course would formalize this offering by the faculty, increase specificity on student transcripts and will better reflect the substantive content of the course in the calendar offering.</p> <p>Although taught simultaneously with the proposed graduate level course on the taxation of partnerships and other flow-through entities (LAW 563), graduate students will be required to complete one or more additional written assignments to distinguish the workload from that required from students enrolled in the J.D. program. The calendar entry for the proposed new course includes an exclusionary statement that credit would not be granted for both LAW 409 and LAW 563 (its graduate level equivalent).</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This is not open to students outside the program.</p> |
| <p>Proposed Calendar Entry:</p> <p>LAW 412 (3) Taxation of Trusts and Estates Not offered each year, consult Faculty. Credit will be granted for only one of LAW 412 or LAW 564. <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisite: LAW 407</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action:</p> <p>New Course</p> <p>Rationale for Proposed Change:</p> <p>The faculty has established a new specialized graduate degree program, the LL.M. in Taxation. Together with the other courses being proposed in this Category 1</p> |



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| | <p>change form, this course is an undergraduate level cross-listing of a graduate course that is being created as part of the new proposed graduate program.</p> <p>LAW 412 Taxation of Trusts and Estates is intended to provide students with a comprehensive understanding of Canadian tax rules governing trusts and estates, which represent the most important vehicles for personal tax planning in Canada and other jurisdictions.</p> <p>A course on the taxation of trusts and estates has been offered by the Faculty of Law for a number of years as a LAW 413 Topics in Taxation Law course. The proposed new course would formalize this offering by the faculty, increase specificity on student transcripts and will better reflect the substantive content of the course in the calendar offering.</p> <p>Although taught simultaneously with the proposed graduate level course on the taxation of trusts and estates (LAW 564), graduate students will be required to complete one or more additional written assignments to distinguish the workload from that required from students enrolled in the J.D. program. The proposed calendar entry includes an exclusionary statement that credit would not be granted for both LAW 412 and its graduate level equivalent, LAW 564.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This is not open to students outside the program.</p> |
| <p>Proposed Calendar Entry:</p> <p>LAW 413 (3) Tax Administration and Dispute Resolution</p> | <p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> |



**Not offered each year, consult Faculty.
Credit will be granted for only one of
LAW 413 or LAW 567.**

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

Prerequisite: LAW 407

Present Calendar Entry:

N/A as existing course to be closed

Type of Action:

New Course

Rationale for Proposed Change:

The faculty has established a new specialized graduate degree program, the LL.M. in Taxation. Together with the other courses being proposed in this Category 1 change form, this course is an undergraduate level cross-listing of a graduate course that is being created as part of the new proposed graduate program.

LAW 413 Tax Administration and Dispute Resolution is intended to provide students with the analytical, organizational, and judgment skills necessary for serving tax clients, solving tax problems and developing strategies for achieving successful tax outcomes at all stages of the tax disputes process (from audit to appeal).

A course on tax administration and dispute resolution is currently offered by the Faculty of Law as a LAW 413 Topics in Taxation Law course. The proposed new course would formalize this offering by the faculty, increase specificity on student transcripts and will better reflect the substantive content of the course in the calendar offering.

Although taught simultaneously with a graduate level course on tax administration and dispute resolution (LAW 567), graduate students will be required to complete one or more additional written assignments to distinguish the workload from that required from students enrolled in the classes who are in the J.D. program.



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| | <p>The proposed calendar entry includes an exclusionary statement to prevent students from receiving credit for both LAW 413 and its graduate level equivalent, LAW 567.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>This is not open to students outside the program.</p> |
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Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: **November 4, 2013**
Email: wramey@mail.ubc.ca

DEAN'S OFFICE

Effective Date for Change: 14S

Proposed Calendar Entry:

Communication Requirement

Excellent reading, writing, and speaking skills are expected of graduates of the B.Sc. program. Skills will develop from critical reading of the literature in a variety of disciplines; from summarizing and synthesizing the information; and from comparing, contrasting, and defending ideas orally and in writing.

The ability to express ideas clearly, succinctly, and with authority, especially in writing, forms the basis of most assessments of learning. To ensure that all B.Sc. students **develop** strong academic writing skills **during** their degree studies, students must **earn six credits from** ENGL 100, 110, 111, 112 (recommended), 120, 121; SCIE 113, 300; APSC 176; ASTU 100, 150; **or WRDS 150**; or their equivalents. **These credits may not be earned through Credit/D/Fail standings. [Link to** <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1456#18638>**]** SCIE 113 is available only to first-year B.Sc. students. SCIE 300 is available only to students accepted into the Combined Major in Science. APSC 176 is only available to students in the Faculty of Applied Science and **ENGL 100, ASTU 100, 150 and WRDS 150 are** available only to students in the Faculty of Arts, **but students transferring to Science may use these credits towards the requirement as detailed above.**

Students will not be promoted to fourth-year standing until the Communication Requirement is complete. See Promotion Requirements [link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1467#18484>**].**

All students admitted to the B.Sc. program must take immediate steps to satisfy the Communication Requirement (if they have not done so with advance credit). **The pattern of registration priority by year-level makes it more difficult for**

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463>

Present Calendar Entry:

Communication Requirement

Excellent reading, writing, and speaking skills are expected of graduates of the B.Sc. program. Skills will develop from critical reading of the literature in a variety of disciplines; from summarizing and synthesizing the information; and from comparing, contrasting, and defending ideas ~~and~~ orally and in writing.

The ability to express ideas clearly, succinctly, and with authority, especially in writing, forms the basis of most assessments of learning. To ensure that all B.Sc. students ~~have~~ strong academic writing skills ~~early in~~ their degree studies, students must ~~obtain~~ credit ~~for any two of~~ ENGL 110, 111, 112 (recommended), 120, 121; SCIE 113, 300; APSC 176; or ASTU 150; or their equivalents. SCIE 113 is available only to first-year B.Sc. students. SCIE 300 is available only to students accepted into the Combined Major in Science. APSC 176 and ASTU 150 ~~would be~~ available only ~~to students who transferred to Science from~~ the Faculties of Applied Science and Arts.

All students admitted to the B.Sc. program must take immediate steps to satisfy the Communication Requirement (if they have not done so with advance credit ~~for English courses~~). The following notes apply.

a student to register in first-year courses after being promoted out of first year. The following notes apply.

1. Students admitted directly from secondary school are **encouraged** to take at least one of the ENGL courses or SCIE 113 in their first year if eligible to do so. To be eligible to register in ENGL courses, students must have written the Language Proficiency Index (LPI) examination and obtained a score of level 5, or be exempt. For details on this examination, and exemptions from it, see the Language Proficiency Index [link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,71#17890>].
2. Students admitted directly from secondary school who have not obtained a score of level 5 on the LPI and are not exempt **should not** register in more than 12 credits of coursework per term until a satisfactory LPI score is achieved unless they are registered in SCIE 113. Students unable to enroll in a first-year ENGL course because of an unsatisfactory LPI score are advised to take a non-credit writing course through the UBC Writing Centre.
3. Students **admitted directly from secondary school** who are not exempt from the LPI test and who have not passed SCIE 113, must achieve a level 5 LPI score **by the end of the first winter session** or they will **be restricted to six credits over the following summer session and 12 credits a term in the next winter session. Students will not be permitted to register in any further credit courses after their second winter session until they have met the LPI requirement.**
4. Students who are accepted into year one on transfer from another faculty in UBC or from other post-secondary institutions will be subject to the conditions in notes 1 - 3 above.
5. Students who are accepted into year two **or three** on transfer from another faculty in UBC or from other post-secondary

1. Students admitted directly from secondary school are **required** to take at least one of the ENGL courses or SCIE 113 in their first year if eligible to do so. To be eligible to register in ENGL courses, students must have written the Language Proficiency Index (LPI) examination and obtained a score of level 5, or be exempt. For details on this examination, and exemptions from it, see the Language Proficiency Index.
2. Students admitted directly from secondary school who have not obtained a score of level 5 on the LPI and are not exempt ~~will be permitted to~~ register in ~~no~~ more than 12 credits of coursework per term, until a satisfactory LPI score is achieved unless they are registered in SCIE 113. Students unable to enroll in a first-year ENGL course because of an unsatisfactory LPI score are advised to take a non-credit writing course through the UBC Writing Centre.
3. Students who are not exempt from the LPI test and who have not passed SCIE 113, must achieve a level 5 LPI score ~~before attempting 30 credits toward the B.Sc.~~ or they will ~~not be permitted to register in any additional credit courses~~ until they obtain a level 5 score.
4. Students who are accepted into year one on transfer from another faculty in UBC or from other post-secondary institutions will be subject to the conditions in notes 1 - 3 above.
5. Students who are accepted into year two on transfer from another faculty in UBC or from other post-secondary institutions, or who are readmitted to the Faculty after

institutions, **or after completing a prior degree**, or who are readmitted to the Faculty after being required to withdraw, **will be assigned a year-level determined by the general Promotion Requirements [link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1467#18475>]** and will thereafter be subject to those requirements. After the first winter session, each student's progress will be reviewed and appropriate credit restrictions or requirements for remedial work will be implemented if the Communication Requirement has not been met.

6. Students admitted to a first-degree program who have not met the Communication Requirement by the time they have met the other requirements for promotion to **fourth**-year standing will not be promoted or permitted to enrol in courses other than **communication courses** until the requirement is met. **See Promotion Requirements [link to <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1467#18475>].**

Students should reflect on the skills they develop as they progress through their degrees. It is important to recognize both the similarities and the differences between academic disciplines in the

being required to withdraw, ~~must either have 6 credits of first-year ENGL courses (or 3 credits of ENGL and 3 credits of ASTU 150) or be eligible to enrol in first-year ENGL courses before they will be permitted to register in any courses for credit. This usually requires achievement of a level 5 or better on the LPI exam in the summer prior to admission for the fall term (see the Language Proficiency Index); and will result in delayed registration. In addition, transfer students who have not met the Communication Requirement will not be admitted to third-year even if they have met the other promotion requirements (see Promotion Requirements).~~

6. Students admitted to a first-degree program who have not met the Communication Requirement by the time they have met the other requirements for promotion to ~~third~~-year standing will not be promoted or permitted to enrol in courses other than ~~first-year ENGL~~ until the requirement is met. ~~The only exception is for students who are admitted into the Combined Major in Science and who have completed three credits of the requirement.~~ See Promotion Requirements.

~~7.—Students admitted to a second-degree program who have not met the Communication Requirement by the time they have attempted 30 credits of coursework at UBC toward the B.Sc. will not be permitted to enroll in courses other than first-year ENGL until the requirement is met.~~

~~8.—Once admitted to UBC, students will not normally be permitted to satisfy the Communication Requirement at another institution.~~

~~All B.Sc. options currently require one or more courses in addition to ENGL that provide students with opportunities to improve their reading, writing, and sometimes oral skills.~~ Students should reflect on the skills they develop as they progress through their degrees. It is important to recognize both the similarities and the differences between academic disciplines in the conventions of effective

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| <p>conventions of effective communication and to look for courses other than ENGL (in the course offerings in Science and other faculties) that provide students with opportunities to improve their reading, writing, and sometimes oral skills. Opportunities to further develop strong communication skills also occur outside the classroom, whether in study groups, clubs and other social activities, community service, or paid work.</p> | <p>communication. Opportunities to further develop strong communication skills also occur outside the classroom, whether in study groups, clubs and other social activities, community service, or paid work.</p> <p>Action: Express the requirement in terms of credits instead of courses.</p> <p>Exclude Credit/D/Fail courses.</p> <p>Introduce ENGL 100, ASTU 100 and WRDS 150 as alternatives on the list of acceptable communication courses.</p> <p>Clarify the conditions under which students may take ASTU 100 and WRDS 150.</p> <p>Change the deadline for completion of the requirement from the end of second to the end of third year and adjust the conditions and restrictions on students who progress through early years without completing the requirement.</p> <p>Add a caution about the effect of delaying completion of the requirement on access to required courses.</p> <p>Combine the rules for second-degree students with those for transfer students.</p> <p>Delete mention of the possibility of completing the Communication Requirement at another institution.</p> <p>Update final paragraph.</p> <p>Rationale: ENGL 100 and ASTU 100 are courses for BA students, some of whom may transfer into Science and need to know that they can use the course towards fulfilling the Communication Requirement.</p> <p>ASTU 100 has both 3 and 6 credit versions, hence it was necessary to express the requirement in terms of credits rather than courses.</p> <p>ASTU 150 will be replaced by WRDS 150 for 2014W.</p> |
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With the increasing diversity of academic backgrounds among admitted students, more and more students are encountering registration restrictions or complete blocks because they have not completed the Communication Requirement by the end of second year despite the students having made good efforts to comply. Already students in one specialization (CMS) are permitted to delay completion until third year (when they take SCIE 300). Extending the deadline to the end of third year would level the playing field, enable advisors to be more effective in assisting students to work toward their goals, and contribute to a reduction in the stress experienced by students early in their degrees.

In addition, the proposed change would simplify the process of admitting transfer students, many of whom are now admitted but immediately blocked from registering in courses, and students with a prior degree, who increasingly come from abroad.

Once admitted to UBC students should be expected to meet remaining degree requirements with UBC courses so the possibility of taking communication courses elsewhere is being eliminated.

Supporting Documents: SCI-13-1-Communications Requirement

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| <p>Effective Date for Change: 14S</p> <p>Proposed Calendar Entry:</p> <p>Arts Requirement</p> <p>At least 12 credits must be in courses offered by the Faculty of Arts, excluding GEOB courses and PSYC courses with science credit (see Science Requirement) [link to http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464]. Arts credits taken to fulfill the Communication Requirement [link to http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463] may not be counted towards the Arts Requirement.</p> <p>A science student may use ASIC 200, which is jointly offered by Science and Arts, as Arts Credit. All MUSC courses in music history, music theory, ethnomusicology, or music composition, and a maximum of 8 credits from the ensemble courses in musical performance, may count as Arts credits in a B.Sc. program.</p> | <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464</p> <p>Present Calendar Entry:</p> <p>Arts Requirement</p> <p>At least 18 credits must be in courses offered by the Faculty of Arts, excluding GEOB courses and PSYC courses with science credit (see Science Requirement). Arts credits taken to fulfill the Communication Requirement may also be counted towards the Arts Requirement.</p> <p>A science student may use ASIC 200, which is jointly offered by Science and Arts, as Arts Credit. All MUSC courses in music history, music theory, ethnomusicology, or music composition, and a maximum of 8 credits from the ensemble courses in musical performance, may count as Arts credits in a B.Sc. program.</p> <p>Action: Reduce the credits required for the Arts requirement and exclude Arts courses used to fulfill the Communication Requirement.</p> <p>Rationale: The Arts requirement historically included the six-credit Communication Requirement, formerly referred to as the “English Requirement”; students took six credits of ENGL and 12 other Arts credits. The “English Requirement” was redefined a few years ago as the “Communication Requirement” and can now be fulfilled with a combination of Arts courses (e.g., ENGL, ASTU, WRDS) and courses from Science (SCIE 113, 300) or Applied Science (APSC 176). Thus, the current wording forces some students to take more than 18 credits in order to satisfy both parts of the Arts Requirement and discourages enrollment in SCIE 113. Separating the Communication Requirement from the Arts Requirement will mean that all students are equitably treated. The separation will be achieved by stipulating that students need to take at least 12 credits of Arts courses (they have room in the degree to take more) in addition to six credits of Communication courses.</p> <p>Supporting Documents: SCI-13-1-Arts Requirement</p> |
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Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: November 4, 2013
Email: wramey@mail.ubc.ca

COMPUTER SCIENCE

Effective Date for Change: 14S
Proposed Calendar Entry:

CPSC 304 (3) Introduction to Relational Databases

Overview of database systems, ER models, logical database design and normalization, formal relational query languages, SQL and other commercial languages, **data warehouses, special topics.** [3-0-1]

Prerequisite: Either (a) CPSC 221 or (b) all of CPSC 260, EECE 320 and one of CPSC 210, **EECE 210**, EECE 309.

Present Calendar Entry:

CPSC 304 (3) Introduction to Relational Databases

Overview of database systems, ER models, logical database design and normalization, formal relational query languages, SQL and other commercial languages, ~~transaction processing, concurrency control and recovery.~~ [3-0-1]

Prerequisite: Either (a) CPSC 221 or (b) all of CPSC 260, EECE 320 and one of CPSC 210, ~~CPSC 211~~, EECE 309.

Action: Revise the list of topics in the course. Broaden the prerequisite for the course by adding EECE 210 as an alternative prerequisite for CPSC 210. Remove the no longer existing course CPSC 211 from the prerequisite list.

Rationale: CPSC 304 and CPSC 404 are being revised to include more material related to current topics in the area of data management. In addition, the remaining implementation related topics are being shifted from CPSC 304 to CPSC 404, and the remaining introductory topics from CPSC 404 to CPSC 304.

Starting this year, Computer Engineering students will take EECE 210, which is very similar to CPSC 210, rather than EECE 309.

CPSC 211 was replaced by CPSC 210 in 2009 and was last taught in 2010. It is time to remove it from the prerequisite list (although the Computer Science advisors will continue to honour it as a prerequisite).

Supporting Documents: SCI-13-1-CPSC 304

Effective Date for Change: 14S

Proposed Calendar Entry:

CPSC 404 (3) Advanced Relational Databases

Physical database design, indexing, relational query processing and optimization, **transaction processing, concurrency control, crash recovery, data warehouses, data cubes, views, special topics**. [3-0-0]

Prerequisite: CPSC 304 and one of CPSC 213, **CPSC 261**.

Present Calendar Entry:

CPSC 404 (3) Advanced Relational Databases

Physical database design, ~~file organization,~~ indexing ~~and hashing, multimedia issues,~~ relational query processing and optimization. [3-0-0]

Prerequisite: CPSC 304 and one of CPSC 213, ~~CPSC 218, EECE 259~~.

Action: Remove CPSC 218 from the list of alternative prerequisites. Replace EECE 259 with CPSC 261, which all Computer Engineering students take. Update the list of topics covered by the course.

Rationale: CPSC 304 and CPSC 404 are being revised to include more material related to current topics in the area of data management. In addition, the remaining implementation related topics are being shifted from CPSC 304 to CPSC 404, and the remaining introductory topics from CPSC 404 to CPSC 304.

CPSC 218 was last taught in 2004. It is time to remove it completely from the calendar; it has already been removed from the list of courses offered by the department. Computer Engineering students take the new CPSC 261 which serves the same role as CPSC 213 and provides better preparation than EECE 259 which is one of its prerequisites. This does not restrict the set of students who are eligible to take CPSC 404; it only ensures that Computer Engineering students complete CPSC 261 before attempting CPSC 404.

Supporting Documents: SCI-13-1-CPSC 404



6 December 2013

From: Senate Committee on Student Awards
To: Senate
Re: New Awards and Proposed Changes to Existing Awards
(November 2013)

Motion:

The Student Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.”

Katherine BREARLEY Scholarship in French – Scholarships totaling \$5,250 have been endowed by friends and family in memory of Associate Professor Emerita Katherine Brearley (BA’35, MA’39, Doctorat Université de Paris) to recognize outstanding undergraduate students enrolled in the major or honours program in French. Katherine was a student at UBC in the 1930’s and returned as a faculty member for 30 years after studying in post-war Paris. Katherine helped many students not only through the courses she taught, but also in her capacity as Assistant Dean of Women and later as the first Senior Faculty Advisor in the Faculty of Arts. After retiring in 1980, she continued to teach French to school-aged children, pursued her passion for water colour painting and wrote children’s stories. Scholarships are made on the recommendation of the Department of French, Hispanic and Italian Studies. (First Award Available in the 2014/2015 Winter Session)

CH2M Hill Award in Engineering – A \$3,000 award is offered by CH2M Hill to a student with high academic standing who is majoring in one of the following fields: Architectural Design, or Chemical, Civil, Environmental, Mechanical, or Electrical Engineering. To be considered, candidates must be active in their community and demonstrate volunteerism. Awardees may be selected for an internship with this international company. The recommendation is made by the Faculty of Applied Science and, in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

Tamara EDINGER Memorial Award in Dentistry – A \$1,000 award is offered by family, friends, and fellow students to honour the memory of Tamara Edinger. Tamara



was an intelligent and inspirational UBC dental hygiene student who possessed an innate sense of compassion. She was a keen and stellar student and was involved in UBC Dentistry's Community Outreach Program. Tamara was a student leader, a passionate advocate for community involvement and a committed dental hygiene professional. She earned deep respect and admiration from all who were privileged to know her and left a lasting and positive impression. The Tamara Edinger Memorial Award in Dentistry is given to a 3rd or 4th year student in the Bachelor of Dental Sciences (Dental Hygiene) Program, who has demonstrated outstanding leadership, volunteerism, and service to the community while maintaining a strong academic standing. The award recommendation is made by the Faculty of Dentistry. (First Award Available in the 2013/2014 Winter Session)

Kam Ngan HO Memorial Scholarship - A \$1,050 scholarship has been endowed by Stephen Cheng in recognition of his beloved late grandmother Kam Ngan Ho. This award will be offered to an undergraduate student in commerce with strong academic standing who has demonstrated outstanding community service. This award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2019/2020 Winter Session)

HUSTON Family Award in Pharmaceutical Sciences – Awards totalling \$1,000 have been endowed by the Huston Family of Abbotsford (Mrs. Pat Huston and her children Roy, Maureen, Ryan and Ron) in honour of its three generations of pharmacists: Frank Huston and his son, Roy Huston (UBC BSc(Pharm)'73), both of Abbotsford (Huston Drugs and Medical Tower Drugs), and Frank's father and brother, W.M. Huston of Ashcroft, and Mervyn J. Huston, Dean Emeritus of Pharmacy at the University of Alberta, respectively. The awards are made to undergraduate students of the Faculty of Pharmaceutical Sciences participating in athletics on a competitive level, within or outside UBC. Students must have graduated from a high school in British Columbia. The awards are made upon the recommendation of the Faculty of Pharmaceutical Sciences. (First Award Available in the 2014/2015 Winter Session)

Josephine JUNGIC Graduate Travel Award in Art History – A \$1,000 award is offered to a graduate student in the Department of Art History, Visual Art and Theory who is studying Art History, with preference given to a student studying the Renaissance or Early Modern era. The award supports a student who must travel to conduct research at other academic institutions, archives, museums and galleries. The award is in memory of Josephine Jungic (BA'71, MA'75) who began her studies at UBC. Josephine continued to pursue her love of art history throughout her life, teaching art history at Capilano University for 35 years. Josephine had a love of Rome and Florence and focused her studies on the Renaissance. Her work was published in the world's leading art journals, including Journal of the Warburg and Courtauld Institutes and Gazette des



Beaux-Arts. Her last years were devoted to completing a study on Giuliano De Medici. The award is made on the recommendation of the Department of Art History, Visual Art and Theory in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2013/2014 Winter Session)

SUPER Grocer & Pharmacy Bursary in Pharmaceutical Sciences – Bursaries totalling \$1,000 have been endowed by Samuel Lu (BSc (Pharm)'87) of Super Grocer & Pharmacy, a family-owned and -operated business in the historic village of Steveston in Richmond, BC. The bursaries are offered to one or more undergraduate students in the Faculty of Pharmaceutical Sciences who graduated from a high school in British Columbia and have completed at least one year of study in the Faculty. Awards are adjudicated by Enrolment Services. (First Award Available in the 2015/2016 Winter Session)

FOOD Science Graduate Scholarship – One or more scholarships totalling \$7,000 have been endowed in memory of Alice and Fook Tai Li, for students pursuing an MSc or PhD degree in Food Science. The award is made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2014/2015 Winter Session)

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

#599 Norman A M MacKenzie College Scholarship – Nine scholarships of \$2,000 each are offered by the UBC Alumni Association to students proceeding from a community college or university in British Columbia or other parts of Canada to the University of British Columbia. Applicants must be Canadian citizens or permanent residents. Scholarships are available to all transfer students and recipients are selected by their chosen Faculties, in consultation with Enrolment Services.

How amended: Reference to Faculties in the selection process added in the last line

#1672 Methanex Brian GREGSON Scholarship in Accounting or Finance – A \$3,500 scholarship is offered by Methanex Corporation to a third or fourth year undergraduate student in the Accounting or Finance Option of the Bachelor of Commerce Program in the Sauder School of Business. Demonstrated leadership and academic achievement are the criteria in evaluating candidates. Scholarship recipients may be invited to apply for an internship with Methanex. The award is made on the recommendation of the Sauder School of Business.

How amended: Removed volunteerism from the criteria and provision of a cooperative education placement with Methanex.



#2270 Methanex Graham SWEENEY MBA Scholarship – A \$5,000 scholarship is offered by Methanex Corporation to an MBA student at the Sauder School of Business. The award is made on the recommendation of the Sauder School of Business to an outstanding student who has demonstrated leadership and academic excellence. Scholarship recipients are invited to apply for an internship with Methanex.

How amended: Increase in award value; amended area of study to direct award only to MBA students at Sauder School of Business; removed provision of a co-op education placement with Methanex.

#4375 Kurt HENZE Memorial Prize – An \$800 prize has been endowed in memory of Kurt Henze, Supervisory Technician in the Department of Physiology, by his family, friends and colleagues. Kurt Henze was a hard-working, loyal, detail-oriented man who believed in doing a job well. His devotion to the Department of Physiology stemmed from his belief in the importance of his role in furthering medical research, leading to the greater good of humankind. He strove to always provide the highest level of instruction, encouraging students to aspire to excellence. Mr. Henze immigrated to Canada in 1952 from post-war Europe, as he recognized that an individual's potential for success in this country was only limited by his willingness to seize opportunities and work hard. The prize is awarded on the recommendation of the Department of Physiology to a student who performs outstanding work in the laboratory courses leading to graduation in Honours Physiology with preference that the prize go to a student who demonstrates financial need. In keeping with Kurt's memory, preference will be given to a student who demonstrates leadership amongst his or her peers.

How amended: Biographical information on Kurt Henze and the leadership language in the last line have been added. The amount has been increased from \$600 to \$800.

#5833 The Christopher WALKER Memorial Award in Law - A \$2,000 award is offered by Farris, Vaughan, Wills & Murphy LLP to a student entering second year law who has demonstrated academic excellence together with a commitment to their community and fellow students. This student will also exhibit leadership qualities and the highest standards of integrity. Christopher Walker (1984 – 2013) graduated from the UBC Faculty of Law in 2010 and was an outstanding young lawyer who practised corporate law with Farris LLP. The award is made on the recommendation of the Faculty of Law.

How amended: Change of award name, award criteria, and award type from scholarship to academic/service award.



6 December 2013

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

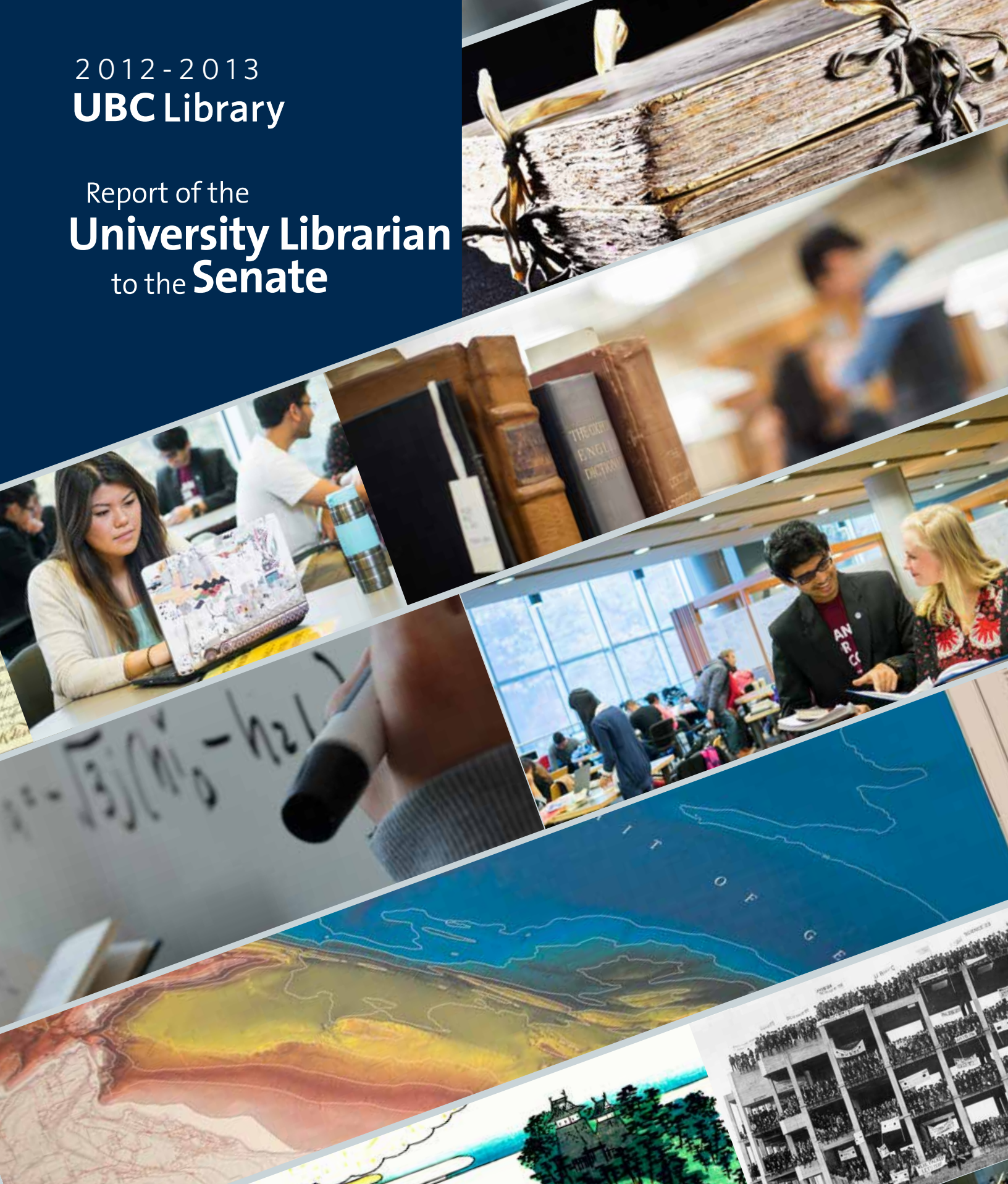
Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Dr. Sally Thorne
Chair, Tributes Committee

| Faculty Members Eligible for Emeritus Status | | | | |
|--|-----------------|------------------------------|-----------------------------------|--|
| Retirements or Resignations - September 1, 2013 to December 31, 2013 | | | | |
| Last Name | First Name | Rank | Faculty | Emeritus Title |
| Barr | Peter | Associate Professor | Applied Science | Associate Professor Emeritus of Mechanical Engineering |
| Bodolec | Jacques | Senior Instructor | Arts | Senior Instructor Emeritus of French, Hispanic and Italian Studies |
| Boyce | Thomas | Professor | Medicine | Professor Emeritus of Population and Public Health |
| Chalmers | Andrew | Professor | Medicine | Professor Emeritus of Rheumatology |
| Chieng | Sie-Tan | Professor | Applied Science | Professor Emeritus of Civil Engineering |
| Donnelly | Martha | Associate Professor | Medicine | Associate Professor Emeritus of Psychiatry |
| Douglas | M. Joanne | Clinical Professor | Medicine | Clinical Professor Emeritus of Anesthesiology and Pharmacology |
| Emerman | Joanne | Professor | Medicine | Professor Emeritus of Cellular and Physiological Sciences |
| Frohlich | Jiri | Professor | Medicine | Professor Emeritus of Pathology |
| Graeb | Douglas | Clinical Professor | Medicine | Clinical Professor Emeritus of Radiology |
| Gupta | Rajiv | Associate Professor | Science | Associate Professor Emeritus of Mathematics |
| Homsy | George | Professor | Science | Professor Emeritus of Mathematics |
| Hurley | R. Morrison | Clinical Professor | Medicine | Clinical Professor Emeritus of Paediatrics |
| Katz | Sidney | Professor | Pharmaceutical Sciences | Professor Emeritus of Pharmaceutical Sciences |
| Liston | Robert Macaulay | Professor | Medicine | Professor Emeritus of Obstetrics and Gynaecology |
| Malleson | Peter | Professor | Medicine | Professor Emeritus of Paediatrics |
| McComb | Peter | Professor | Medicine | Professor Emeritus of Obstetrics and Gynaecology |
| McLarnon | James | Professor | Medicine | Professor Emeritus of Anesthesia, Pharmacology and Therapeutics |
| McNicoll | Paule | Associate Professor | Arts | Associate Professor Emeritus of Social Work |
| Newell | Dianne | Professor | Arts | Professor Emeritus of History |
| Resnick | Philip | Professor | Arts | Professor Emeritus of Political Science |
| Robinow | R. Oliver | Clinical Associate Professor | Medicine | Clinical Associate Professor Emeritus of Psychiatry |
| Rootman | Jack | Professor | Medicine | Professor Emeritus of Ophthalmology |
| Ross | Timothy | General Librarian | Vice-President Academic & Provost | General Librarian Emeritus |
| Saint | Barbara Jean | Administrative Librarian | Vice-President Academic & Provost | Administrative Librarian Emeritus |
| Tai | Joseph | Associate Professor | Medicine | Associate Professor Emeritus of Pathology |
| Vedan | Richard | Associate Professor | Arts | Associate Professor Emeritus of Social Work |
| Walters | Carl John | Professor | Science | Associate Professor Emeritus of Fisheries |
| Yuen | Eleanor | Administrative Librarian | Vice-President Academic & Provost | Administrative Librarian Emeritus |
| Zipursky | Sheldon | Clinical Professor | Medicine | Clinical Professor Emeritus of Psychiatry |

2012-2013
UBC Library

Report of the
University Librarian
to the **Senate**



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Transformation and Engagement

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MESSAGE FROM THE UNIVERSITY LIBRARIAN



Ingrid Parent, University Librarian

In May 2012, the Library shared its three-year change management strategy with internal and external stakeholders. The strategy highlighted three priorities, to be pursued within the context of a challenging budgetary situation:

- Acquire, preserve and provide access to collections to support student learning outcomes and research;
- Develop the digital agenda for knowledge creation, discovery and accessibility; and
- Repurpose, upgrade and renovate Library spaces in support of new service directions and user needs.

The Library has undertaken many initiatives in the past year to support this strategy. Some Library branches were consolidated and relocated, resulting in collection moves, service changes, staff relocations and the creation of single-point reference desks at three of the largest branches.

Reduced service points at St. Paul's Hospital and the B.C. Children's and Women's Hospital have given us an opportunity to review how we provide services and value to faculty, students and UBC-affiliated users. This effort is a work in progress, undertaken to find the best service options that can be offered with existing resources. Similarly, we reduced the physical footprint at Robson Square to virtual services, and continue to provide access to the Library through computer kiosks for community and alumni members.

Select collections and staff were relocated to other branches. These included Science and Engineering moving to Woodward Library, and the Music Library moving to the Irving K. Barber Learning Centre. The relocations have resulted in combined staff expertise at service points and, in the case of Music, access to newly renovated spaces, technologies and listening rooms.

Throughout this report, you will learn about other steps that the Library has taken to support its [strategic plan](#) and the University's [Place and Promise](#) vision. Our efforts are also helping ensure that UBC Library follows a sustainable path – it is on target to achieve a balanced budget over a three-year period, combined with other cost-saving initiatives.

In February and March 2013, UBC Library implemented a survey entitled [LibQUAL](#) at the Vancouver campus to measure faculty and student perceptions of its services. The survey received 918 valid responses, many of which included written comments; a working group will review the comments to identify themes and help guide the Library's response in the year ahead. Initial findings indicate that expectations from users – particularly faculty and graduate students – are highest when it comes to the quality and accessibility of the Library's online collections. In addition, quiet study space stands out as a priority. Finally, the Library consistently meets or exceeds expectations around customer service.

Shortly after the timeframe of this report, the Library was honoured to receive its highest ranking yet in an influential survey undertaken by the Association of Research Libraries (ARL). UBC ranks 14 out of 115 university libraries in the latest round of the Investment Index rankings from the ARL, a non-profit organization of major research libraries in the U.S. and Canada. In addition, UBC Library places second among Canadian academic libraries included in the index.

These outcomes highlight the effort that the Library has taken to be a leading institution of knowledge, research and learning. As ever, we appreciate UBC's support and investment, and are grateful for the University's recognition of our strengths and leadership abilities. We invite you to find out more about our transformation in this year's Senate Report, which covers collections, donor support, preservation, the Library's digital agenda, teaching and learning, scholarly communications, copyright, the Irving K. Barber Learning Centre, UBC Okanagan Library and partnerships. We conclude with some thoughts on an exciting year ahead for the Library.



COLLECTIONS

[Tokaido gojusantsugi ichiran](#) (Panoramic view of fifty-three stations of the Tokaido highway), 1854. Map from the Japanese Maps of the Tokugawa Era collection, held at Rare Books and Special Collections.



Each time you see this symbol, click on the [link](#) to see expanded content.

UBC Library's total collections in fiscal 2012/13 grew to more than seven million items. Researchers and other users now have online access to more than 1,700 databases, nearly 230,000 unique e-journal titles and nearly 1.5 million e-books.

Additionally, the Library received a two per cent increase to its collections budget on an ongoing and incremental basis. This development is greatly appreciated, and will help the Library deal with rising costs and collections needs moving forward.

Seventy-five per cent of the Library's collections budget was spent on licensing or acquiring electronic resources – reflecting the continued importance of online research. Loans of physical material continued to decline, while electronic resource use kept growing, underlining a shift in usage patterns that has been underway for more than a decade. There were more than 13 million e-book and e-journal article downloads in 2012/13 (averaging more than 170 downloads for every UBC student, staff and faculty member). In addition, the Library continually adds to its locally digitized collections, made freely available to researchers on campus, in the province and around the world.

UBC Library's many electronic resources are governed by licenses that bind users to certain terms of use. UBC's decision to discontinue its license with Access Copyright in August 2011, along with changes in Canada's copyright environment, prompted a review of more than 700 of the Library's e-resource licenses. This effort brought about the successful implementation of an e-resource license management system and the reorganization of UBC's public license permissions database.

In 2012 the Library piloted demand-driven acquisition (DDA), which provides access to thousands of scholarly e-books that the Library could not otherwise purchase and helps ensure that collections reflect the research interests of the UBC community. DDA gave students, faculty and staff immediate access to 13,000 recently published e-books, with about 100 new titles added every week. Instead of purchasing each title, UBC Library pays a per-use fee when users access an e-book. Titles used more than four times are purchased and added permanently to the Library's collection. In fiscal 2012/13, there were 4,407 loans of e-books as part of the DDA project, and 330 titles were purchased, resulting in about \$97,000 in costs. Had the Library purchased all pilot titles, estimated costs would be close to \$1.5 million. Demand-driven acquisition is now part of the Library's ongoing collections management strategy.

cont'd



A conservator constructs special supports for rare materials in a UBC Library exhibition.

COLLECTIONS *(cont'd)*

Notable digital purchases included the acquisition of the Project Muse UPCC Archival Foundation, made in partnership with UBC Okanagan Library. This purchase totals more than 16,000 titles related to digital humanities and social science content.

The Library acquired four more units of Gale-Cengage Learning’s *Nineteenth Century Collections Online*. These represent a further instalment in an ambitious, multi-year digitization program that brings together primary documents drawn from prominent repositories worldwide. The new content, which is full text and fully searchable, covers aspects of European-African relations, photography, the women’s movement, and science, technology and medicine.

The Library’s **Rare Books and Special Collections** (RBSC) division acquired some outstanding resources, by purchase and gift. These included RBSC’s first major acquisition of digital records – a donation of about 75,000 digital images from Alan Haig-Brown, a photojournalist who focuses on fishing practices in B.C. and globally. Another noteworthy highlight was a highly rare and complete set of 19th-century reports from the Catholic Church’s Missionary Oblates of Mary Immaculate. Finally, community members continued to enhance RBSC collections – for example, the Hager family provided photos, personal correspondence and family memorabilia for the Thomas and Emma Crosby fonds.

DONOR SUPPORT

UBC Library continued to participate in *start an evolution*, UBC’s fundraising and alumni engagement campaign that launched publicly in 2011. The Library received more than \$2.3 million in donations and gifts-in-kind during 2012/13, which has helped support collections, spaces, services and programs for faculty and students. To date, the Library has raised more than \$17 million as part of *start an evolution*; it aims to raise a total of \$25 million by 2015.

Highlights of the past year include two gifts totalling approximately \$275,000 from a generous anonymous donor to support the next phase of the **B.C. Historical Newspapers Digitization Project** and the **B.C. Bibliography project**.

The **Basil Stuart-Stubbs Prize for Outstanding Book on British Columbia** was also established. Stuart-Stubbs, a former University Librarian at UBC and former Director of UBC’s School of Library, Archival and Information Studies, passed away in May 2012.

cont'd



Generous donor support helps UBC Library deliver innovative learning resources, services and spaces for students.

DONOR SUPPORT *(cont'd)*

The book prize was set up in his honour, and a campaign of support was launched at an event the following September celebrating Stuart-Stubbs's life. The inaugural winner of the prize was announced in the spring of 2013; B.C. author Derek Hayes was awarded the honour for *British Columbia: A New Historical Atlas*.

At the end of January, hundreds of guests gathered at the Irving K. Barber Learning Centre to celebrate Wallace Chung and the exceptional [Chung Collection](#). This collection, donated to the Library in 1999, features more than 25,000 items and focuses on early B.C. history, the Chinese Canadian experience and the building of the Canadian Pacific Railway (CPR). Event attendees included members of Dr. Chung's family and representatives of CPR, whose generous 2010 gift enabled the Library to undertake an ambitious project: the production of a documentary film and book, and the ongoing digitization of the collection. Guests were treated to a viewing of *Passage of Dreams: The Chung Collection*, a documentary produced by Gemini award-winning filmmaker Karin Lee. A beautiful hardcover book written by Larissa Buijs, entitled *Golden Inheritance: The Wallace B. Chung and Madeline H. Chung Collection at UBC Library*, was also on display (the book and film have been distributed to high schools throughout Metro Vancouver). Newly digitized material from the Chung Collection was scheduled to be available for viewing online later in 2013. By the fall of 2014, students, researchers, historians, collectors and those with an interest in Chinese Canadian history from anywhere in the world will be able to discover, view and explore the Chung Collection online in its entirety.

Tremaine Arkley provided two additions to the Arkley Croquet Collection, which he generously donated to UBC Library in 2011. These new gifts include 270 paintings, drawings and prints relating to the game of croquet, along with 24 boxes of ephemera (photos, postcards, clippings and more). Arkley and others also provided cash support to process the collection over a two-year period, and the Library's Digital Initiatives unit will continue its digitization efforts.

The Library strengthened its music collection with the addition of 17,000 audio CDs from the CBC Vancouver music library. This gift will help create a visual and performing arts hub at the Irving K. Barber Learning Centre.

..... UBC Library is grateful for the generosity of its donors, who provide valuable funding for many projects and gifts-in-kind that enhance collections.
..... Please see [Appendix D](#) for further donor details.

Mark Ten Suie Trading Company

CAPITAL STOCK

\$250,000.00

FULLY PAID NON-ASSESSABLE

OFFICE AND PRINCIPAL PLACE

OF BUSINESS
SEATTLE, WASHINGTON

PRESERVATION

Detail from [Mark Ten Suie Trading Company Stock Certificate](#), part of the Chung Collection at UBC Library.

The Preservation Unit, which was integrated with the Library's [Technical Services](#) department, quickly responded to a mold outbreak in the rare book and storage vault of the Asian Library. This project involved the salvage of about 400 items and the cleaning, packing and transfer of several thousand other items to Rare Books and Special Collections (RBSC) and other locations. Planning also took place for the stabilization and transfer of rare materials from other branch locations to the vault in RBSC, an environmentally sound and world-class facility. Meanwhile, an education campaign to foster a culture of preservation among Library staff and users was launched to coincide with [Preservation Week](#), which took place in April 2013.

Preservation also extends to the digital realm. UBC Library worked with Artefactual Systems, a Lower Mainland company, to implement an open source system called Archivematica as a key part of the Library's digital preservation program. This effort focuses on locally digitized and born-digital collections, and will help ensure that University publications, archival material, databases, theses, research data sets and other types of digital collections endure. In addition, the effort will enable the Library's [Digital Initiatives Unit](#) to partner with regional, national and international organizations, and enable the Library to pursue partnerships for the creation of a national preservation network.

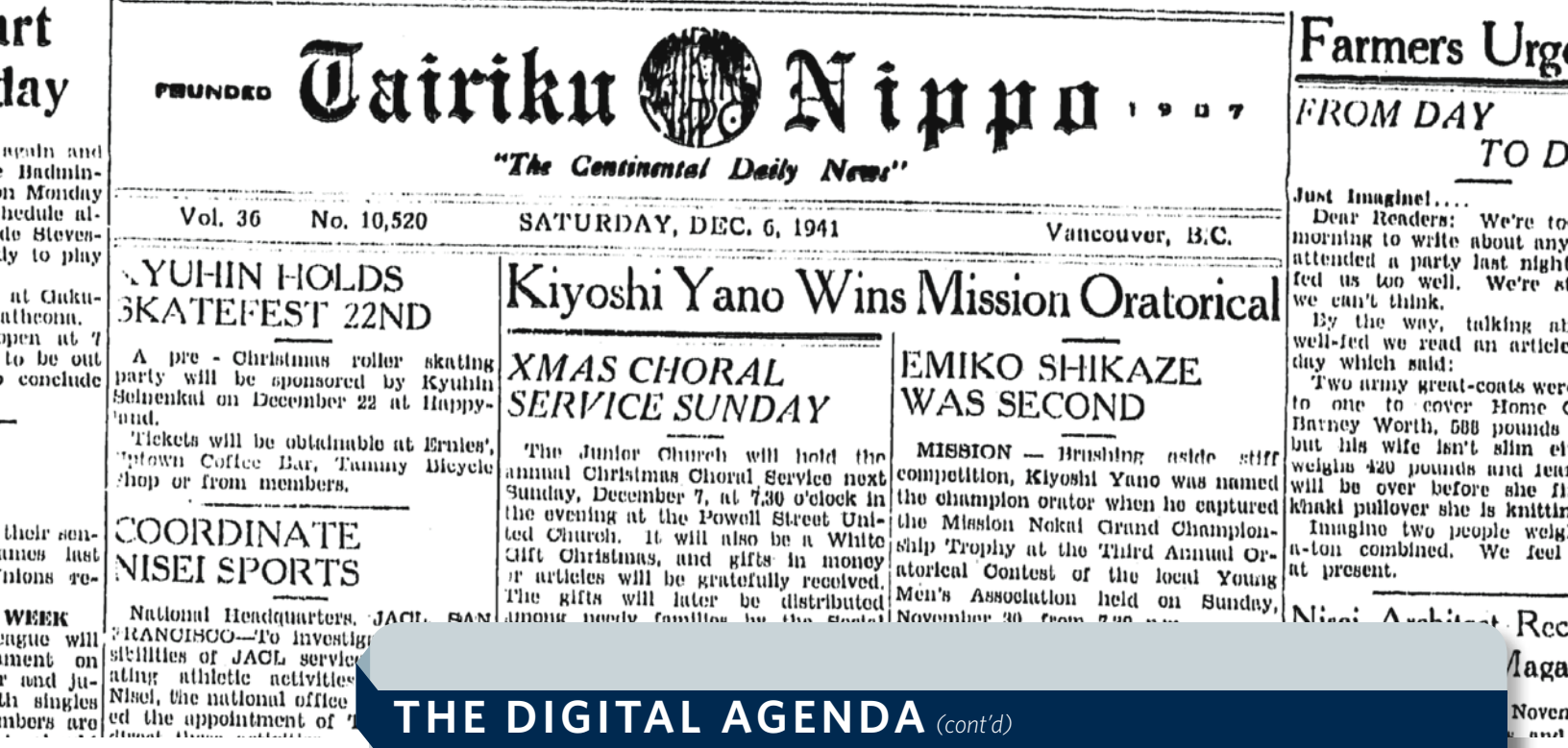


THE DIGITAL AGENDA

A fascinating collection of programs focusing on a range of environmental issues can now be viewed by users around the world. UBC Library digitized 195 [Westland](#) series television programs that form part of the Halleran Collection, one of the largest private family film collections in Canada. It is being housed and preserved by the Library thanks to a generous [donation](#) from the Halleran Family and the support of community partners including Columbia Basin Trust. The *Westland* series was originally broadcast by the Knowledge Network from 1984 to 2007, and examined issues associated with forestry, freshwater fishing, endangered species and ecosystem restoration.

The [B.C. Bibliography project](#) combines the traditions of bibliography with digital tools to transform the way users understand British Columbia. The goal is to build a single searchable database of the bibliography of B.C., allowing scholars, students and the public unparalleled access to knowledge about the province. Partners include the Vancouver Public Library, the University of Victoria Library and Simon Fraser University Library, among others.

cont'd



THE DIGITAL AGENDA (cont'd)

A prototype containing 160 works launched in December, and included books, pamphlets and ephemera. More than 200 titles have been added to the site, with thousands more still to come, thanks to additional donor funds.

The [British Columbia Historical Newspapers Digitization Project](#) continued to share B.C. history with users near and far. The project, generously supported by a private family foundation, launched in 2011 with digitized versions of 24 historical papers from around the province, totalling more than 45,000 pages. Eight new titles totalling 42,000 pages were added during the last fiscal year; the publications timeline now runs from 1865 to 1989.

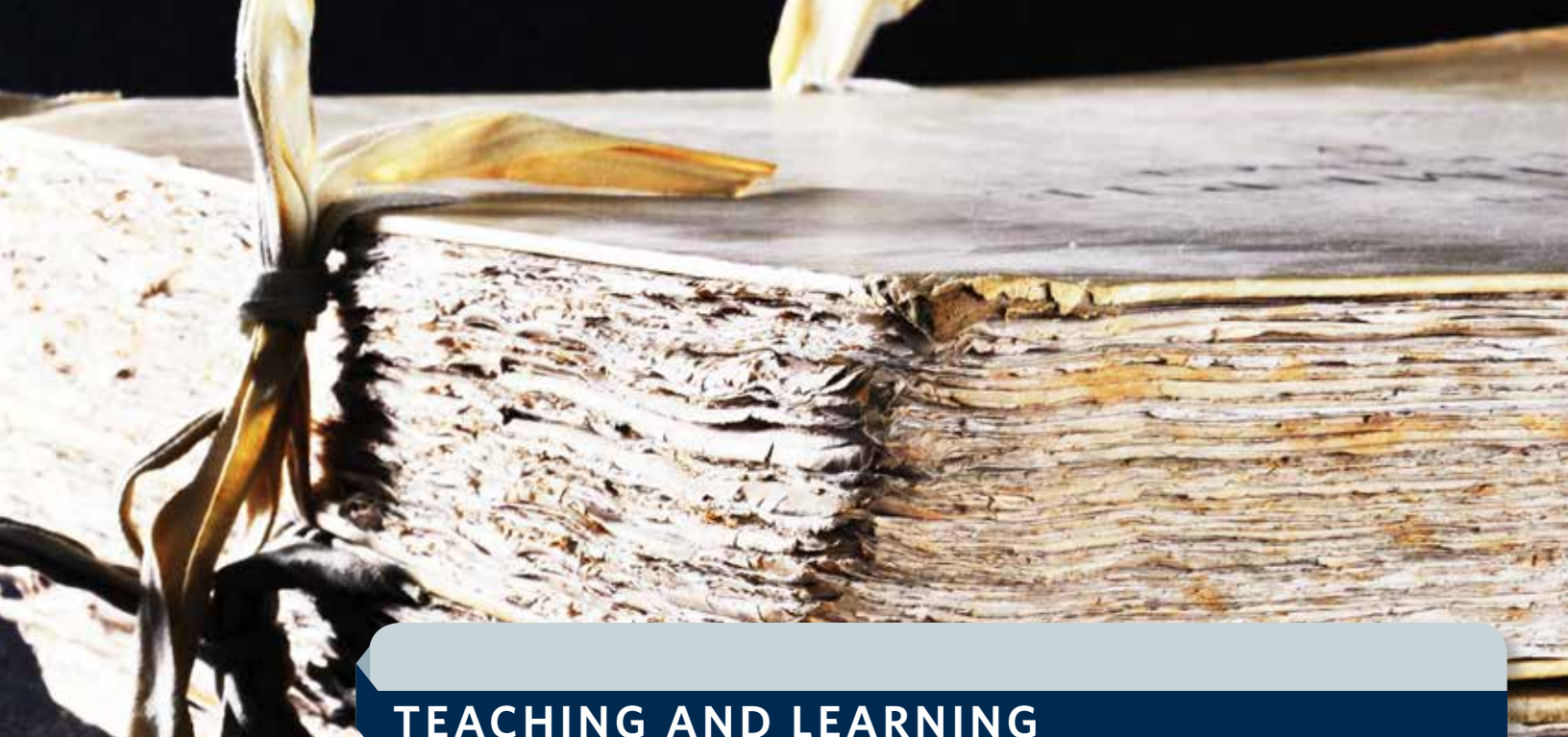
The [Chinese Canadian Stories \(CCS\) project](#) – a collaborative multimedia initiative focusing on the legacies of Chinese Canadians – unveiled interactive kiosks at the Vancouver Public Library and UBC’s Museum of Anthropology in October, and at the Ottawa Public Library in December. These offer compelling stories of Chinese Canadian communities in three languages (English, Chinese, French); the project was organized through the UBC Community Learning Initiative and included work by UBC students from architecture, mechanical engineering, integrated engineering, sociology and the arts. A [complementary website](#) contains a searchable Chinese Head Tax Register of 97,000 digitized records, an educational video game and videos of oral histories.

Community engagement has been a defining theme of the project. CCS showcased the work of 29 community groups from across Canada, and collaborated with the Critical Thinking Consortium – a national non-profit network of teachers – to create learning resources such as digital tools and short films. Federal funding for CCS ended in September 2012; since then, the Learning Centre’s Program Services team has coordinated promotion of, and engagement with, the CCS portal.

In May 2012, a special ceremony was held during UBC’s spring congregation to recognize and honour the Japanese Canadian students whose university experience was disrupted in 1942 when they were uprooted and exiled from the B.C. coast. Part of UBC’s acknowledgement included a UBC Library project to digitize [Tairiku Nippo](#), a newspaper documenting Japanese-Canadian life from the early 1900s until 1941, when it was forced to cease publication. This project honours the Japanese Canadian community, as the Nippo is an invaluable resource to those researching Japanese Canadian history, including community members hoping to learn more about their family histories. The Library also collected and archived stories from individual students, and some of these oral histories were used to create the film [A Degree of Justice: Japanese Canadian UBC students of 1942](#).

Detail from the Japanese Canadian newspaper [Tairiku Nippo](#) (Continental Daily News).





Volume from *Histoire de l'imprimerie en France au XVe et au XVIe siècle* at Rare Books and Special Collections.

TEACHING AND LEARNING

Since opening in September 2012, [Koerner Library's Research Commons](#) has supported UBC's graduate students with services including thesis-formatting support, citation management assistance, statistical software support and FIREtalks – interdisciplinary discussions that let students present research to peers and discuss shared areas of interest. The Research Commons is a collaboration between UBC Library, the [Centre for Teaching, Learning and Technology](#) and the [Faculty of Graduate and Postdoctoral Studies](#).

Over the last fiscal year, UBC Library implemented a new course reserves system that benefits instructors and students. The system, launched by the Library in collaboration with the Centre for Teaching, Learning and Technology and UBC IT, is a portal to course reserves on a secure, campus-wide basis. It is available through Connect, UBC's learning management system.

The service uses enrolment data to allow instructors to add articles, books, web links and media resources easily to course reserves. It also offers targeted and easily accessible readings for students, 24/7 access and more.

The Library offers instruction and orientation sessions for undergraduate, graduate, faculty, diploma programs and community users. Sessions include workshops integrated into courses, skill-development workshops and sessions about the production and distribution of scholarship.

SCHOLARLY COMMUNICATIONS

UBC Library entered into a major partnership with the [Public Knowledge Project](#) (PKP), furthering a commitment to the development of open source publishing software. The Library has a significant role in the governance of the project and its direction as the pre-eminent international open access publishing platform.

[cIRcle](#), the open access digital repository for UBC's research and teaching materials from faculty, graduate and undergraduate students, continued to excel. In the world ranking of all repositories, cIRcle ranked 38 (up from 53 in Sept. 2012). cIRcle is also ranked second overall in Canada. It is building strong collections in areas such as mining engineering, earth and ocean sciences, forestry, education and sustainability.

cont'd



An instructional
research lab in
Woodward Library.

SCHOLARLY COMMUNICATIONS (cont'd)

Rowan B. Cockett, a Master's student in Geophysics, was the 2013 recipient of UBC Library's **Innovative Dissemination of Research Award**. Established in 2010, this award honours UBC faculty, staff and students who share their research through the creative use of new tools and technologies. The winning submission, entitled *Visible Geology*, came from a desire to improve the way geoscience research is disseminated to undergraduate students. It allows students to practice visualization skills, and create models and terrains with video, animation and images.

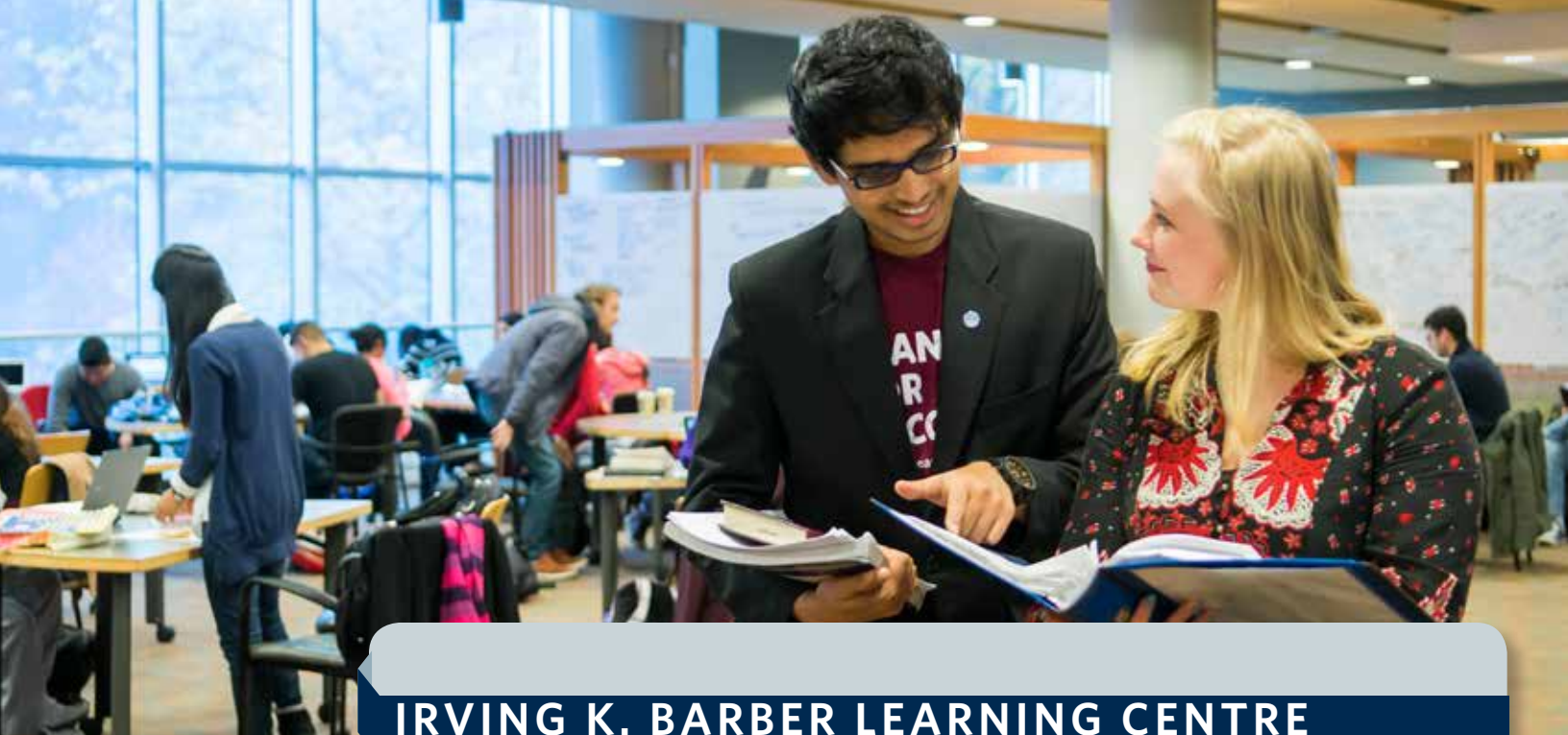
UBC Library provides a number of scholarly communications initiatives in support of the University and its scholars engaged in open access publishing. This includes paying institutional memberships for various open access publications, which entitles UBC authors to discounts on article submission fees. Between 2010 and 2012, UBC authors published 980 articles in *BioMed Central*, 201 articles in *Hindawi*, four articles in *Nucleic Acids Research* and 417 articles in *Public Library of Science*. The Library also hosts journals for UBC faculty members who edit or support open access e-journals using OJS (Open Journal Systems) software. Titles include *BC Studies: The British Columbian Quarterly*, the *Canadian Journal of Higher Education* and the *Canadian Journal of Midwifery Research and Practice*.

COPYRIGHT

This past year was defined by key developments that redefined the Canadian copyright environment. Throughout, UBC has been lauded for its leadership in this complex and crucial area; the Library has been a key participant in the development and implementation of a campus-wide copyright compliance strategy to support the University's decision to operate outside of the Access Copyright interim tariff after August 31, 2011.

Since then, UBC has worked to bring the production of course packs in-house, relying on the modernized Copyright Act and recent Supreme Court rulings that have expanded the understanding of fair dealing. The goal is to offer the course packs to students at a more affordable rate, due in part to UBC's use of digital subscription licenses.

A campus-wide Copyright Office has been established in Koerner Library to support UBC's copyright strategy. Its role includes delivering programs and resources related to copyright obligations and procedures, enhancing instructional support for faculty, working one-on-one with members of the UBC community to ensure copyright compliance and more. Additional information is available at [UBC's copyright site](#).



Student study space in the Irving K. Barber Learning Centre is in high demand.

IRVING K. BARBER LEARNING CENTRE

In March, the [Irving K. Barber Learning Centre](#) opened a welcoming one-stop service point for its users. The multi-service information desk offers support for reference inquiries and checking out books (along with self-checkout machines), and features academic referral and IT support. The refurbished space also includes new pavilions and improved space for programming partners, including the Writing Centre, AMS Tutoring and Peer Academic Coaching. These changes have resulted in better programming spaces and improved access to learning spaces and services.

The Learning Centre developed a new project entitled the Aboriginal Audio Digitization and Preservation Program (AADPP), along with partners including the First Nations Technology Council and UBC's Museum of Anthropology. In recognition of the importance and vitality of oral histories and traditions to B.C. Indigenous communities, the AADPP provides grants to convert audio cassette tapes for preservation and access. The program will accept applications twice a year, and will provide equipment, training and funding support. It is part of the Library's [Indigitization](#) initiative, which focuses on the conservation and preservation of Indigenous community information sources.

The [B.C. Digitization Coalition](#) launched a beta version of the redesigned [West Beyond the West search portal](#), which provides free and open access to British Columbia's digitized historical collections. For the first time, users can search the digitized collections of B.C.'s libraries, archives, museums and historical societies through a single search portal. *West Beyond the West* currently searches across collections from nine B.C. institutions, and more will be added in the coming year. The Learning Centre provides the administrative home, staffing and funding to support the coalition, a community-based partnership between organizations and stakeholders interested in improving access to cultural and historical resources in the province.

The final Robson Reading Series event, presented by UBC Bookstore and the Learning Centre, was held in March 2013. For more than 10 years, the series featured seasoned and debut writers reading from their works, and discussing their writing in a welcoming environment. The decision to conclude the series was taken in light of the closure of UBC Library's Robson Square branch, and the closure of the UBC Bookstore at Robson Square. The Learning Centre continues to host public readings and lectures on campus.



Detail from a cartographic holding in Koerner Library's [Map](#) and [Atlas](#) collection.

UBC OKANAGAN LIBRARY

UBC Okanagan Library reorganized staffing to further develop its commitment to an exceptional workplace. UBC Okanagan's Chief Librarian was appointed the Deputy University Librarian for the UBC Library system. A Deputy Chief Librarian was hired to support the Okanagan campus and strengthen the Library's leadership team.

The past year was a time of celebration for the Library, which celebrated its 20th anniversary in January 2013. That facility, along with Arts, Sciences and Administration, opened in 1993 as part of Okanagan University College (the transition to UBC's Okanagan campus was completed in 2005). A few months earlier, the Okanagan Library also celebrated the grand opening of its newly renovated main floor. Highlights include enhanced student spaces and a single service point that combines circulation, reference and IT support services.



PARTNERSHIPS

UBC Library and Beijing's Peking University Library (PKU Library) look forward to collaborating on collections, cataloguing and more, thanks to an innovative agreement between the two organizations. The agreement, which took effect as of December 1, 2012 and can be renewed after five years, involves the exchange of staff and expertise related to cataloguing and conservation, especially for Chinese materials. The libraries may also exchange academic works from professors at UBC and PKU (UBC and Peking University have a wide range of research and other collaborative agreements).

UBC Library attracted people, inspiration and best practices with a range of prestigious conferences in 2012. In April, the Library hosted the IFLA (International Federation of Library Associations and Institutions) Presidential Meeting, held at UBC's First Nations Longhouse. The theme of the meeting, entitled *Indigenous Knowledges*, addressed how libraries can expand their capacity in serving Indigenous communities. It offered an opportunity for those interested in Indigenous and traditional knowledge – and its creation, organization and access – to better understand the local and global issues under discussion.

The following month, the World Confederation of Institutes and Libraries in Chinese Overseas Studies held its fifth annual conference, which drew more than 200 participants to the Irving K. Barber Learning Centre.

cont'd



UBC Library welcomed a range of prestigious conferences to the gorgeous Point Grey campus in 2012.

PARTNERSHIPS *(cont'd)*

Also in May, the 18th annual conference of the Academic Libraries Advancement and Development Network (ALADN), co-organized by UBC Library's Development Office, welcomed fundraising professionals from academic libraries across North America. In September, UBC hosted the UNESCO Memory of the World conference, which focused on permanent access to digital documentary heritage. More than 700 international delegates attended the downtown Vancouver event; speakers included UBC's University Librarian and the Director of Library Digital Initiatives.

The Library continued as a member of various national and international organizations, including the Canadian Association of Research Libraries, the Association of Research Libraries in North America, the Council of Prairie and Pacific University Libraries, the B.C. Research Libraries Group, the British Columbia Electronic Library Network, the B.C. Digitization Coalition, the Electronic Health Library of B.C., the Pacific Rim Digital Library Alliance, the Council of East Asian Libraries and more.

TRANSFORMING TO ENGAGE: UBC LIBRARY LOOKS AHEAD

Academic institutions and their libraries around the world face enormous challenges – tight budgets, rising costs, heightened user expectations, an ever-increasing array of information resources, fierce competition and shifting demographics are just some of the themes defining today's post-secondary environment.

Technology continues to transform the way we teach, learn, research and connect. No longer do we need to chase information; information is chasing us. And UBC is taking bold steps to ensure that it will be a leader in this environment. Its **Flexible Learning Initiative**, a major priority for the University, focuses on enhancing the learning experiences of its students with technology-enabled approaches. The Library – aided by an ambitious digital agenda and a willingness to experiment and innovate – supports this far-sighted initiative. We look forward to providing updates on our flexible learning efforts in next year's report.

Indeed, libraries must harness the power and potential of today's technologies for a multitude of purposes: enhanced learning opportunities, effective service delivery, 24/7 access to print and electronic collections, scholarly publishing and communications initiatives, robust research support and more. In this regard, I would like to highlight the recent **Trend Report** that was published by IFLA – the International Federation of Library Associations and Institutions. This broad-based document highlights key trends in today's information environment, all of which are connected by a single driver: technology. Topics include wearable tech in the library; the challenges of digital preservation; e-lending, information mining and the responsibility of libraries to protect users' personal data; the impact of mobile technology on online education; social participation and the rise of the surveillance state; and more.

These are complex, conflicting and interrelated issues, and they affect us all – the Library, UBC and the world beyond campus. We ignore them at our peril; indeed, much of our success moving forward will be determined by the ways in which we employ technology to enhance our academic and engagement endeavors.

The physical space of the Library continues to transform. We have been re-envisioning our facilities to strike a balance between ever-expanding collections, new technologies and the requirements of a tech-savvy, 21st-century audience. UBC Library has reimagined itself in the midst of these dynamics, bolstered in part by surveys that have highlighted evolving student needs. As a result, we have undergone many changes to support access to online resources,

offer silent study spaces, enhance interaction and provide the means to create new knowledge: the Library as MakerSpace.

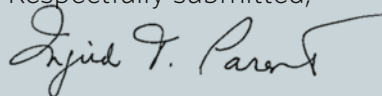
More developments lie ahead. For example, the Library Preservation Archives (PARC@UBC) – a capital project previously known as the Integrated Research Library – is a high-density preservation and storage facility to be located at the south end of UBC Vancouver's research precinct. Library PARC is scheduled for completion by early 2015. When it opens, the facility will house lower-use collections and feature environmental controls that extend the life of books by up to seven times. Access to materials will be via digitization on demand, branch delivery and an onsite reading room. Meanwhile, the relocation of materials to Library PARC will benefit the Library and the University by providing much-needed space for our ever-growing collections. Additional space in branches will also be freed up for student and research-focused services such as multimedia labs, spaces for informal learning and scholarly exchange, the hosting of rare and unique collections, and more.

Finally, my term as IFLA President concludes in August 2013, shortly after this report's timeline. It has been an honour and a privilege to serve as the first Canadian President of IFLA, the global voice of the library and information profession for more than eight decades. The drivers and priorities in the information profession that I encounter in my daily job as University Librarian significantly influenced my vision for IFLA, and I also worked to bring international and professional values and activities to Canada and to UBC.

Throughout this process, I have been guided by my presidential theme, which is *Libraries: A Force for Change*. Libraries truly have the potential to transform lives – and therefore, society. It often starts with one person, one book and one helping hand. And it extends through our ability to encourage dialogue and engagement by being community-centred hubs and interactive learning centres, as well as by supporting research and study at the highest levels.

Although my IFLA presidency is coming to its end, the themes of change and transformation will continue to resonate for libraries, and for institutions of higher learning around the world. In this spirit, I look forward to pursuing an ambitious path for UBC Library in the year ahead.

Respectfully submitted,



Ingrid Parent
University Librarian

Appendix A

LIBRARY STAFF

(April 1, 2012– March 31, 2013)

HEADS AND BRANCH LIBRARIANS

Art + Architecture + Planning – D. Vanessa Kam
Asian Library – Eleanor Yuen
Biomedical Branch Library – Dean Giustini
Borrower Services, Circulation – Lynne Gamache
Borrower Services, Interlibrary Loan – David Winter
Chapman Learning Commons – Julie Mitchell
Collections – Jo Anne Newyear Ramirez
Communications and Marketing – Linda Ong
David Lam Management Research Library – Jan Wallace
Education Library – Christopher Ball
Hamber Library – Tricia Yu
Humanities and Social Sciences Division – Acting Head, Trish Rosseel
Irving K. Barber Learning Centre – Simon Neame
Law Library – Sandra Wilkins
Library Digital Initiatives – Allan Bell
Library Systems and Information Technology – Renulfo Ramirez
Music Library – Kirsten Walsh (retired December 2012)
Rare Books and Special Collections – Ralph Stanton
Science & Engineering – Aletea Greenwood (consolidated with Woodward Library effective December 2012)
St. Paul's Hospital Library – Barbara Saint
Technical Services – Acting Head, Jo Anne Newyear Ramirez; Alvan Bregman (effective January 2013)
UBC Okanagan Library – Melody Burton
University Archives – Chris Hives
Woodward Library and Hospital Branch Libraries – Interim Head, Kathy Hornby; Acting Head, Aletea Greenwood (effective January 2013)
Xwi7xwa Library – Ann Doyle

LIBRARY EXECUTIVE TEAM

University Librarian – Ingrid Parent
Deputy University Librarian – Melody Burton
Associate University Librarian, Collections – Jo Anne Newyear Ramirez
Associate University Librarian, Planning and Community Relations – Leonora Crema
Associate University Librarian, Research Services – Lea Starr
Associate University Librarian, Library Systems and Information Technology – Renulfo Ramirez
Director, Communications and Marketing – Linda Ong
Director, Finance and Facilities – Jean-Paul Eidsvik
Director, Human Resources – Keith Kawa
Director, Irving K. Barber Learning Centre – Simon Neame
Director, Library Digital Initiatives – Allan Bell

Appendix B

LIBRARY STATISTICAL SUMMARY (INCLUDES OKANAGAN CAMPUS)

(April 1, 2012 – March 31, 2013)

| | 2012-13 | 2011-12 |
|--|-----------|-----------|
| LIBRARY COLLECTIONS | | |
| Total volumes | 7,062,032 | 6,478,708 |
| Total physical volumes (excluding e-books) | 5,604,940 | 5,534,763 |
| DIGITAL COLLECTIONS | | |
| E-books | 1,457,092 | 943,945 |
| E-journal titles | 229,020 | 205,237 |
| clRcle (includes e-theses) | 42,815 | 40,702 |
| OTHER FORMATS | | |
| Archives (metres) | 4,225 | 4,141 |
| Audio/visual, cartographic, graphic | 898,901 | 887,594 |
| Microforms | 5,331,077 | 5,320,985 |
| SERVICES | | |
| TEACHING AND LEARNING | | |
| Classes | 1,768 | 1,610 |
| Participants | 41,527 | 39,658 |
| Total questions answered | 144,852 | 142,119 |
| Online reference | 14,011 | 14,627 |
| RESEARCH | | |
| E-book use (section downloads)* | 5,284,463 | ----- |
| E-journal use (article downloads)* | 8,369,842 | ----- |
| Loans (includes renewals) | 1,598,753 | 1,814,063 |
| In-person visits | 4,023,093 | 4,034,245 |
| STAFF (FTE) | | |
| Librarians | 94 | 91 |
| Management and Professional (M&P) | 41 | 40 |
| Support Staff | 152 | 157 |
| Student employees | 45 | 35 |
| Total FTE all staff | 332 | 323 |

⋮ * New 2012/13 entries.

Appendix C

UBC LIBRARY STATEMENT OF EXPENDITURES - VANCOUVER CAMPUS

Fiscal year April 1, 2012 – March 31, 2013, figures listed in thousands of dollars.

| YEAR | SALARIES | BENEFITS* | COLLECTIONS | OTHER | TOTAL EXPENDITURES | REVENUE | SURPLUS/DEFICIT |
|---------|----------|-----------|-------------|-------|--------------------|----------|-----------------|
| 2008/09 | 15,291 | N/A | 15,030 | 4,120 | 34,441 | 33,598 | (843) |
| 2009/10 | 16,432 | N/A | 14,138 | 4,290 | 34,861 | 33,029 | (1,832) |
| 2010/11 | 16,404 | 3,058 | 13,923 | 6,724 | 40,109 | 36,740 | (3,369) |
| 2011/12 | 16,782 | 3,134 | 14,156 | 4,716 | 38,788 | 36,905 | (1,883) |
| 2012/13 | 16,539 | 3,231 | 13,169 | 4,816 | 37,755 | 38,202** | 446 |

*Benefit funding and expenses were transferred to UBC Library in 2010/11. These benefit charges were paid by UBC Finance prior to 2010/11.

**The revenue increase is due to one-time funding of \$2.5 million for facilities projects and \$1.2 million for copyright compliance, consisting of one-time and recurring funding. If this funding and associated expenses are excluded, the operating loss is about \$1.5 million.

Scope of financial information

The funds included in this financial report are:

- General purpose operating funds
- Fee for service funds
- Specific purpose funds
- Endowment funds

Appendix D

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2012 and March 31, 2013.

FINANCIAL CONTRIBUTIONS

PRESIDENT'S CIRCLE (LIFETIME CONTRIBUTION, \$250,000 AND ABOVE)

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Anonymous (deferred promised gift)

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Estate of Katherine J. Heller

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Estate of Jean Patricia Webber

FRIENDS (ANNUAL CONTRIBUTION, \$500 to \$999)

Four anonymous donors
Shawn Aebi
Seungil Ahn
Nuha Al-Bitar
Lynne Allin
Elizabeth Anda
Renee Anderson
Andrew Appelbaum
Jenny Au-Yeung
Robert Azana
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B.C. Society of Landscape Architects
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Pina Camerin
Rose Z. Campeau
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Tin L. Chan
Janice Chapman
Louisa Cheng
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Eric Chow
Douglas Chun
Gail S. Chung
Lynn M. Copeland
George B. Cross
Robert Davies
Makiat Dhesi
ShuJuan Ding
Caroline Downey
Carsten Elsborg

cont'd on next page

UBC Library strives to ensure the accuracy of this list - if there are updates, please contact the Library Development Office at 604-827-4112.

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2012 and March 31, 2013.

FINANCIAL CONTRIBUTIONS

FRIENDS (ANNUAL CONTRIBUTION, \$500 to \$999) cont'd

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Indra Emmanuel
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Windy W. Fong
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Tian Yu Zhang

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2012 and March 31, 2013.

GIFTS-IN-KIND

\$250,000 AND ABOVE

S. Tremaine Arkley
- 24 boxes of materials and 270 works of art relating to the game of croquet

\$25,000 to \$249,999

Anonymous
- Works of art related to Ann Blades fonds circa 1974-2001

Canadian Broadcasting Corporation
- 17,345 audio CDs

\$1,000 to \$24,999

Ivan Avakumovic
- Collection of ephemera – approximately 350 items

Ian H. Back
- Six framed maps

Thomas R. Berger
- Archival material related to Justin Berger, circa 2000-2006

Pi-Po C. Chou
- 50 out-of-print Chinese books

Wallace B. Chung
- 87 Chinese-Canadian artefacts, circa 1900-1970
- Approximately 400 books on Chinese culture and history, circa 1950-2010

Joy D. Coghill
- Canadian literary/theatrical ephemera related to Joy Coghill fonds

Joan Coldwell
- Textual material by B.C. author Jane Rule, created and collected by Joan Coldwell

Peter Davis
- Videos and audio elements created/collected as part of The Nature of David Suzuki (1998)

Stanley Deane
- 73 antique maps and reference books

Beverly Fitch
- 1737 Leipzig edition of Sachsen Spiegel

Raoul Grossman
- 17 monograms, 19 monographs, 17 monographs and photo collection

Patrick T. Haegedorn
- 150 items including early government and promotional materials

Douglas C.C. Hager
- Memorabilia related to Thomas and Emma Crosby and descendants (facilitated by Louise Hager)

Bruce Herring
- Textual records, photographs and film by Richard Herring

Nancy H. Hill
- 37 monograms

John S. Keenlyside
- 76 Volumes of Okanagan Historical Society Annual Reports
- Approximately 200 items related to criminal cases in early B.C. Courts

Uno Langmann
- Periodical "Hali" catalogues

John L. Leathley
- Signed items related to Robert Service's Bar-Room Ballads circa 1950

Mary A. Luebbe
- German periodicals Literaturen (back run)

Leonard G. McCann
- Textual and archival materials relating to internment camp at Santo Tomas during World War II

Harvey McKinnon
- Videos and audio elements created/collected as part of The Nature of David Suzuki (1998)

William H. New
- Additional documents added to existing William New archive

cont'd on next page

FRIENDS OF THE LIBRARY AND THE IRVING K. BARBER LEARNING CENTRE

The following donors contributed gifts between April 1, 2012 and March 31, 2013.

GIFTS-IN-KIND

\$1,000 to \$24,999

cont'd

Cornelia H. Oberlander
- Additional documents added to existing Peter Oberlander archive

Delia Olesen
- Archival material related to UBC professor Keith Ralston
- Family correspondence and memorabilia from World War I and World War II eras

Richard W. Pollay
- 188 compact music discs

Bruce H. Ralston
- Archival material related to UBC professor Keith Ralston
- Family correspondence and memorabilia from World War I and World War II eras

Laurence R. Ricou
- Additional documents added to Dr. Laurie Ricou archives

Jamie Ridington
- Additional documents added to the Ridington family archives

Spider Robinson
- Archival material related to Spider and Jeanne Robinson

Patricia Service
- Three boxes of medical books

Nigel Skermer
- Technical books on dam soil mechanics

H.C. Slim
- Letter and postcard signed by Igor Stravinsky

Ralph J. Stanton
- 85 modern monographs and 125 contemporary ephemeral items

James E. Thornton
- 746 slides from 1978 China trip added to existing James Thornton archives

W.P. Ward
- Archival material related to UBC historian Peter Ward

\$500 to \$999

Anonymous
- Five textbooks

Jane A. Coop
- 21 piano scores

Estate of Lionel George Harrison
- Lionel Harrison fonds

Richard L. Hopkins
- Five rare titles on Japan

Louise Lau
- Chinese classical titles

Eric Lawson
- Copy of "A Relation of the Conference between William Lawd and Mr. Fisher, the Jesuit with an Answer to such Exceptions" (London, 1639).

Society for Chinese Canadian Literature Studies
- 67 Chinese monographs

Theresa Thomas
- 108 volumes on art education

GRANT FUNDING

Grants play a vital role in funding UBC Library's services and projects. Highlights from 2012/13 include:

Canada Council for the Arts

\$7,800 for the Robson Reading Series.

Korean Foundation

\$6,100 to support the Korean Canadian Heritage Archives.
\$19,440 for the expansion of Korean collections in the Asian Library.

Acknowledgement

I would like to thank the many contributors to this report and those who aided in its development and production.

Ingrid Parent
University Librarian

Editor

Glenn Drexhage

Assessment Librarian

Jeremy Buhler

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Jessica Woolman

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Canada
V6T 1Z1

December 2013

Photo Credits

COVER

From left to right:

ROW 1: UBC Library

ROW 2: Martin Dee

ROW 3: UBC Library, Martin Dee

ROW 4: UBC Library

ROW 5: UBC Library: [*Tokaido gojusantsugi ichiran*](#) (Panoramic view of fifty-three stations of the Tokaido highway), 1854; [*Great Trek at Point Grey campus*](#), 1922

INSIDE

PGs 1, 3, 4, 8, 9: Martin Dee

PG 2: [*Tokaido gojusantsugi ichiran*](#) (Panoramic view of fifty-three stations of the Tokaido highway), 1854

PG 5: [*Mark Ten Suie Trading Company Stock Certificate*](#), 1899.

PG 6: [*Tairiku Nippō*](#) (Continental Daily News).

PG 7: *Histoire de l'imprimerie en France au XVe et au XVIe siècle*, Z0144 .C61 V. 1-5.

PG 10: UBC Library

PG 11: UBC

BACK

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December 10, 2013

From: Ingrid Parent, University Librarian
To: Senate
Re: Open Access Position Statement

The Senate has already considered a presentation from the Provost and the University's Scholarly Communications Committee encouraging "open access" to UBC research and creative work.

The Okanagan Senate has approved the following statement on April 24, 2013.

I am therefore pleased to recommend that Vancouver Senate also resolve as follows:

Whereas:

- *One of the enduring goals of the University of British Columbia is to create and disseminate knowledge;*
- *UBC is committed to disseminating the research performed at the university in ways that make it widely accessible, while protecting the intellectual property rights of its authors;*
- *Changes in technology offer opportunities for new forms of both creation and dissemination of scholarship through Open Access; which is broadly defined as free availability and unrestricted use of scholarly works.*
- *Open Access also offers opportunities for UBC to fulfill its mission of creating and preserving knowledge in a way that opens disciplinary boundaries and facilitates sharing knowledge more freely with the world; and*
- *UBC has operated an Open Access repository since 2007 in cIRcle which is operated and maintained by the University Library.*

Therefore the Vancouver Senate endorses the following statements:

- *Faculty members are encouraged to deposit an electronic copy of their refereed and non-refereed research output and creative work in cIRcle in accordance with applicable copyright arrangements which may be in place for that work;*
- *Where a faculty member has deposited a work with cIRcle, cIRcle shall be granted a non-exclusive licence to preserve and make publicly available the research contained therein; and*
- *The authors of works deposited with cIRcle will maintain ownership of their rights in the works.*

Proposal to Amend the Voting Membership of the Faculty of Medicine

October 11, 2013

Background: The last changes to the Faculty of Medicine Voting list were approved by Senate November 17, 2010. Since this time, a “gap” has been identified. Currently, faculty members with a decanal appointment in the Faculty of Medicine who hold a senior administrative appointment outside of the Faculty of Medicine are not eligible to vote. Since Senate approval is required for changes there are two additional minor edits to the voting list be made at this time. Firstly, the specific reference to the School of Audiology and Speech Sciences no longer needs to be explicitly delineated as school members are automatically faculty members for their host faculties in the same way as department members. Secondly, the reference to the Director, Centre for Continuing Education is no longer needed as the position no longer exists.

Proposed motion: To amend the voting membership of the Faculty of Medicine as follows:

Voting Members of the Faculty of Medicine:

- a) The Dean (Chair)
- b) The President or nominee
- c) The Dean of the Faculty of Graduate and Postdoctoral Studies
- d) The Librarian
- e) All full-time Professors, Associate Professors, Assistant Professors, Instructors and Lecturers, ~~including those in the School of Audiology and Speech Sciences~~
- f) Such other members of the teaching or administrative staffs of the Faculty or University as the Faculty shall appoint in conformity with rules determined by the Faculty and approved by the Senate:
 - I. Part-time, Clinical and Affiliate, and Partner Faculty Members at the ranks of Professor, Associate Professor and Assistant Professor
 - II. Representatives from other Faculties:
 - Science (3)
 - Dentistry (the Dean)
 - Arts (1)
 - Pharmaceutical Sciences (1)
 - College of Health Disciplines (the Principal)
 - III. ~~All senior administrative appointments with the Faculty of Medicine, including those with their professorship outside of the Faculty of Medicine. Senior administrative appointments include:~~
 - ~~Assistant Deans, Associate Deans, Regional Associate Deans, Executive Associate Deans~~
 - ~~Department Heads and School Directors~~
 - ~~Centre Directors and Institute Directors~~

g) Student representatives with voting privileges:

- 16 undergraduate medical students
- 16 residents
- 12 graduate students
- 2 Physical Therapy students
- 2 Occupational Science & Occupational Therapy students
- 2 Audiology & Speech Sciences students
- 1 Bachelor of Midwifery student
- 1 Bachelor of Medical Laboratory Science student.

Individuals without voting privileges

- a) Emeritus Faculty
- ~~b) Director, Centre for Continuing Education~~
- c) Honorary and Visiting Teaching Staff
- d) Clinical, Affiliate, and Part-time Instructors
- e) Adjunct Faculty appointees
- f) Consultants, Teaching Fellows, Fellows, Research Associates, and miscellaneous Board appointments within the Faculty of Medicine.

Approvals:

Full Faculty: Approved on November 26, 2013

Senate:

The University of British Columbia
Faculty of Medicine
Dean's Office
2194 Health Sciences Mall, Unit 317
Vancouver, BC Canada V6T 1Z3

Phone 604 822 2421
Fax 604 822 6061
www.med.ubc.ca



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

November 29, 2013

Mr. Christopher Eaton, Associate Registrar and
Director, Senate and Curriculum Services
Enrolment Services
Brock Hall 2016 – 1874 East Mall
University of British Columbia

Dear Mr. Eaton:

I am writing to request approval from Senate to make a change to the voting members of the Faculty of Medicine. This change has the support of the Faculty of Medicine and was approved at our "Full Faculty" meeting on November 26, 2013.

The last changes to the Faculty of Medicine Voting list were approved by Senate November 17, 2010. Since this time, a "gap" has been identified. Currently, faculty members with a decanal appointment in the Faculty of Medicine who hold a senior administrative appointment outside of the Faculty of Medicine are not eligible to vote. Since Senate approval is required for changes, we are requesting that two additional minor edits to the voting list be made at this time. Firstly, the specific reference to the School of Audiology and Speech Sciences no longer needs to be explicitly delineated as school members are automatically faculty members for their host faculties in the same way as department members. Secondly, the reference to the Director, Centre for Continuing Education is no longer needed as the position no longer exists.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Gavin Stuart MD".

Gavin C.E. Stuart, MD, FRCSC
Dean, Faculty of Medicine
Vice Provost Health, UBC

enclosure

/bs



From: Dean Simon Peacock

Date: Nov. 4, 2013

Membership in the Faculty of Science Council

At its meeting on November 4, the current Faculty Council approved changes to the definition of membership. Proposed changes include:

- updating to reflect the recent attachment of several units to the Faculty of Science,
- updating of nomenclature for positions and ranks,
- rationalizing of the representation from outside the Faculty of Science to reflect key academic linkages, specifically the Faculties and Schools the students in which take Science courses and the units with which Science has joint academic programs,
- inclusion of selected administrative staff in the Dean's office,
- updating and streamlining the undergraduate student representation, and
- adding postdoctoral fellows (non-voting) and graduate students.

Proposed Membership

Voting Members

- a. The Dean
- b. The President or his/her nominee
- c. The Dean of the Faculty of Graduate and Postdoctoral Studies or her/his nominee
- d. The Librarian or her/his nominee
- e. All full-time Professors, Associate Professors, Assistant Professors, Professors of Teaching, Senior Instructors, Instructors and Lecturers provided for in the budget of the Faculty.
- f. Other members of the teaching or administrative staff of the university:
 - i. Heads of Departments which offer the B.Sc. degree and whose salaries are not in the budget of the Faculty of Science, or their nominees, and one additional faculty member chosen by each Head.
 - ii. Deans of the Faculties of Arts, Commerce and Business Administration, Dentistry, Education, Forestry, Land and Food Systems, Medicine, and Pharmaceutical Sciences, or their nominees; Directors of the Schools of Kinesiology and Music, or their nominees; the Dean of the Faculty of Applied Science or her/his nominee; and three additional faculty members from Applied Science.
 - iii. Directors of the Institute for Resources, Environment and Sustainability; Life Sciences Institute; Fisheries Centre; and Michael Smith Laboratories; or their nominees.
 - iv. All persons of ranks as in (e) whose Board appointment notices state that they are in the Faculty of Science, but who are budgeted not through the Faculty of Science.
 - v. Science administrative staff



THE UNIVERSITY OF BRITISH COLUMBIA

- a) Assistant Dean, Resources and Operations
- b) Assistant Dean, Development and Alumni Engagement
- c) Director, Faculty Affairs
- d) Director, Communications
- e) Director, Student Services
- g. Student representatives:
 - i. President, Science Undergraduate Society
 - ii. VP Academic, Science Undergraduate Society
 - iii. Student Senator from the Faculty of Science
 - iv. From the Science Undergraduate Society council, one First-year Representative, the Coordinated Science Program Representative, and the Science One Representative
 - v. Six (6) additional undergraduate students chosen by the Science Undergraduate Society Student Council
 - vi. Three (3) graduate students whose programs are housed in the Faculty of Science, chosen by the Graduate Student Society Council

Non-Voting Members

- h. Individuals who are invited to participate in faculty meetings without voting privileges:
 - i. Emeritus faculty
 - ii. Post-doctoral fellows
 - iii. Such individuals as the Dean may invite from time to time