

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Senate and Curriculum Services

Enrolment Services

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VANCOUVER SENATE

MINUTES OF JANUARY 19, 2005

Attendance

Present: President M. C. Piper (Chair), Dr. A. McEachern (Chancellor), Vice President L. A. Whitehead, Dr. P. Adebar, Mr. B. Ahmadian, Dr. B. Bemmels, Dr. J. D. Berger, Dean M. A. Bobinski, Prof. C. Boyle, Dr. J. Brander, Dr. L. Brinton, Dr. M. Cameron, Dr. J. Carolan, Dr. E. Dean, Dr. J. Dennison, Mr. M. Edgar, Ms. G. Eom, Dr. D. Fielding, Ms. M. Friesen, Ms. E. Gibson, Ms. T. Gillespie, Dean F. Granot, Mr. S. Haffey, Dr. P. G. Harrison, Dean J. Hepburn, Associate Vice President J. Hutton, Dr. R. Irwin, Dean M. Isaacson, Dr. J. Johnson, Dr. R. Kerekes, Dr. S. B. Knight, Dr. B. S. Lalli, Dr. V. LeMay, Acting Associate Vice President & Registrar A. Lindsay, Mr. J. Liu, Ms. P. Liu, Ms. D. Loo, Mr. R. Lowe, Dr. M. MacEntee, Dr. P. L. Marshall, Ms. S. Martz, Mr. B. McNulty, Mr. J. Mistry, Dr. P. Mosca, Dr. D. Paterson, Mr. G. Paton, Dean M. Quayle, Ms. C. Quinlan, Mr. D. Riedl, Dr. B. Rodrigues, Dr. H. J. Rosengarten, Dean J. Saddler, Dr. C. Shields, Dean R. Sindelar, Dr. B. Stelck, Dr. D. Steyn, Mr. N. Taylor, Dr. R. C. Tees, Dr. J. Thompson, Dr. S. Thorne, Dean R. Tierney, Ms. M. Tull, Mr. D. Verma, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Mr. D. Yokom, Mr. D. Younan.

By Invitation: Dr. B. C. McBride, Deputy Vice Chancellor; Mr. H. Lai, University Counsel.

Regrets: Mr. R. Affleck, Mr. P. T. Brady, Dean N. Gallini, Principal J. H. V. Gilbert, Dr. D. Granot, Dr. L. Gunderson, Dr. R. Harrison, Mr. T. P. T. Lo, Dr. K. MacQueen, Dean D. Muzyka, Mr. J. Rogers, Dr. A. Rose, Prof. J. Sarra, Dean G. Stuart, Dr. H. van Vuuren, Dr. R. Wilson, Dean E. H. K. Yen.

Call to Order

The President welcomed Ms. Audrey Lindsay, Acting Associate Vice President, Enrolment Services & Registrar as Acting Secretary.

Senate Membership

DECLARATION OF VACANCY

The Secretary declared a vacancy for one student representative from the Faculty of Commerce and Business Administration to replace resigning Senator Mr. Gary Martin.

REPLACEMENT

The Secretary announced that Ms. Emma Gibson had replaced Mr. Nicolas Broekhuizen as the student representative from the Faculty of Forestry for the remainder of the term ending March 31, 2005. The President welcomed Ms. Gibson to Senate.

Minutes of the Previous Meeting

<i>Dr. Tees</i>	}	<i>That the minutes of the meeting of December 15, 2004 be adopted as circulated.</i>
<i>Mr. Verma</i>		

Carried.

Remarks from the Chair and Related Questions

UBC RESPONSE TO DECEMBER 26 INDIAN OCEAN RIM TSUNAMI DISASTER

The President gave an overview of University activities underway both to commemorate those who lost their lives in the tsunami disaster in South Asia and to raise funds in support of relief efforts. A gathering of the UBC Community had been held on January 5, 2005 at the Chan Centre to reflect upon the impact of this disaster.

The President had announced two major fundraising initiatives. The first was a challenge to the UBC community to raise \$1 million toward the immediate relief effort by donating either directly to the eight major relief agencies collecting funds or through payroll deductions. Fundraising events and donation matching programs were also underway. The second initiative was a Global Service Learning Endowment to address the long-term impacts of the disaster. UBC had agreed to match community endowment donations to a maximum of \$1 million.

The Vice President Students and the Vice President, Academic & Provost were in the process of forming a committee to examine the University's longer-term response to global issues, including natural disasters. The President thanked the campus community for having responded admirably to the tsunami disaster, and encouraged ongoing support of relief efforts.

In response to a question from Mr. Riendl, President Piper stated that the University's matching funds toward the Global Service Learning Endowment would be drawn from land development revenues, rather than from tuition fees or general purpose operating funds.

Report from the Vice Chair of Senate

UBC OKANAGAN UPDATE

Dr. Rosengarten reminded members of Senate that UBC was engaged in the exciting and challenging process of opening a new campus in Kelowna in September 2005. He had invited several speakers to update members of Senate in recent developments related to the UBC Okanagan implementation and on related amendments to the *University Act*. At Dr. Rosengarten's request, the Chair recognized guest speakers Dr. Barry McBride, Deputy Vice Chancellor, and Mr. Hubert Lai, University Counsel.

DEPUTY VICE CHANCELLOR'S PRESENTATION

Dr. McBride gave an overview of UBC Okanagan, which he stated would soon be a legal entity once the *University Amendment Act* came into force. He reminded members of Senate of the vision statement for UBC Okanagan:

Establish a world-class teaching and research-intensive university that is distinctive in its academic programs, is responsive to the special needs and opportunities of the Southern Interior, attracts outstanding faculty and students and is an economic driver in the region.

Dr. McBride acknowledged that the vision could not be fully realized by September 2005, but he was confident that UBC Okanagan would fulfill the vision statement within several

years. He indicated that the University had begun hiring a large number of additional faculty members, and was in the process of developing distinctive academic programs to be delivered at the Okanagan campus. Dr. McBride emphasized the importance of distinctive, research-led undergraduate programs that would be unique to the campus and to the Southern Interior region of the province.

Dr. McBride showed aerial photographs of the current Okanagan University College (OUC) campus, highlighting recent construction to add the space necessary to accommodate increased numbers of UBC students and faculty. New student residences were also under construction, with a view to increasing residential beds from the current number of 450 to a total of approximately 2000 by 2010.

Dr. McBride stated that local residents had expressed great interest in being involved in the UBC Okanagan implementation. He added that students at OUC had enjoyed a relatively seamless relationship between the college and university sides of that multi-campus institution, and that UBC Okanagan would need to continue to work with regional Okanagan College campuses to ensure smooth student transitions.

Dr. McBride gave an overview of student enrolment, stating that the current OUC enrolment of approximately 3000 students would be increased by 900 full time equivalent (FTE) students each year, until a total of 7500 FTE students were enrolled in 2009. An additional 250 faculty members were to be hired, along with the necessary support staff.

Enrolment Services had been actively recruiting prospective UBC Okanagan students from British Columbia, Canada, and other parts of the world. Dr. McBride acknowledged that early recruitment efforts had been particularly challenging, given the absence of confirmation of which programs would be offered in September 2005.

Faculty hiring plans were focused around research themes. Advertising had begun in August 2004, and approximately 1400 applications had been received for the 250 available positions. The interview process had begun in late January 2005.

The division of OUC resources between UBC Okanagan and the new Okanagan College was underway. The first step had been to allocate academic programs and student FTEs between the two new institutions, with special consideration given to maintaining a two-year university transfer program at the College. The second step, which had taken place in October 2004, had been to divide budgeted faculty and staff positions to ensure the success of both institutions. Job offers were made to existing staff in November 2004, and every person had been offered a position at one of the two new institutions.

Degree programs in Arts, Science, Education, Nursing, Social Work, and Fine Arts were to be delivered by UBC Okanagan beginning in September 2005. There had been extensive discussion about the Bachelor of Business Administration, resulting in a transitional arrangement whereby the two institutions would co-confer the degree for several years to allow current students to graduate, after which the program would be transferred to the College.

The new Irving K. Barber School of Arts and Sciences had been made possible by a \$10 million donation from Mr. Barber, combined with \$5 million in matching funds from UBC. In accordance with Mr. Barber's vision, the new School was to:

- Promote the values of a civil and sustainable society;
- Advance excellence in teaching and learning;
- Be a liberal arts and sciences school in the finest tradition;
- Encourage creativity and innovation;
- Collaborate with the Irving K. Barber Learning Centre in Vancouver; and
- Achieve national recognition as an exceptional undergraduate learning environment.

New programs in development included biochemistry, gender studies, management, and a part time Master of Business Administration. A new Faculty of Creative and Performing Arts would

be formed around fine arts programs and faculty, which were currently housed within the Faculty of Arts. New theatre and film programs were also in development.

Programs slated for future development included agricultural sciences, ageing, rehabilitation sciences, human kinetics, dentistry, medicine, and pharmaceutical sciences.

Major UBC Okanagan research themes were:

- Indigenous Studies;
- Sustainability: land, food, and water systems, enology, conservation biology;
- Health and Wellness: ageing, nutraceuticals, functional food, health policy and health services;
- Creativity, Culture, and Community: theatre, film, media and visual arts.

Several federal laboratories and research centres were already operating in the Okanagan region, and UBC Okanagan hoped to develop partnerships with these agencies.

UBC Okanagan Governance

The new governance model for the UBC system featured one Board of Governors, with representation from both campuses. Okanagan representatives would soon be added to the existing UBC Board. The system was to have one President, who would chair a Senate for each campus. An Okanagan Advisory Council would advise the President on local and community issues. A new Council of Senates was to manage system-wide issues.

Principles of Administrative Organization

Academic matters relating to learning, research, and students would be governed locally through local Faculties and each of the two Senates. The provision of administrative support services, however, would be structured to optimize efficiency and to take advantage of economies of scale.

System-wide issues would be governed centrally to build on strengths and ensure accountability to the Board of Governors. Examples of system-wide administrative areas included: planning and institutional research, internal audit, treasury, and the bookstore.

The following areas would be managed locally at each campus: the learning environment, athletics, housing, community, parking, security, student advising, and cooperative education.

Developing the necessary campus facilities had proven to be an important challenge, given that OUC had planned for much slower growth of the North Kelowna campus. A new third floor was to be added to each of the Arts and Science buildings to provide additional classrooms, offices, and research space. A new student residence and a new research and teaching building were planned for 2006. Preliminary activities toward developing a campus plan for UBC Okanagan were underway, with the goal of having such a plan in place by July 2005.

Dr. McBride closed his presentation by reflecting once again on the vision statement for UBC Okanagan and by remarking upon the challenge of preparing to open the new campus, particularly since the changes to the University Act that were to create UBC Okanagan as a legal entity were not yet in force.

UNIVERSITY COUNSEL PRESENTATION

Mr. Hubert Lai gave an overview of pending changes to the *University Act* through the *University Amendment Act*. He stated that the existing *University Act* contained provisions for UBC, the University of Victoria, Simon Fraser University, and the University of Northern British Columbia, with each provision in the Act applying equally to all four institutions. The *University Amendment Act* contained some changes that were to apply to all four institutions, as well as changes that would apply to UBC only. Changes applicable to UBC only included the establishment of UBC Okanagan and a UBC Okanagan Senate, as well as an expansion of the UBC Board of Governors to provide for UBC Okanagan representation. The *University Amendment Act* had

received royal assent in October 2004, and was expected to come into force by regulation of the Lieutenant Governor in Council at some point in 2005.

University Amendment Act: Changes Affecting All Institutions Covered by the University Act

- A university was to be granted the powers and capacity of a natural person, such that the university, as a corporate entity, could own property, enter into contracts, sue, be sued, etc. Universities previously had only the powers specifically assigned to them under the *University Act*.
- Universities were to be empowered to dispose of land upon approval by the Minister of Advanced Education. Land disposition formerly required approval by the Cabinet.

University Amendment Act: Changes Applicable to UBC Only

- The addition of six new members to the Board of Governors, including three government appointees, one faculty member, one student, and one staff member.
- Recognition of two separate UBC campuses, with the Board to specify the parts of UBC that will comprise each of UBC Vancouver and UBC Okanagan.
- The establishment of an Okanagan Senate, to be chaired by the UBC President, with provisions for elected and appointed membership.
- The establishment of a new Council of Senates, with provisions for a total of up to 34 members to be appointed from each of the two campuses. The President, the Board, either Senate, or the Council itself were to be empowered to refer matters of UBC-wide importance for resolution by the Council of Senates.

Mr. Lai noted that the University still faced important transitional challenges. The new fiscal year was set to begin April 1, 2005, while UBC Okanagan faculty members were to begin their appointments July 1, 2005, and the first students were to begin their UBC programs in September 2005.

Interim Academic Governance

Mr. Lai noted that the University could not establish a legitimate UBC Okanagan Senate until all of the UBC Okanagan Faculties had been created and their deans had been appointed, and students were on campus and available to participate in elections. In this interim period, Mr. Lai recommended that the UBC Vancouver Senate establish a Committee to manage academic matters

in the Okanagan from March to October 2005. Mr. Lai indicated that he had discussed the possible formation of such a Committee with the Chair of the Senate Agenda Committee, and that Senate would likely receive a report from that Committee in the near future.

UBC OKANAGAN ACADEMIC PLAN

Note: The full text of this document is not included in the Minutes of Senate. Electronic copies are available at: http://www.okanagan.ubc.ca/transition/academic_plan/index.html.

As Chair of the UBC Okanagan Vision Secretariat, Dean Quayle circulated a copy of the *UBC Okanagan Draft Academic Plan*. She explained that the process of drafting an Academic Plan for UBC Okanagan had begun with a working group of approximately 70 people. Dean Quayle described the Draft Plan as ambitious, and emphasized its "draft" nature. The goal was to establish a framework for setting priorities and to help the community see what UBC Okanagan could become. Consultation with faculty, students, staff, and the broader community was ongoing, and Dean Quayle was hopeful that a revised version of the Academic Plan would be ready for submission to the UBC Okanagan interim academic governing body by April 2005. Full approval would hopefully follow in the fall of 2005, once the UBC Okanagan Senate had been established and begun its work.

Dean Quayle thanked members of Senate Dr. James Berger, Dr. Richard Tees, and Dean Michael Isaacson, as well as Acting Associate Vice President, Enrolment Services & Registrar Ms. Audrey Lindsay for their participation in the development of the Draft Academic Plan. She encouraged all members of Senate to read and reflect on the Draft Academic Plan, and to forward their feedback by e-mail to academicplan.okanagan@ubc.ca. The deadline for receipt of feedback was March 15, 2005.

Discussion and Questions

STUDENT REPRESENTATION ON THE COUNCIL OF SENATES

In response to a query from Ms. Gillespie regarding student representation on the Council of Senates, Mr. Lai stated that each of the two Senates was to elect four of its members as representatives to the Council of Senates, and that it would be up to each Senate to determine whether one or more of those representatives should be students. Ms. Gillespie expressed concern about an apparent decrease in student representation on the Okanagan Senate and the Council of Senates, as compared to the Vancouver Senate. Mr. Ahmadian expressed a preference for stipulating that a reasonable number of members of the Council of Senates were to be students, particularly since decisions made by the Council of Senates would affect students. As Chair of the Agenda Committee, Dean Isaacson stated that the Agenda Committee would be working with the Council of Senates and the UBC Okanagan Senate as these two new bodies developed their rules and procedures, and that the establishment of procedures for electing members to the Council of Senates would form part of this discussion.

Mr. Mistry noted that the *University Amendment Act* specified a three-year term for members of the Council of Senates, compared with the one-year term for student representatives on each Senate. He asked whether this difference in term length precluded student participation. Mr. Lai responded that student representatives appointed to the Council of Senates would serve a three-year term, even though they might no longer be appointed to either Senate.

In response to a question from Mr. Riendl, Dr. McBride stated that each Senate would establish its own set of Standing and *ad hoc* Committees.

GENERAL TRANSITION ISSUES

Dr. Windsor-Liscombe remarked that the creation of UBC Okanagan held great potential for the development of mutual as well as distinctive pedagogies. He had observed uncertainty about the

transition among faculty members, and a tendency to focus on the discrepancies between the two campuses. He was hopeful that the University would address this problem by developing a protocol for interaction at the departmental level. Dr. McBride agreed that there would be "growing pains" as UBC Okanagan evolved, but that there would also be tremendous opportunities for the two campuses to collaborate. A meeting of UBC deans to consider such opportunities had been scheduled in the near future.

Dr. Dennison requested more information about the role of current Okanagan University College campuses in Vernon, Penticton, and Salmon Arm, particularly with respect to the future of the university transfer program at those campuses. He noted that OUC admission requirements had been relatively generous with respect to adult learners, and asked whether those requirements would change. Dr. Dennison also asked whether existing associate degree programs in arts and science would continue to exist. He also asked whether the University had considered whether UBC Okanagan might eventually separate from the UBC system, particularly given precedents set at the University of Alberta and the University of Saskatchewan.

Dr. McBride responded that the regional campuses would become part of Okanagan College, with the Kelowna campus becoming the home for UBC Okanagan. Some faculty who had been teaching in the university transfer program at the regional campuses had applied to transfer to UBC Okanagan, and would be moving to the Kelowna campus. Dr. McBride stated that Okanagan College admission requirements had not yet been set, but that he anticipated that the College would continue to offer opportunities for older students and for students who might not be otherwise admissible. UBC Okanagan would be working closely with Okanagan College to ensure that qualified university transfer students could transfer to UBC in third year. Dr. McBride stated that, although UBC did not plan to offer associate degrees, he expected that the College would continue to offer these programs. With respect to a future bifurcation of UBC Okanagan and UBC Vancouver, Dr. McBride stated that, while the long-term future was unknown, he was

hopeful that there would remain a significant advantage for UBC Okanagan to remain within the UBC system.

Ms. Martz asked how the local Okanagan community had received UBC. Dr. McBride replied that the reaction had been mixed. Many Kelowna residents were excited, while some residents in Vernon, Penticton, and Salmon Arm residents had expressed concern about their local campuses losing university status. UBC representatives had met with chambers of commerce throughout the Okanagan to discuss UBC impact in the region. Although a small group of students had initially opposed the transition, Dr. McBride stated that most concerns had been resolved. He noted that it had been a major accomplishment to ensure that all OUC faculty and staff received a job offer, such that no jobs were lost.

Referring to a section of the *Draft Academic Plan*, Dr. Knight expressed support for creative ideas, such as a common first year at UBC Okanagan, but urged the University to carefully consider all implications before proceeding to implementation.

Dr. McBride recognized the many contributions from people at UBC Vancouver, including Dr. Richard Tees, Dean Michael Isaacson, Dean Moura Quayle, Dr. James Berger, Ms. Deborah Robinson, Mr. Ted Dodds, and Ms. Audrey Lindsay. President Piper thanked Dr. McBride for his leadership during this exciting transition period. On behalf of Senate, Dr. Tees thanked President Piper for her extraordinary contribution to the UBC Okanagan initiative.

The President thanked Dr. McBride, Mr. Lai, and Dean Quayle for their presentations and stated that the Agenda Committee would report back in February 2005 with respect to the creation of an interim academic governing body for UBC Okanagan. President Piper also reminded members of Senate to submit their feedback on the *UBC Okanagan Draft Academic Plan*.

Academic Policy Committee

OPTIONAL TRANSFER OF PROFESSIONAL GRADUATE PROGRAMS FROM THE FACULTY OF GRADUATE STUDIES TO THE DISCIPLINARY FACULTIES

See also 'Appendix A: Transfer of Professional Graduate Programs'

Dr. Tees presented the report, as Chair of the Committee. He reminded members of Senate that they had received for information an earlier version of the proposal in May 2004, and that three programs had already been transferred from the Faculty of Graduate Studies to their respective disciplinary Faculties. Dr. Tees stated that it was important for Senate to approve a policy on such transfers to guide future decision makers, and that voting in favour of approving the policy document did not necessarily imply support for the transfer of any particular program.

*Dr. Tees
Dr. Berger*

}

That Senate adopt the report of the Academic Policy Committee on Optional Transfer of Professional Graduate Programs from the Faculty of Graduate Studies to the Disciplinary Faculties.

Carried.

Admissions Committee

CALENDAR STATEMENT ON APPEALS TO ADMISSION DECISIONS

Note: The full text of this report is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.

Dr. Rosengarten presented the report, as Chair of the Committee. The report proposed a new Calendar statement regarding general appeals on admissions decisions to provide applicants and appellants with more detailed information about the appeals process.

*Dr. Rosengarten
Dr. P. G. Harrison*

}

That Senate adopt the Admissions Committee report on the Calendar Statement on Appeals to Admission Decisions.

Carried.

SUMMARY OF NEW PARTNERSHIP PROPOSALS

Dr. Rosengarten had circulated for information a brief summary of each the following new exchange partnerships:

1. University of Cardiff, Wales;
2. University of Oslo, Norway;
3. American University, Washington, DC;
4. Central European University, Hungary.

Continuing Studies Committee

POLICY ON THE ESTABLISHMENT OF CERTIFICATE PROGRAMS

Please see also Appendix B: Approval of Certificate Programs.

Ms. Friesen presented the report, as Chair of the Committee. The report proposed to improve the existing policy on the establishment of certificate programs (approved in March 1996) by:

- Strengthening wording gives greater focus to quality control.
- Repositioning the policy history into Appendix I (to shorten and streamline the body of the document).
- Addressing issues relating to student admission, assessment and discipline.
- Addressing issues relating to formation and management of program partnerships.
- Adding a summary checklist (Appendix 3) - overview of the guidelines.

Ms. Friesen
Associate Vice
President Hutton

}

That Senate approve the revised policy on the establishment of certificate programs.

Carried.

Curriculum Committee

Please see also Appendix C: Curriculum Summary.

As Chair of the Committee, Dr. Marshall presented the curriculum proposals for approval. He noted that there were several editorial corrections to the reports, which he agreed to forward to the Secretary for incorporation into the record of proceedings.

FACULTY OF APPLIED SCIENCE

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Applied Science.</i>
<i>Dean Isaacson</i>		

Carried.

FACULTY OF ARTS

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Arts.</i>
<i>Dr. Windsor-Liscombe</i>		

Carried.

FACULTY OF EDUCATION

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Education.</i>
<i>Dean Tierney</i>		

Carried.

FACULTY OF GRADUATE STUDIES

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Graduate Studies.</i>
<i>Dean Granot</i>		

Carried.

FACULTY OF LAND AND FOOD SYSTEMS

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Land and Food Systems.</i>
<i>Dean Quayle</i>		

Carried.

FACULTY OF PHARMACEUTICAL SCIENCES

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Pharmaceutical Sciences.</i>
<i>Dean Sindelar</i>		

Carried.

FACULTY OF SCIENCE

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the Faculty of Science.</i>
<i>Dean Hepburn</i>		

Carried.

COLLEGE HEALTH DISCIPLINES

<i>Dr. Marshall</i>	}	<i>That Senate approve the curriculum proposals from the College of Health Disciplines.</i>
<i>Dr. Dean</i>		

Carried.

UBC OKANAGAN CURRICULUM ISSUES

Dr. Marshall reported that the Curriculum Committee planned to discuss in the near future the coordination of curriculum approval processes at UBC Vancouver and UBC Okanagan, and indicated that the Committee would report back to Senate on this issue.

Nominating Committee

The Nominating Committee had circulated the following proposed Senate Committee membership changes:

STUDENT AWARDS:

- Add Ms. Emma Gibson to replace Ms. Sarah Martz (student senator);
- Add Mr. Sean Haffey to fill vacancy.

<i>Dr. Rosengarten</i>	}	<i>That Senate accept the recommendations of the Nominating Committee with respect to Committee membership.</i>
<i>Dean Isaacson</i>		

Carried.

Student Appeals on Academic Discipline Committee

DISCIPLINE FOR ACADEMIC MISCONDUCT

Note: The full text of this document is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services. The full text will also appear in the 2005/2006 UBC Calendar, Academic Regulations Chapter.

As Chair of the Committee, Prof. Boyle presented the report. The Committee had circulated two new Calendar entries. The first, for information, pertained to the University's process for investigating allegations of academic misconduct, and the imposition of disciplinary measures by the President. The second part of the report, for approval, consisted of a revised Calendar entry on appeals against the President's disciplinary decisions to the Senate Committee on Student Appeals on Academic Discipline.

<i>Prof. Boyle</i>	}	<i>That Senate adopt the revised Calendar entry on Discipline for Academic Misconduct: Appeals, effective April 1, 2005.</i>
<i>Dean Bobinski</i>		

In response to a query from Dr. Rosengarten, Prof. Boyle confirmed that, pursuant to the Committee's terms of reference, only the section of the Calendar entry pertaining to student appeals was presented for approval. The entire Calendar entry, including the section on disciplinary decisions made by the President, had been circulated to notify Senators of the changes and to provide a broader context for the proposed changes to the appeals section. Prof. Boyle thanked the Office of the University Counsel and Ms. Lois Bishop of Senate & Curriculum Services for their assistance in drafting the document.

In response to a query from Mr. Ahmadian, Prof. Boyle stated that there remained some questions about the Committee's jurisdiction in the area of non-academic discipline. Mr. Lai stated that the current proposal pertained to discipline for academic misconduct, but that it was possible for the President to assign academic discipline for non-academic misconduct. The Office of the

Adjournment

Vice President, Students was in the process of reviewing how non-academic misconduct should be handled, and a report was expected in the near future.

The motion was
put and carried.

Adjournment

There being no further business, the meeting was adjourned. The next regular meeting of Senate was scheduled for Wednesday, February 23, 2005 at 7:00 p.m.

Appendix A: Transfer of Professional Graduate Programs

To: Senate

From: Academic Policy Committee

Subject: Optional Transfer of Professional Graduate Programs from the Faculty of Graduate Studies to the Disciplinary Faculties

There have been several Senate discussions (May and September 2004) of this policy document led by Barry McBride and Lorne Whitehead, the Academic Vice Presidents. The Senate has acted on the proposed policy by making decisions regarding several professional degrees (see Appendix A: Programs Already Transferred to Disciplinary Faculties). Although the transfer of these programs was enacted prior to the approval of the proposed policy, the Faculties involved acted in accordance with the policy and its associated guidelines. The Senate Academic Policy Committee also previously reviewed and endorsed this policy, but the policy has not yet been formally presented to the Senate for its approval. The Academic Policy Committee therefore makes the following recommendations.

POLICY RECOMMENDATIONS

1. That disciplinary Faculties have the opportunity, upon approval, to assume administrative responsibility for new and existing programs designated as "graduate professional programs."
2. That the process for designating a new or existing program as a "graduate professional program" and/or transferring administrative responsibility from the Faculty of Graduate Studies to one or more disciplinary Faculties be initiated by the Faculty/Faculties and comprise:
 - a. Discussion between the Vice President, Academic & Provost and the Faculty or Faculties involved;
 - b. Consultation with the Senate Academic Policy Committee;
 - c. Senate approval upon recommendation by the Vice President, Academic & Provost.
3. That Senate endorse "**Issues Related to the Administration of Graduate Professional Programs**" (included as 'Appendix B') for use as a guideline for disciplinary

Faculties considering assuming such responsibility (and for the future Senates and their Academic Policy Committees to inform their judgments).

BACKGROUND

In 1949, the UBC Senate established the Faculty of Graduate Studies, acting upon recommendations from two committees, one on Ph.D. studies and the other on the Organization of the University. In its earliest days the Faculty of Graduate Studies focused primarily upon degrees at the Master's and Ph.D. level. Especially in the past two decades the number of graduate programs at UBC has grown rapidly and of these an increasing number constitute what are typically referred to as professional programs (e.g., M.B.A.). In 1996 when the International Student Initiative was launched, the Provost designated some graduate programs as professional. This practice has continued and once the Tuition Freeze Act was lifted in 2002, certain designated professional graduate programs saw the introduction of differential fees.

RATIONALE

The recommendations are designed to accomplish one thing:

To further strengthen the particular kinds of relationships between students, professional communities, and disciplinary Faculties by having these Faculties assume responsibility, when they so choose, for students in designated professional graduate programs.

Disciplinary Faculties should be permitted to take on primary responsibility for designing and delivering the appropriate training aligned with professional occupational communities (e.g., Master of Jurisprudence, Master of Engineering). The Faculty of Graduate Studies will retain responsibility for all other graduate degrees, just as it does now.

Within their particular fields of study, disciplinary Faculties work closely with professional communities via advisory councils, professional standards associations, co-operative education and clinical placements, and accreditation bodies. Indeed the strength of these academic programs depends fundamentally upon linkages with professionals in the labour force and the organizations these professionals develop. Disciplinary Faculties should be given greater flexibility to develop Senate-approved programs that fit appropriately with these professional standards.

Disciplinary Faculties should be given more freedom to design effective professional degree and non-degree programs that will effectively target the needs and desires of the professional communities with whom they work. Many top quality students desire these degrees and their professional training is better left fully in the hands of the Faculties most directly connected with these areas. Also, these new procedures will maintain the ability of Continuing Studies to work with all Faculties to develop appropriate programming, both credit and non-credit.

There is diversity among graduate degree programs on the campus. The nature of scholarly activity varies both between and within Faculties and this diversity is an important strength of university culture. As a research-intensive university, our research expertise should influence all programs, benefiting students in undergraduate, post-baccalaureate, and graduate programs, including students in professional graduate streams. The outcomes following from this motion are meant to influence administrative responsibilities for programs but should have no effect on this diversity of degree programs or the quality of these programs. Furthermore, all Master's and Doctoral level degree programs, including those designated as professional, will continue to be graduate programs offering graduate degrees and as such professional graduate degree programs will continue to be included in university material promoting graduate education.

An issue touching upon graduate degree designations, but extending beyond the immediate motion, relates to new trends in professional entrance to practice standards. In some professional areas, especially in the health sector, professional Master's degrees are a pre-requisite to obtaining a License to Practice (i.e., the degree is needed prior to taking the licensing examination). Other professional graduate degrees are not required for entrance to practice at this time (e.g., in Social Work entry to practice requires a Bachelor's). This issue will require careful attention in the near future.

PROCESS

The idea of transferring responsibility for professional graduate degrees to the disciplinary Faculties was first formally introduced at a Committee of Deans retreat in the Fall of 2003. Subsequently the idea has been discussed briefly in a Committee of Deans meeting and has been included in discussions related to revisions of the Trek 2000 vision statement.

The proposal currently under review was initially developed by a committee established by the Provost to consider an implementation plan for the transfer of professional programs from the Faculty of Graduate Studies to the disciplinary Faculties. The Committee's report was presented to the Committee of Deans for feedback, and thus consultation with the Faculties has been conducted through the corresponding Deans. This proposal has been endorsed by the disciplinary Faculties through their Deans.

A draft proposal was taken to the Senate Academic Policy Committee for feedback and endorsement. The Committee has approved the final version of this document. The Graduate Council, a body of the Faculty of Graduate Studies, also discussed this proposal. Furthermore, the proposal was circulated to all members of Council of the Graduate Student Society and changes were made in light of their feedback. Discussions have also occurred with students in specific professional graduate programs. Since this is a matter transcending the role of individual Faculties, it is a decision of Senate, representing all of the Faculties, that is critical.

Appendix A: Transfer of Professional Graduate Programs

Since the admissions criteria and the curricula of existing programs will not be changed by the proposed transfer, approvals of the Senate Admissions Committee and the Senate Curriculum Committee are not required. Both of these Committees have, however, reviewed drafts of this proposal and were invited to provide input to the Senate Academic Policy Committee. Importantly, any future changes to admissions criteria or to the curricula of these programs will require the approval of these Senate committees in the usual manner.

The above approval process was also based on the advice of the Senate Agenda Committee.

Respectfully submitted,
Richard C. Tees
Chair, Senate Academic Policy Committee

APPENDIX A: PROGRAMS ALREADY TRANSFERRED TO DISCIPLINARY FACULTIES

Responsibility for the following degree programs has been transferred from the Faculty of Graduate Studies to the disciplinary Faculties as shown.

Degree	Responsible Faculty
Doctor of Pharmacy (Pharm.D.)	Pharmaceutical Sciences
Master of Engineering (M.Eng.)	Applied Science
Master of Business Administration (M.B.A.)	Sauder School of Business
Master of Management (M.Mgt.)	Sauder School of Business

APPENDIX B: ISSUES RELATED TO THE ADMINISTRATION OF GRADUATE PROFESSIONAL PROGRAMS

Eligible Professional Programs

There are various indicators that suggest those programs that should have the option of residing in disciplinary Faculties. Ultimately, the relevant Faculty will need to demonstrate to the Provost that a program should be designated as professional, and the Provost's approval will be necessary for a Master's or other advanced degree program (e.g., Pharm.D.) to be listed as professional. This approval will also require the endorsement of Senate, as noted above. Especially in the area of new professional graduate programs any new degree names require the approval of Senate and must be vetted first by the Senate Academic Policy Committee.

Program Quality

Professional programs have high standards and they continually seek to ensure these standards are maintained. Responsibility for the quality of professional programs, which now rests jointly with the Faculty of Graduate Studies and the disciplinary Faculties, will now rest solely with the

disciplinary Faculties. Principles and common practices of quality assurance will be maintained by the disciplinary Faculties just as they now do for baccalaureate and post-baccalaureate programs. The cycle of program review that we use in all academic units will continue and disciplinary Faculties will be responsible for ensuring UBC-triggered reviews occur as well as the necessary reviews for accreditation and professional bodies.

Student advising and appeals

Responsibility for student academic advising currently rests with disciplinary Faculties, so that there will be no change. Responsibility for student appeals, which currently rests jointly with the Faculty of Graduate Studies and the disciplinary Faculties, will now rest solely with the disciplinary Faculties. All students have appeal mechanisms as spelled out in the calendar and these mechanisms will all continue to remain in effect, although for students in professional graduate programs appeals will be the responsibility of disciplinary Faculties.

Student Government

Student government is a student issue, not the business of Senate. Under current arrangements, the Graduate Student Society would continue to represent any student registered in either a Master's level or a Ph.D. program. The Alma Mater Society would continue to represent all students in credit-based programs at the University. The change proposed here would therefore have no effect on student membership in either the GSS or AMS.

Courses

Currently the approval of new courses and course changes are taken by the sponsoring Faculty to Senate through the Graduate Programs Sub-Committee of the Senate Curriculum Committee (which is now coincident with the Graduate Council Curriculum Committee). Therefore, curriculum approvals relating to professional programs will proceed directly to the Senate Curriculum Committee process and will no longer require the separate approval of Graduate Council.

Administration

Those administrative functions currently carried out by the Faculty of Graduate Studies, including those relating to student admissions and degree completion, will be transferred to the relevant disciplinary Faculties. However, the responsible Faculty may contract (on a fee for service basis) the Faculty of Graduate Studies or an alternative service unit to provide such administrative functions for those professional degrees being transferred, or for any new degrees that are developed.

Admissions

Responsibility for admissions to the relevant professional graduate programs, which currently rests jointly with the Faculty of Graduate Studies and the disciplinary Faculties, will now rest solely with the disciplinary Faculties. Disciplinary Faculties would be required to exercise the same diligence as the Faculty of Graduate Studies in meeting Senate standards. In some cases Faculties may also choose to contract the services of FoGS or Enrolment Services or an alternative service unit for all, or selected aspects, of admissions (e.g., the use of FoGS online application, related website updating, authentication of international transcripts, etc.). In handling application and tuition fees, professional graduate programs would be expected to use the University's Consolidated Billing Module (Registrar's Office).

Degree Completion

Responsibility for ensuring degree completion, which currently rests jointly with the Faculty of Graduate Studies and the disciplinary Faculties, will now rest solely with the disciplinary Faculties. Again, disciplinary Faculties will have to ensure compliance with Senate approved program requirements.

Program Transfers

Students in the relevant professional graduate programs may apply for transfer to a program in the Faculty of Graduate Studies. However, they will need to meet the required admissions criteria of the Faculty of Graduate Studies and will be considered by that Faculty on a case by case basis. Likewise, students in other graduate programs may wish to transfer to a professional graduate program and they too would need to apply and meet the required admission criteria of the disciplinary Faculty.

Resource Implications

An estimate of the direct costs to the Faculty of Graduate Studies for the administration of the relevant professional programs will be made, and the corresponding resources will be transferred to the relevant Faculties. Such a transfer should be revenue neutral such that any resources shifting from the Faculty of Graduate Studies should be tied to a reduction in workload. The portion of application fees that is retained by the Faculty of Graduate Studies will henceforth be retained by the responsible disciplinary Faculty.

Financial support for students

The University remains committed to increasing the financial support for students in other graduate programs. The administrative arrangements resulting from this motion will have only minor

Appendix A: Transfer of Professional Graduate Programs

influences on funding. In all professional graduate programs with differential tuition, a portion of that tuition has been set aside for financial aid and awards to students in those specific programs. This will continue and will be administered Student Financial Assistance and Awards (as with the M.B.A.). Any merit-based awards - both annual and endowed - associated directly with professional graduate programs should be administered by Student Financial Assistance and Awards. Students enrolled in professional programs opting to shift to disciplinary Faculties should not in the future be eligible for any merit-based awards administered by the Faculty of Graduate Studies.

Tuition and other Fees

Tuition and other mandatory fees for the relevant professional graduate programs will be established and changed no differently to present procedure: that is, fee proposals are taken by the disciplinary Dean to the Provost. With appropriate consultation and once endorsed by the Provost, they are taken to the Board of Governors for approval. Given current practice, this proposal will have no impact on future changes in tuition fees (i.e., it is neutral with respect to fee changes).

Graduate Policy Development

Because professional programs will be affected by Senate approved policies for graduate programs, the development of these policies will include the concerns of the disciplinary faculties.

APPENDIX C: CHECKLIST FOR DISCIPLINARY FACULTIES

Prior to Transfer

1. The program must be designated as a professional master's program. This designation involves:
 - a. Consultation with faculty, students, and other interested bodies, as appropriate, e.g. professional and accrediting bodies;
 - b. Discussion between the Vice President, Academic and Provost and the Faculty or Faculties involved;
 - c. Consultation by the Senate Academic Policy Committee;
 - d. Senate approval upon recommendation by the Vice President, Academic & Provost.
2. The disciplinary Faculty consults with the Faculty of Graduate Studies and other service units to ensure awareness of the entire range of services provided by the Faculty of Graduate Studies and considers how these services will be delivered following transfer. Such services include:
 - a. Admissions: use of online application, transcript evaluation and authentication, web content development and maintenance;
 - b. Degree completion: evaluation of student files to ensure that all requirements have been met.
3. The disciplinary Faculty discusses with the Faculty of Graduate Studies and the Office of the Vice President, Academic & Provost the amount of direct costs to the Faculty of Graduate Studies for services provided under #2 above and arranges for a revenue-neutral transfer of these funds to the disciplinary Faculty upon approval of the program transfer. Such a transfer may be accomplished through the reallocation of application fee revenue.
4. The disciplinary Faculty investigates and considers any implications with respect to financial support for students, e.g., student eligibility for merit-based awards administered by the Faculty of Graduate Studies. This may include consultation with Student Financial Assistance and Awards.
5. The disciplinary Faculty consults with Enrolment Services regarding any necessary post-transfer changes to program or student coding in the Student Information System

Transfer Approval

6. The dean of the disciplinary Faculty sends a written request to the Vice President, Academic & Provost for approval. The request should include a proposed effective date and a summary of discussion regarding the items listed under "Prior to Transfer".
7. The Vice President, Academic & Provost recommends the transfer to Senate for approval.

Following Transfer

8. The following responsibilities, which were previously shared between the disciplinary Faculty and the Faculty of Graduate Studies, become the sole responsibility of the disciplinary Faculty:
 - a. Program quality assurance;
 - b. Ensuring that regular program reviews occur, including internal reviews and reviews for accreditation and professional bodies;

Appendix A: Transfer of Professional Graduate Programs

- c. Upholding Senate standards with respect to admissions, academic regulations, and degree completion;
- d. Student appeals;
- e. Submission of curriculum proposals to the Senate approval process;
- f. Maintaining program descriptions in the Calendar and other publications.

Appendix B: Approval of Certificate Programs

PURPOSE

The purpose of this document is to update the current policy for approving Certificate Programs at the University of British Columbia.

Amendments to the original policy were endorsed by UBC Senate in 1994 and outlined a new set of guidelines that enabled Continuing Studies and the Faculties to develop academically sound programs in a market-responsive manner. (For further history on the amendments to the original policy, see **Appendix 1.**)

Under the current guidelines, there has been a dramatic increase in the number of innovative and successful Certificate Programs offered across campus, especially through Continuing Studies.

The updated policy described in this document further refines these guidelines and, in particular, addresses issues regarding: (1) student admission, assessment and discipline, and (2) program partnerships.

We ask that the UBC Senate endorse the updated policy, subject to a review process to be set five years after it is passed.

POLICY GUIDELINES

I. Definition of a Certificate Program

1. A Certificate Program normally consists of specialized, certificate-credit courses offered at a university level. It may also draw from University degree-credit courses. Student assessment in certificate-credit courses should be consistent with University standards.
2. The program of study should be equivalent to a minimum of one-half year (approximately 150 hours) and a maximum of one-full year of University study. The hours that make up the program may include classroom study, online course work and special projects or practicum placements.
3. Minimum admission requirements should be secondary school graduation with some exceptions for mature students where appropriate records of equivalent life/work experience are provided and deemed acceptable by those evaluating admissions. Normal admission requirements may require some post-secondary education or professional work experience.

II. Criteria for Establishment of Certificate Programs

Appendix B: Approval of Certificate Programs

1. A Certificate Program may be initiated only when the subject matter is appropriate to university-level teaching and research or is designed to meet the needs of specific University constituencies (e.g., Aboriginal people, Downtown Eastside residents). Programs may be developed collaboratively among academic units and Continuing Studies, or with appropriate program partners external to the University that bring added value to the Certificate Program.
2. A Certificate Program must have clearly defined educational objectives and may be oriented toward career development or achievement of professional standing.
3. A Certificate Program must be developed and maintained under the guidance of an Advisory Committee with representation from appropriate academic units as dictated by the program content. The Advisory Committee may also include representation from Continuing Studies, other academic institutions, employers, professional associations, labour groups, or others as appropriate.
4. The role of the Advisory Committee is to review the proposed Certificate Program with respect to curriculum, program format, evaluation procedures, admission criteria, assessment of internal and external resources (including library collections and student services), financial feasibility and market demand.

III. *Program Approval Process*

1. The proposed Certificate Program must be approved in principle by the appropriate Dean (or his/her designate) within the academic units involved or the Associate Vice-President of Continuing Studies. Faculties may establish their own internal approval processes in addition to those outlined in this policy.
2. As part of the program development process, programs must be reported to the Senate Committee on Continuing Education. (For a template of a typical summary report to this committee, see **Appendix 2.**)
3. Upon approval by the Advisory Committee, the full program proposal is forwarded to the academic units involved or the Associate Vice-President of Continuing Studies, as appropriate, for final approval.

IV. *Program Administration*

1. Implementing and maintaining appropriate administrative policies and procedures, student support services, financial administration and marketing activities are the responsibility of the academic unit that has consented to administer the program. Given the experience and infrastructure within Continuing Studies, academic units are encouraged to work with Continuing Studies in this regard.
2. Admission requirements should be clearly specified for each Certificate Program, including the appropriate academic background and life/work experience required. A process for students to appeal refused entry to a program should also be specified. Each academic unit is responsible for upholding the rigor of the admissions process to ensure integrity and equitable treatment in the selection of students.

3. Grading systems and completion requirements should be clearly delineated for the individual courses that make up the Certificate Program and for the program as a whole. The University grading system or another system deemed appropriate for a particular program may be used, but in all cases the assessment criteria must be available for review by students applying for the program and registering in courses within the program.
4. Standards for student conduct (deportment in the classroom when relating to fellow students and instructors, appropriate use of learning technologies, etc.) must be clearly specified for each Certificate Program. Consequences of failing to uphold these standards should also be specified. Appeals should be limited to progression through three levels: instructor, program director and finally the Associate Vice-President of Continuing Studies or Faculty Dean as appropriate.

V. *Program Review Process*

To ensure continuing quality and relevance, each Certificate Program is subject to review by Continuing Studies and/or by the academic unit offering the program within a specified time period not to exceed five years.

VI. *Awarding of Certificates*

Certificate Program graduates are not conferred a certificate by the Senate and will not attend congregation. However, program graduates will receive a certificate signed by appropriate officers of the University.

VII. *Program Partnership Considerations*

1. Certificate Programs may be offered through partnerships established between two or more academic units. The sponsoring units will determine their respective academic and administrative responsibilities. Agreements on all financial arrangements should be reached prior to program commencement.
2. Certificate Programs may also be offered via partnerships established between a UBC academic unit and one or more external organizations. The sponsoring partners will determine their respective administrative responsibilities, however primary academic responsibility must reside with the UBC academic unit that sponsors the program. Agreements on all financial arrangements should be reached prior to program commencement. Programs are awarded by the UBC academic unit, but may include reference to external sponsors through such means as sponsor logos on official documents and/or marketing materials.

APPENDIX 1. HISTORY OF THE 1994 AMENDMENTS TO THE POLICY ON ESTABLISHMENT OF CERTIFICATE AND DIPLOMA PROGRAMS AT THE UNIVERSITY OF BRITISH COLUMBIA

Continuing education at the University of British Columbia is offered by Continuing Studies and a number of professional faculties. The purpose of the 1994 amendments to the policy on the establishment of Certificate and Diploma Programs was to amplify the definition of University Certificate Programs approved by the Senate in 1977, and to parallel the amended policy for Diploma Programs approved by the Senate in 1994.

The 1977 policy was unclear about the role of Senate in the approval of Certificate and Diploma Programs, and focused specifically on programs that consisted entirely of degree-credit courses. The amended policy for Diploma Programs clarified the requirement of Senate approval of these programs, which are made up of mainly degree-credit courses. Under additional amendments, Certificate Programs were defined as consisting primarily of certificate-credit courses and approval was determined to rest with the academic units and Faculties. By limiting approval to the academic unit or Faculty with monitoring by the Senate Committee on Continuing Education, the revised policy responded to the need for a high level of responsiveness to the marketplace and flexibility in the development of what were often workplace-oriented programs.

It is understood in the amendments to the policy that both Continuing Studies and the Faculties are mandated to develop and offer Certificate Programs, and that the degree to which these units collaborate is subject to mutual agreement. All programs developed by Continuing Studies were deemed subject to approval by academic units or the Associate Vice-President of Continuing Studies, as appropriate.

Faculties may determine their own internal policies for the approval of Certificate Programs undertaken within their auspices, and in regard to the role of member departments in the approval of programs sponsored by other Faculties or Continuing Studies.

In summary, the amendments to the 1977 policy resulted in two main changes:

1. Certificate Programs were deemed to consist primarily of certificate-credit courses. This change was based on the rationale that Continuing Studies and the Faculties are capable of developing academically rigorous certificate-credit courses offered in a format compatible with the needs of adult learners and employers. These courses may be offered at a university academic level appropriate for the Certificate Program.
2. Each Certificate Program was to be reported to Senate through the Senate Committee on Continuing Education with regular reports from Continuing Studies and the Faculties. However, Senate would not be involved in the formal approval of these programs. To ensure that academic standards and integrity are consistent with the University overall, it was determined that all programs must be approved by the academic units involved in their develop-

ment and offering or the Associate Vice-President of Continuing Studies, as appropriate. In addition, Faculties could establish their own additional internal approval procedures.

APPENDIX 2. UBC CERTIFICATE PROGRAM UNDER DEVELOPMENT: TEMPLATE FOR A SUMMARY REPORT TO THE SENATE COMMITTEE ON CONTINUING EDUCATION

Proposed Name of Certificate Program:

Date of Submission:

Sponsoring Faculty/Department/School:

Contact Person:

Name

Title

Telephone

Email

Supporting UBC Partners or External Partners:

Program Description (*maximum 250 words*):

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

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

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

Target Learners:

Student Admission Criteria:

Student Assessment/Grading Methods:

Program Delivery Format:

Marketing/Promotion Strategy:

Assessment of Impact on Departmental and University Resources:

Assessment of Financial Viability:

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

Final Approval Expected from the Following Deans/Department Heads:

APPENDIX 3. CHECKLIST FOR ESTABLISHING UBC CERTIFICATE PROGRAMS

(Important note: for full details, see the Policy on Approval of UBC Certificate Programs)

A UBC Certificate Program must:

- have clearly defined educational objectives and subject matter appropriate to university-level teaching and research
- consist of specialized, certificate-credit courses or university degree-credit courses
- represent the equivalent of approximately 150-300 hours of study, which may include classroom or online course work, special projects or practicum placements
- have clear admission requirements of secondary school graduation, post-secondary education or life/work experience, as well as a process for appeals
- have clear grading systems and completion requirements for individual courses and for the program as a whole, as well as documentation of same for review by students
- have clear standards for student conduct and specify the consequences of failing to uphold these standards
- receive approval in principle by the appropriate Dean (or designate) within the academic units involved or the Associate Vice-President of Continuing Studies
- be developed and maintained under the guidance of an Advisory Committee made up of representatives from appropriate academic units and members of the community
- receive final approval by the Advisory Committee, as well as the academic units involved or the Associate Vice-President of Continuing Studies, as appropriate
- be reported to the Senate Committee on Continuing Education
- be subject to review by Continuing Studies and/or by the academic unit(s) offering the program within a specified time period not to exceed five years
- be offered by one or more academic units or Continuing Studies, or by either in partnership with one or more appropriate external organizations

Appendix C: Curriculum Summary

FACULTY OF APPLIED SCIENCE

MECH 304, 420, 421, 422, 451, 452, 467

FACULTY OF ARTS

First and second years, Social Work and Family Studies

Honours in Classics

Combined Major in Philosophy and Political Science

FACULTY OF GRADUATE STUDIES

CONS 501

FRST 522, 545, 581, 588, 596

NEST 500, 501, 502, 503

EOSC 578

M.Sc. Medical Physics Specialization

ASTR 502, 520

PHYS 545

FACULTY OF EDUCATION

ECED 380

FACULTY OF LAND AND FOOD SYSTEMS (FORMERLY AGRICULTURAL SCIENCES)

Minor in Human Kinetics

AGRO 215

Minor in Nutritional Science

Program Changes: Food Science Major

Food, Nutrition & Health General Program

Removal of Human Ecology Major

FACULTY OF PHARMACEUTICAL SCIENCES

PHAR 454, 479, 489, 499

Program changes to fourth year

Faculty of Science

Minor in Human Kinetics

Computer Science Program Changes

Combined Honours: Oceanography and Another Science Subject

Combined Honours: Geophysics and Another Science Subject

Combined Honours: Physics and Another Science Subject

ISCI 350, 422

CHEM 401

CPSC 317, 340

EOSC 111, 250

PCTH 325

PHYS 107, 109, 404

COLLEGE OF HEALTH DISCIPLINES

IHHS 407