



Vancouver Senate

**THE EIGHTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2012/2013 ACADEMIC YEAR**

WEDNESDAY, APRIL 17, 2013

6:00 P.M.

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

1. Tributes Committee – Dr Sally Thorne (approval) (circulated)

- a. Memorial Minute for Dr Michael Shaw
- b. Memorial Minute for Dr Leonhard Martin Wedepohl

2. Senate Membership – Ms Lisa M. Collins

- a. New Student Senators (information) (circulated)
- b. Vice-Chair of Senate (approval)

At the close of the nomination period on April 9, 2013, the Senate Secretariat had received two (2) nominations for the position of Vice-Chair of Senate. An election will be held at the April 17, 2013 meeting. The Vice-Chair of Senate will serve for a period of one (1) year from April 17, 2013 and thereafter until replaced.

3. Minutes of the Meeting of March 20, 2013 – Prof. Stephen J. Toope
(approval) (circulated)

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

Flexible Learning Initiative – Dr David Farrar (information)

5. Remarks from the Chair - Prof. Stephen J. Toope

Record of President's Activities for January 3, 2013 to March 8, 2013

6. From the Board of Governors - Prof. Stephen J. Toope (information)

Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act*:

Senate Meeting February 13, 2013

- Curriculum proposals from the Faculties of Applied Science, Arts, Dentistry, Graduate Studies (Arts, Education, Forestry, Law, Medicine, and Science), Land and Food Systems and Law

...continued

- Changes to Senate's policy on the Membership in the Faculty of Graduate Studies
- Revised Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry
- New program – Master of Laws in Taxation
- Student Awards

Senate Meeting March 20, 2013

- Curriculum proposals from the Faculty of Graduate Studies (Applied Science)
- Name Change from the Faculty of Graduate Studies to the Faculty of Graduate and Postdoctoral Studies effective July 1, 2013
- Establishment of International College effective May 1, 2013
- Disestablishment of College of Interdisciplinary Studies effective October 1, 2013
- New program – Master of Urban Design
- Student Awards

7. Admissions Committee – Dr Robert Sparks (approval) (circulated)

- a. Graduate Programs in Sociology (Doctor of Philosophy and Master of Arts) – Addition of GRE Requirement
- b. Graduate Programs in Forestry (Doctor of Philosophy, Master of Science, Master of Applied Science and Master of Forestry) – Minimum TOEFL Requirement
- c. Bachelor of Applied Science – Readmission
- d. Essential Skills and Abilities for the Pharmacy Program

8. Joint Proposal from the Admissions and Curriculum Committees – Dr Peter Marshall (approval) (circulated)

Master of Public Health/Master of Science in Nursing Dual Degrees Option

9. Curriculum Committee – Dr Peter Marshall (approval) (circulated)

Curriculum proposals from the Faculties of Applied Science, Arts, Education, Forestry, Graduate Studies (Arts), Pharmaceutical Sciences, and Science

10. Nominating Committee – Dr Rhodri Windsor-Liscombe (approval) (circulated)

Terms of Reference for the Presidential Search Committee

11. Student Awards Committee- Dr Sue Grayston (approval) (circulated)

New awards and proposed changes to existing awards from March 2013

12. Reports from the Provost – Dr David Farrar (information) (circulated)

Principles, Procedures and Guidelines for External Academic Unit Reviews

...continued

13. Proposed Agenda Items

14. 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: Kristen Elder, telephone 604.822.5239 or e-mail: kristen.elder@ubc.ca

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



5 April 2013

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. Michael Shaw

Motion: *That Senate approve the Memorial Minute for Dr. Michael Shaw, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. Michael Shaw

Michael Shaw was born in the West Indies and came to Canada in 1943. He received a Bachelor of Science (Honours Botany) from McGill University in 1946 and Master of Science and Doctor of Philosophy degrees in Botany and Plant Pathology from Macdonald College of McGill in 1947 and 1949, respectively. Following a period as a National Research Council Postdoctoral Fellow in Cambridge, England, Dr. Shaw joined the Department of Biology at the University of Saskatchewan as an Assistant Professor in 1950 and became Professor and Head of the Department in 1961. An active scientist, Dr. Shaw conducted research on the physiology and biochemistry of the host-parasite relations of rust fungi on wheat and flax. The severe epidemic of wheat rust in the prairies in the 1950's had prompted Dr Shaw to undertake research on this important disease.

In 1967 Dr. Shaw came to UBC as Dean of the Faculty of Agriculture and served as Dean until his appointment as Vice-President, Academic in 1975. During his deanship the Faculty name was changed to the Faculty of Agricultural Sciences and the Faculty experienced considerable growth and development. His philosophy was that faculties of agriculture should continue to expand because of the vital importance the discipline in the area of food production. His early concern about agriculture as an ecosystem led to the agro-ecosystem approach forming a frame-work for the curricula in the Faculty. In addition to his UBC activities he was active in national scientific and academic associations. He initiated the formation of the Association of Faculties of Agriculture in Canada and was President of this group in from 1974 to 1975.

During his career, he achieved international recognition as a plant pathologist, making pioneering contributions to research on the physiology and biochemistry of host-parasite relationships. As both dean and vice-president, Dr. Shaw brought vision and commitment to his years of academic service. He encouraged the creation of many new programs and he supported funds for university programs in the interior and the north of BC that enhanced access for students from the entire province. His leadership and administration were grounded in the highest academic standards and what was best for UBC students and for the province.

Dr Shaw retired in 1989 after a distinguished association of 22 years with UBC and was named University Professor and Dean Emeritus. In recognition of his service to the University and to agricultural science a scholarship fund was established in his name. In retirement he maintained an active interest in agricultural research and in academic affairs.

Dr Shaw received several prestigious honours and distinctions. Particularly noteworthy were his election to the Royal Society of Canada in 1962, the honorary Doctor of Science from his alma mater, McGill University (1975) and the Royal Society of Canada's Flavelle Medal, their highest award for research achievements in the biological sciences (1976). For his substantial international impact in the world of plant sciences and his contribution to the University, Dr. Shaw was awarded an honorary Doctor of Science by UBC in 2003.

The Senate sends its condolences to Dr. Shaw's family and friends.



5 April 2013

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. Leonhard Martin Wedepohl

Motion: *That Senate approve the Memorial Minute for Dr. Leonhard Martin Wedepohl, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. L. Martin Wedepohl

Martin Wedepohl was born in Pretoria, South Africa in 1933. He matriculated from Grey College, Bloemfontein, South Africa in 1949. In 1953 he graduated with a Bachelor of Science (Engineering) cum laude from the University of the Witwatersrand in Johannesburg.

He joined the British General Electric Company (GEC) in 1954 as a graduate apprentice and from 1954 to 1957 was with A. Reyrolle and Company as a research engineer. During this time he developed the world's first transmission line protection system based on emerging transistor technology. He was awarded a Doctor of Philosophy for this work by the University of Manchester Institute of Science and Technology (UMIST) in 1957. In 1964, he was appointed to the Department of Electrical Engineering at UMIST, going on to serve as chair of the department from 1969 to 1974.

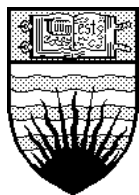
In 1974 he became Professor and Dean of Engineering at the University of Manitoba. He was appointed to the Board of Manitoba Hydro Electric Corporation in 1975 and became Vice Chairman and *pro tem* Chairman from December 1978 to October 1979. During his term in Winnipeg he helped establish the Manitoba High Voltage Direct Current Research Laboratory and the Manitoba Micro Electronics Institute. In recognition of his outstanding contribution and service to the Manitoba Hydro Electric Board, Dr. Wedepohl was the recipient of the Award of the Bison by the Government of Manitoba.

In 1979, Dr. Wedepohl was appointed Dean of the Faculty of Applied Science at UBC, a post he held until 1985. During this time he was chairman of the task force which prepared a report for the government of British Columbia on major expansion of the University's School of Engineering. He was also chairman of the planning committees which specified the new mining engineering building and the building for the western division of the Pulp and Paper Research Institute of Canada. After completing his term as dean, he continued on as a professor in the Department of Electrical Engineering until 1985.

He was appointed to the board of the British Columbia Hydro Electric Corporation from 1980 to 1984 and chairman of the energy sub-committee of that board. He served as a member of the Science Council of British Columbia from 1981 to 1985 and a member of the Arts, Science and Technology Council of British Columbia from 1982 to 1985. He was faculty advisor and sponsor to a team of UBC students who won first prize in the Innovative Vehicle Design Competition at Expo'86.

Dr. Wedepohl authored more than 30 papers in the Proceedings of the Institution of Electrical Engineers (IEE) in London and the Institute of Electrical and Electronic Engineering (IEEE) in New York. He was a Fellow of the Institution of Electrical Engineers in London and of the Engineering Institute of Canada.

The Senate expresses its condolences to Dr. Wedepohl's family and friends.



The University of British Columbia – Vancouver Senate

Members of Senate

Effective 01 April 2013

EX OFFICIO

Chancellor	Ms Sarah Morgan-Silvester
President, Chair	Prof. Stephen J Toope
Secretary	Ms Lisa M. Collins
Academic Vice-President	Dr David Farrar

DEANS OF FACULTIES

Applied Science	Dr Eric Hall (<i>pro tem.</i>)
Arts	Dr Gage Averill
Commerce and Business Administration	Prof. Robert Helsley
Dentistry	Dr Charles Shuler
Education	Dr Blye Frank
Forestry	Dr John Innes
Graduate Studies	Dr Susan Porter (<i>pro tem.</i>)
Land and Food Systems	Dr Murray Isman
Law	Prof. Mary Anne Bobinski
Medicine	Dr Gavin C E Stuart
Pharmaceutical Sciences	Dr K. Wayne Riggs (<i>pro tem.</i>)
Science	Dr Simon Peacock

PRINCIPALS OF COLLEGES

College of Health Disciplines	Dr Louise Nasmith
College for Interdisciplinary Studies	Dr Hugh Brock

ELECTED BY THE FACULTIES

Applied Science	Dr William Dunford Dr André Ivanov
Arts	Dr Mark Vessey Vacancy
Commerce and Business Administration	Dr Dan Simunic Dr Ralph Winter
Dentistry	Prof. Bonnie Craig Dr Lance Rucker
Education	Dr Donal O'Donoghue Dr Nancy Perry
Forestry	Dr Sue Grayston Dr Peter L Marshall
Graduate Studies	Dr Philip Loewen Dr Lawrence Walker
Land and Food Systems	Dr Gwen Chapman Dr Andrew Riseman
Law	Dr Benjamin Goold Prof. Bruce MacDougall
Medicine	Dr Kenneth Baimbridge Dr Peter Leung
Pharmaceutical Sciences	Dr Ujendra Kumar Dr Fawziah Marra
Science	Dr Santokh Singh Dr Don Witt

ELECTED BY THE FACULTY OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Vacancy
Vacancy

ELECTED BY THE JOINT FACULTIES

Dr Richard Anstee	Dr Katharine Patterson
Dr Peter T Choi	Dr Ronald Reid
Dr Wendy Hall	Dr Robert Sparks
Dr Paul G Harrison	Dr Sally Thorne
Dr William McKee	Dr Rhodri Windsor-Liscombe

ELECTED BY THE CONVOCATION

Mr Tariq Ahmed	Dr Stanley B Knight
Dr Joe Belanger	Dr Bikkar S Lalli
Ms Erin Biddlecombe	Mr William B McNulty
Dr Lawrence Burr	Ms Shannon Sterling
Mr Darran Fernandez	Mr Michael Thom
Mr Séan Haffey	Mr Des Verma

REPRESENTATIVES OF AFFILIATED COLLEGES

St Mark's College	Rev. Dr Mark A Hagemoen
Vancouver School of Theology	Rev. Dr Stephen Farris
Regent College	Dr Rod Wilson
Carey Theological College	Dr Brian Stelck

LIBRARIAN

Dr Ingrid Parent, University Librarian

ELECTED BY THE PROFESSIONAL LIBRARIANS

Ms Trish Rosseel

DIRECTOR OF CONTINUING EDUCATION

Dr Judith Plessis

ELECTED BY THE STUDENTS

(Term from April 1, 2013 to March 31, 2014. One representative elected by each faculty, one representative from the College for Interdisciplinary Studies, and five members at-large)

Applied Science	Mr Graham Beales
Arts	Ms Tanya Shum
Commerce and Business Administration	Mr Cole Leonoff
Dentistry	Mr Jared Lee
Education	Ms Melanie McKenna
Forestry	Ms Veni Goyal
Graduate Studies	Ms Julianne Jagdeo
Land and Food Systems	Mr Mark Prescott
Law	Mr Tom MacLachlan
Medicine	Mr Casey Chan
Pharmaceutical Sciences	Ms Melissa Patton
Science	Ms Mona Maleki
College for Interdisciplinary Studies	Mr Barak Caracheo
Members at-large	Mr Philip Edgcumbe, Medicine Ms Nina Karimi, Arts Ms Anne Kessler, Arts Ms Kiran Mahal, Science Ms Natalie Marshall, Graduate Studies, Science



VANCOUVER SENATE

MINUTES OF 20 March 2013

DRAFT

Attendance

Attendance

Present: Mr J. Yang (Vice-Chair), Ms L.M. Collins (Secretary), Mr T. Ahmed, Dr K. Baimbridge, Dr J. Belanger, Principal H. Brock, Dr L. Burr, Mr B. Caracheo, Mr B. Caro, Dr G. Chapman, Mr B. Craig, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Dean B. Frank, Prof. B. Goold, Ms V. Goyal, Mr S. Haffey, Dean *pro tem.* E. Hall, Dr P. Harrison, Mr M. Hunter, Dean M. Isman, Dr U. Kumar, Dr B.S. Lalli, Mr P. Lee, Ms M. Leong, Dr P. Leung, Ms N. Liu, Dr P. Loewen, Prof. B. MacDougall, Ms K. Mahal, Dr P. Marshall, Dr W. McKee, Ms M. McKenna, Mr W. McNulty, Ms S. Morgan-Silvester (Chancellor), Dr I. Parent, Dr K. Patterson, Dr N. Perry, Dean *pro tem.* S. Porter, Dean *pro tem.* W. Riggs, Dr A. Riseman, Mr C. Roach, Ms T. Rosseel, Dr L. Rucker, Mr A. Sihota, Dr S. Singh, Dr R. Sparks, Mr M. Thom, Dr S. Thorne, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr R. Winter, Dr D. Witt, Mr E. Woo, Ms L. Zhu.

Regrets: Dr R. Anstee, Dean G. Averill, Ms E. Biddlecombe, Dean M.A. Bobinski, Dr P. Choi, Prof. B. Craig, Dr W. Dunford, Rev. Dr S. Farris, Dr S. Grayston, Rev. Dr M. Hagemoen, Dr W. Hall, Dean R. Helsley, Dean J. Innes, Dr I. Ivanov, Mr T. Jefferson, Dr S. Knight, Dr F. Marra, Principal L. Nasmith, Dr D. O'Donoghue, Dean S. Peacock, Principal J. Plessis, Dr R. Reid, Ms T. Rosseel, Dean C. Shuler, Dr D. Simunic, Dr B. Stelck, Ms S. Sterling, Dean G. Stuart, Prof. S.J. Toope, Ms K. Tyson, Dr R. Wilson.

Guests: Dr S. Bates, Mr H. Bjorn, Mr P. Condon, Dr L. Cowin, Mr J. Jagdeo, Dr A. Kindler, Ms N. Marshall, Ms K. McKellin, Mr T. MacLachlan, Mr G. Menzies, Mr P. Moroney, Dr A. Redish, Ms S. Schmiesing, Ms G. Semonoff.

Recording Secretary: Mr C. Eaton.

Tributes Committee

MEMORIAL MINUTE FOR DR MARGARET E. PRANG

Dr. Margaret Prang was born in Stratford, Ontario, and spent her childhood in Edmonton and Brantford. She attended the University of Manitoba, graduating with a Bachelor of Arts in 1945, and went on to pursue graduate studies at the University of Toronto. In 1959, she joined UBC's History Department, where she quickly became a popular teacher. She served as department head from 1974-79, and again from 1982-83.

Though her early interest was in political and constitutional history, Dr. Prang's attention turned increasingly to social and intellectual history, as indicated in numerous articles and reviews. Her book, *N.W. Rowell: Ontario Nationalist*, won the UBC medal for popular biography in 1975. Dr. Prang was President of The Canadian Historical Association in 1976-77, and a member of the Historic Sites and Monuments Board of Canada from 1973 to 1979. With the late Walter Young, she founded, and for some years edited, the journal *BC Studies*.

A promoter of Arts I, Dr. Prang chaired the coordinating committee and taught in the program in its early years. She was also an active member of the wider university community, chairing the

President's Committee on the Norman McKenzie biography, and serving on the executive of the Faculty Association. Dr. Prang served as a joint faculties representative to Senate from 1975 to 1978. She was awarded an honorary doctorate from UBC in 1990.

Dr. Prang was deeply involved in community; the United Church of Canada and ecumenical committees, both locally and nationally; and she received the Queen's Diamond Jubilee Medal in 2012. She enjoyed spending time in her two favourite places: Georgian Bay, Ontario, and Galiano Island, BC.

The Senate offers its deepest condolences to Dr. Prang's family and friends.

Sally Thorne
Kiran Mahal

}

That Senate approve the Memorial Minute for Dr Margaret E. Prang, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.

Approved.

MEMORIAL MINUTE FOR THE HONOURABLE ALFRED JOHN SCOW

The Honourable Alfred Scow was considered a trailblazer by many. A member of the Kwicksutaineuk-ah-kwa-mish First Nation on Vancouver Island, Scow was the first person of aboriginal descent to graduate from a BC law school and to be called to the British Columbia bar. He completed his Bachelor of Laws from UBC in 1961 and was called to the bar the following year. In 1971, he became a Provincial Court Justice, serving in this capacity until 1992. After leaving the Provincial Court, Mr. Scow worked on behalf of the Musqueam, Fraser Valley, and Penticton Indian bands.

He was a tireless supporter of UBC and was instrumental in establishing the University's First Nations Studies program. His commitment and dedication to the University was evident in his service in many capacities, including service to the Senate as a Convocation senator (1990-1993), membership on the President's Advisory Committee, the Faculty of Law First Nations Advisory Committee and the Alumni Association Board. He was a founding member of the Elders Committee for the First Nations House of Learning, served on the management council for First Nations House of Learning and was the founder and lifetime member of the Vancouver Aboriginal Friendship Society. Mr. Scow received the University's Great Trekker Award in 1995 and was further recognized with an honorary Doctor of Laws in 1997.

Outside of the University, Mr. Scow's community service included work for the John Howard Society, the United Good Neighbour Fund and Credit Union, the BC Lions Society for Children with Disabilities, the Aboriginal Justice Centre, the Pacific Salmon Foundation, the YVR Art Foundation, and the Institute of Indigenous Government.

Alfred Scow was an inspiring figure, both within and outside the Aboriginal community. In 2001, he founded the Scow Institute, which works to promote greater understanding between Aboriginal and non-Aboriginal people.

In addition to his many professional accomplishments and community service, Mr. Scow co-authored a children's book entitled *Secret of the Dance*. Published in 2006, *Secret of the Dance* tells the true story of then nine-year-old Scow, who unbeknownst to his parents, sneaked in to watch his father dance at a potlatch, an activity then prohibited under the Indian Act.

His professional and community efforts have been recognized with many awards, including the Canada 125 Medal, the Centennial Medal of Canada, and the Canadian Indian Arts Foundation Aboriginal Achievement Award. Mr. Scow was made a member of the Order of Canada in 2000 and the Order of British Columbia in 2004.

Throughout his career, Alfred Scow demonstrated vision, integrity and a dedication to social justice. He was an inspirational figure and will be missed by many. The Senate offers its deepest condolences to his family and friends.

Sally Thorne
Joseph Belanger

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That Senate approve the Memorial Minute for the Honourable Alfred John Scow, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.

Approved.

Senate Membership

The Registrar *pro tem.* welcomed Dr Wayne Riggs, Dean *pro tem.* of the Faculty of Pharmaceutical Sciences to Senate replacing Dean Robert Sindelar; and pursuant to Rule 12 of the *Rules and Procedures of Senate* declared the seat of Dr Darrin Lehman, Faculty Representative of the Faculty of Arts, to be vacant. A by-election will be called shortly to replace Dr Lehman.

Minutes of the Previous Meeting

Lance Rucker
William McNulty

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That the Minutes of the Meeting of 13 February 2013 be adopted as circulated.

Approved.

Certificates of Appreciation for Student Senators

Due to the absence of President Toope, Acting President David Farrar presented certificates of appreciation to the Student Representatives to Senate who were to complete their terms of office on 31 March 2013. It was noted that some senators had been re-elected for subsequent terms.

From the Board of Governors

The Vice-Chair confirmed that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act*:

SENATE MEETING 12 DECEMBER 2012

- New program – Dual degree in Food, Nutrition & Health and Education.
- Curriculum proposals put forward by the Faculty of Graduate Studies (Faculties of Land and Food Systems and Medicine) and the Faculty of Science.
- Student Awards
- Changes to the Procedures for Full Faculty Meetings as Proposed by the Faculty of Medicine

Candidates for Degrees

Susan Porter
Philip Loewen

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That the candidates for the degree of Master of Digital Media, as recommended by the Faculty of Graduate Studies, be granted the degree for which they were recommended, effective March 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. (2/3 majority required); and

That the candidates for the degree of Doctor of Philosophy be granted the degree effective March 2013

Dean *pro tem*. Porter explained that this was the first presentation of rolling graduation graduates to Senate for the granting of their degrees. She explained the basis for that system and the nature of these recommendations, noting that one degree was expedited for medical reasons, and another so that a graduand could assume a position at a foreign institution.

Approved.

Academic Policy Committee

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

GRADUATE PROGRAM TRANSFERS FROM THE COLLEGE FOR INTERDISCIPLINARY STUDIES TO FACULTIES AND DISESTABLISHMENT OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Paul Harrison
William McNulty

} *That Senate approve and recommend to the
Board of Governors the following effective
September 1, 2013:*

*That administration of the
Bioinformatics Graduate Program
be transferred from the College of
Interdisciplinary Studies to the
Faculty of Science;*

*That administration of the Cell and
Developmental Biology Graduate
Program be transferred from the
College of Interdisciplinary Studies
to the Faculty of Medicine;*

*That administration of the Genetics
Graduate Program be transferred
from the College of Interdisciplinary
Studies to the Faculty of Medicine;*

*That administration of the Genome
Science and Technology Program be
transferred from the College of
Interdisciplinary Studies to the
Faculty of Science;*

*That administration of the
Interdisciplinary Oncology Graduate
Program be transferred from the
College of Interdisciplinary Studies
to the Faculty of Medicine;*

*That administration of the
Neuroscience Graduate Program be
transferred from the College of
Interdisciplinary Studies to the
Faculty of Medicine;*

That administration of the Master Software Systems Program be transferred from the College of Interdisciplinary Studies to the Faculty of Applied Science; and,

That the College for Interdisciplinary Studies be disestablished effective October 01, 2013

Dr Harrison noted that Senate had already approved the transfer of the interdisciplinary centres and institutes from the College to the faculties, and suggested that it was important for graduate programs to have an academic home such as a faculty could provide. Within each faculty the programs would be closely associated with existing interdisciplinary structures. He emphasized that these programs were successful and assured Senate that the interdisciplinary nature of each program would not be threatened by association with a disciplinary faculty.

Senator Belanger asked how a prospective doctoral student would be able to learn about interdisciplinary initiatives at UBC.

The Provost replied that there would be a senior administrator in the provost's office who would further the understanding of interdisciplinarity at UBC.

The Dean of Graduate Studies added that many programs were interdisciplinary.

Dr Singh asked what the financial implications would be for this transfer and if any savings could be found through these moves.

Dr Harrison replied that the current funding for these programs would move to their new faculties, but that this funding was needed to support students and these programs.

The Provost added that any savings found would be redistributed to the faculties.

Senator Roach noted that he was President of the CfIS Graduate Student Association. He opined that there were many consultative meetings about these moves, but these were primarily for informing students, not informing a decision. He expressed disappointment that there were not further program level discussions and asked if Senate would consider a policy around general student consultation for academic changes.

Dr Harrison agreed to take this matter up at the Academic Policy Committee.

Dr Burr asked if it would be possible to flag the interdisciplinary specialities so that they could be highlighted for applicants.

Dr Harrison stated that it may be difficult to agree on what criteria to use to consider a program to be "interdisciplinary."

Approved.

Joint Report of the Academic Policy and Admissions Committees

The committee chairs, Drs Harrison and Sparks, presented.

INTERNATIONAL COLLEGE

Paul Harrison	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the College, temporarily designated as the 'International College' as set out in Section (1) of the attached proposal, effective May 1, 2013;</i>
Lance Rucker		

That Senate approve the provisions for the Academic Regulation and Administration of the International Program of the College' as set out in Section (2) of the attached proposal; and,

That Senate approve the description of the College to be listed in the Academic Calendar as set out in Section (3) of the attached proposal.

Dr Harrison noted that Senate and its committees have had several presentations in recent months on this initiative for information, and that now Senate was being asked to formally approve the new college. He suggested that UBC has done a remarkable job under the International Student Initiative to establish UBC as a leader in the recruitment and education of international students -we have recruited and enrolled increasing numbers from great schools around the world - but we would have a challenge if we want an increase in diversity, as we were drawing students from a limited source of very good schools such as those in the International Baccalaureate (IB) program. Dr Harrison advised that we were the largest recipient of IB student applications in the world; but that if we wanted to increase diversity we would need to recruit differently and look beyond international schools to those teaching the indigenous curricula. He summarized the college as a way of taking UBC to the wider world.

The Committee Chair went on to describe the International College as a way of bringing in students who were academically strong but not ready for first year at UBC based on their previous preparations. He noted that we wanted strong students and would provide them with a first year education that will prepare them for second year in our regular programs. He further noted that this would be an opportunity for us to learn and further develop our teaching.

Dr Harrison advised that initially students would be placed in Arts or Science streams; other faculties have expressed interest in participating and it is expected that over time the College will grow to accommodate other programs. He further noted that faculty will be appointed to UBC departments with a responsibility in those departments to support teaching in the College.

In terms of student administration, Dr Harrison stated that the academic regulations of the college were based on our existing faculty regulations; College students will be UBC students and subject to our general regulations, but the College regulations would also apply in the same way that faculty regulations apply to students in faculties.

Senator Loewen noted that the calendar statement informed students who completed the program that they may “apply” to UBC; he asked if there would be more encouragement.

Dr Harrison replied that the intention would be for the faculties to be specific as to what was required for admission to 2nd year.

With permission of Senate, Vice-Provost Angela Redish replied that it was for the faculties to state their requirements. These would be brought through the Senate Admissions Committee.

Senator Haffey asked about the economic background of students, suggesting that we would still have students from similar socioeconomic backgrounds as at present.

Dr Redish agreed that this program would not completely diversify our international student body, but that some funds would be set aside to provide for scholarships and bursaries for students who could not otherwise attend.

In response to a question from Senator Singh, Dr Harrison advised that the college would be paying for new faculty members in the academic departments.

Senator Singh noted that UBC was already at capacity in our laboratories; he asked how we could gain new capacity for these students.

Dr Harrison agreed that that this was a matter of concern for the Faculty of Science. He suggested that this was partially being addressed by focusing the courses available to College students to areas where we have space, and by considering our space utilization, as we did have extra capacity in both the summer months and outside of our normal teaching hours.

Senator Lalli asked if these students would have any issues with student visa authorizations.

With permission of Senate, Ms Karen McKellin, Director of the International Student Initiative (ISI), replied that while what amounts to a conditional offer does add a degree of uncertainty to the consideration of some visas, we already have experience in these matters thanks to the English Language Institute and the Conditional Admissions Program that we expect to help us in drafting offers that will be acceptable to Immigration.

Senator Caracheo noted that page 12 of the proposal should read 2015-2016 not 2014-2015.

By general consent, the dates on page 12 of the proposal were amended to read 2015-2016

Senator Baimbridge asked how the 16-month program could affect progression into degree programs.

Senator Harrison said each faculty would need to determine when students could commence their programs; some may need more time. Some programs may also look at having students start programs in January.

**Approved
as Amended.**

Robert Sparks
Lance Rucker

} *That Senate approve the creation of the International Program classification of students, effective May 1, 2013; and,*

That Senate approve the admissions requirements for the International Program, as set out in Section (2) of the attached proposal and two-column form.

Dr Sparks explained the nature of the new proposed “International Program” student classification, comparing it to our existing categories such as “regular” or “access.” He also set out the proposed admission requirement noting that the college’s requirements were not below the University’s minimum requirements.

With consideration of broad-based admission (BBA), he noted that the Senate Admissions Committee did not think it reasonable to apply the BBA system to these students given their expected level of English proficiency. Instead, assessment would be based on academic performance, their previous curriculum, and level of English language preparation.

In terms of English Language Requirements, Dr Sparks noted that the bands were reset to broaden the pool but take into consideration what progress we know students can make with one year of intense English preparation.

Senator Loewen asked how we would ensure we would have outstanding students given the University minimum of 70%.

Dr Sparks replied that 70% is only a minimum and we expect the averages to be much higher, such as it already is for ISI international students.

Dr Loewen agreed that while it was possible competition could achieve this result, he asked why not set a higher bar to give certainty.

Senator Sparks replied that as this would be a new program, it seemed wiser to see how the first few years progressed before considering limits.

Senator Haffey asked if “IP” could be confused as “In progress”

The Associate Registrar replied that many schools used IP to mean international program but that his office would take the matter under review.

Senator Singh asked how we could understand differing national curricula that may produce similar averages.

Senator Sparks noted that we already did this to an extent with ISI applicants.

The Registrar *pro tem.* noted that we develop expertise to understand differing national curricula whenever we receive applications from different countries. She further suggested that we would closely monitor those students at UBC to see how they progressed and if we needed to adjust our requirements accordingly.

Dr Sparks replied that this issue furthered the notion of campus as a living lab for curricular development.

Approved.

By general consent, the Senate stood in recess for 5 minutes.

Admissions Committee

The Committee Chair, Dr Robert Sparks, presented. He welcomed Amandeep Breen back from the maternity leave and thanked Megan Stewart for her work over the past year on the Committee’s behalf.

ENROLMENT TARGETS 2013/2014

Robert Sparks	}	<i>That Senate approve the 2013/2014 enrolment targets, as per section 27(2)(r) of the University Act.</i>
Darrin Fernandez		

Dr Sparks noted that this was the first year where all of our direct-entry undergraduate applicants were considered under BBA. He advised that 12% of our students this year were admitted under BBA criteria.

Senator Riseman asked if UBC had data on how those 12% performed at UBC.

Senator Sparks replied that this was our first year, but Sauder had five years worth of data. He agreed to look into the success of these students and bring the matter forward as appropriate.

Approved.

MASTERS OF SCIENCE (SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY) - CHANGE IN PREREQUISITES

MASTER OF SCIENCE IN NURSING - CHANGES IN ADMISSION REQUIREMENTS

Robert Sparks	}	<i>That Senate approve the revised calendar entry on admission to the Master of Science (Speech-Language Pathology and Audiology majors); and</i>
Peter Marshall		

That Senate approve changes in admission requirements for applicants to the Master of Science in Nursing program, effective for entry to the 2013 Winter Session and thereafter.

Approved.

Joint Reports of the Admissions and Curriculum Committees

MASTER OF URBAN DESIGN

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

Peter Marshall	}	<i>That Senate approve the new Master of Urban Design, and its associated courses and new course code UDES – Urban Design.</i>
Katharine Patterson		

With permission of Senate, Dr Patrick Condon spoke to the proposal. He noted that the Master of Urban Design (MUD) was under development for at least the past five years, and suggested that Vancouver was an ideal location for an urban design program. He summarized the program as a design-based exercise that synthesized a variety of fields, and stated that project of urban design relates directly to the project of the University; it would allow us to extend ourselves into our sustainability and service mission to both our local community and the world. Dr Condon further noted that the program was fully cost recoverable, uses our existing physical resources, and only required the hiring of one new faculty member to be offered. We would be the only

western Canadian urban design program; McGill and Toronto have programs and there are around a dozen in the United States.

Senator Haffey expressed his appreciation for the proposal outlining how well it met our Place and Promise goals.

Approved.

Curriculum Committee

See Appendix A: Curriculum Summary

MARCH CURRICULUM REPORT

Peter Marshall	}	<i>That the new courses brought forward by the Faculty of Graduate Studies be approved.</i>
Lance Rucker		

Approved.

Dr Marshall noted that the curriculum guidelines had recently been updated online. He expressed his appreciation to Stephanie Oldford and Lindsey Kovacevic of the Senate office for their work on the guidelines.

Student Awards Committee

See Appendix B: Awards Summary

Dr Lawrence Burr presented on behalf of Dr Brian Stelck, Chair of the Committee.

Lawrence Burr	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
Joseph Belanger		

Approved.

Teaching and Learning Committee

CENTRAL EXAMINATION DATABASE PRESENTATION

Dr Baimbridge introduced Simon Bates, Academic Director of the Centre for Teaching, Learning and Technology; and Senator Kiran Mahal to present on this item. He noted that in his report earlier this academic year he mentioned that this item would be brought forward. The Committee

considered the item over the past year and had consulted with deans and other relevant parties on this student-led initiative.

Ms Mahal noted that until 1997 there was a paper exam database at Brock Hall where faculty members submitted exams each year. There was a desire to put this online, and so from 1997-2008, these exams were held on an online database run by the AMS. This data was accessible by anyone. There were no exams updated after 2000, however. In 2008 the AMS could no longer support the database due to financial constraints and these exams were moved to cIRcle at the UBC library. She advised that at present, many exams are only available on 3rd party platforms where they are often sold or traded. UBC and the AMS were unsure how these are collected but were concerned that it had created a state of inequality of access to past examinations.

Senator Mahal described the proposal as a central examination database, but not an answer key database with a focus on having examinations for direct entry undergraduate programs. The hope is to secure the exams behind the CWL system and exams will only be accepted from UBC faculty and staff, and examinations will be submitted on a opt-in model.

Dr Bates explained that there were two main drivers for this proposal: supporting student learning and mental health, and equity of access. In terms of supporting learning, re-establishing the database promotes self-directed studying, provides formative feedback, and helps build skills for collaboration, peer, and life-long learning. He described the proposal as directly relevant to Place and Promise's commitment to student learning. He further suggested that summative, time limited, closed book examinations are an important part of our evaluation methods. This proposal is not to undermine that in any way; it is to support learning and equity in those examinations.

Senator Mahal described this proposal as helping with reducing anxiety and promoting well-being. In terms of access, she noted that social and financial capital affects examination access at present. 54% of students reported unequal access. In explaining the opt-in approach, she noted that UBC Policy 88 suggested that examinations were the intellectual property of the instructors who created them and thus we could not mandate inclusion. The AMS is developing the database through UBC Web Development. A Steering Committee of advisors has been established and a Teaching and Learning Enhancement Fund grant has been granted to support the development of the database. She then suggested that the group was searching for an ongoing home at the University where the exam database could be hosted.

Dr Bates suggested that we should view this as more than just an exam database. We should have a broader conversation on what assessment should look like in the 21st century. With ubiquity of access does closed book make sense? Are there other, better means of assessment?

Kenneth Baimbridge
Paul Harrison

}

That Senate support the implementation of the student-led initiative for a campus-wide central examination database to be operated by the Alma Mater Society in partnership with the University as set out in the attached proposal, and encourage broad participation among faculty members, who may share previous examinations with students through this database on a voluntary basis.

Dr Parent asked if we would work on an ongoing basis or try to digitize historical exams.

Senator Mahal replied that they may upload recent exams, but we are primarily looking at a from-here basis.

Senator Chapman spoke in favour of the initiative. She encouraged the AMS to develop communications strategies with faculty members to have clear and persuasive communications to encourage faculty participation. She noted that the old system was opt-out and that made it much easier.

Dr Bates replied that we need a low activation barrier. We need to enable as much as possible.

Senator Ahmed expressed his concern about the number of examinations being sold online. He suggested that we contact those faculty members whose material is online and suggest that they put their material in the UBC system.

Dr Baimbridge said many faculty would be surprised to learn that their examinations were on the Internet.

Senator Edgcumbe noted that students across UBC were in support of this proposal.

Senator Belanger lauded this proposal and asked how Senators could assist.

Senator Baimbridge said we could not compel faculty to cooperate, we could only persuade, so persuading ones colleagues to participate would be the greatest assistance. He further expressed his concern that examinations were considered instructor property in British Columbia, nothing that institutions in other provinces did not have this issue.

Approved.

Tributes Committee

Sally Thorne	}	<i>That Senate approve Policy V-250.1:</i>
Lawrence Burr		<i>Emeritus Status.</i>

Senator Thorne explained the three changes proposed to Policy V-250: an inclusion of the new Professors of Teaching rank; a recognition of the long-standing practice of not granting emeritus status until a faculty member retires from active academic work (even if at another university); and ensuring that tenure and confirmation were approved prior to any emeritus status being granted.

Senator Haffey asked how would we ensure that those who take up elsewhere were not granted the status.

Senator Thorne replied that we would not actively police this, but would do so in cases where we knew a faculty member's intent.

Approved.

Reports from the Provost

CHANGE IN NAME FROM THE FACULTY OF GRADUATE STUDIES TO THE FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

David Farrar	}	<i>That Senate approve the change of name from the</i>
Robert Sparks		<i>Faculty of Graduate Studies to the Faculty of</i>
		<i>Graduate and Postdoctoral Studies, effective July 1,</i>
		<i>2013.</i>

The Provost noted that a few years prior, the Faculty of Graduate Studies created an office to support postdoctoral fellows. In recognition, we wish to change the name to reflect the community the faculty supports.

Senator Belanger asked if the acronym would change; the dean *pro tem.* replied that they were considering options.

Approved.

Report from the University Librarian

ANNUAL REPORT

The University Librarian, Ingrid Parent, presented. She expressed her thanks to the Senate Library Committee and its Chair, Mark Vessey, for his passion for the Library and books. She

noted that the Library's accomplishments were due in large part to its staff, and she expressed her thanks to them for their efforts.

She noted that collections have expanded to 6.5 million volumes, 900,000 of which are ebooks; cIRClle, our digital repository, has grown to 40,700 items produced through UBC research. Our repository is in the top fifty in the world.

Dr Parent further stated that perennial question to librarians is if books would survive; she opined that yes, of course they would, but noted that our collections budget had shifted to 72% electronic acquisitions. In 2002-03 this was only 21%. She expected this to stabilize at 75% electronic. In terms of the collections budget – presently \$14 million, Dr Parent advised that in the recent budget the Library had received a 2% increase to help, in part, with inflation.

The University Librarian then noted that major collection increases this year were 28,000 DVDs, 4,000 VHS tapes and 900 blu-rays from the former Videomatica store; the Halleran Collection, environmental documentaries from 1984-2007; and a purchase of the Springer Book Archive from 1820-onwards that dealt with core Math and Science texts.

Dr Parent noted that circulation has cut in half over the past eight years and this trend was expected to continue; electronic downloads are up 183% though for some publications. We have 10 million ebook and journal downloads a year. Reference requests are down, with directional going down more than reference queries. The intensity of reference queries seems to be going up though.

For teaching and learning, 1,600 courses were taught to 40,000 participants, and online science classes. Coaches' corner helps assess study habits, and the Centre for Scholarly Communication at UBC's Okanagan campus opened, offering writing workshops and one-on-one consultations for writing excellence.

For the Barber Centre, the BC History digitization program has reaching a \$1 million milestone in supporting small towns in digitizing their archives.

The rural community learning initiative with Sauder has helped rural communities.

Aboriginal Enhancement Schools Network has helped students look past high school to post secondary programs.

Preservations – a new librarian was appointed in January 2011 to work on this. Our major challenge here is digital preservation. We do not have a true system to preserve or ensure the authenticity of digital data.

The Digital Agenda – a focus for the Library. The Digitization Centre opened in Spring 2011.

Support and Development – the Library is part of Start an Evolution and has raised 65% of the target \$25 million, half of which is in-kind gifts. Priorities are renovations and collections.

Dr Parent noted that the Library has many partnerships, some of which assist us with bulk purchasing. This will be Dr Parent's last year as IFLA president. We have had four international conferences at UBC as a result and this increases our visibility and brings expertise to us.

In terms of challenges, the University Librarian highlighted budget pressures, rising electronic costs, unstable business models in publishing, competing sources of information such as Google and Wikipedia, and keeping pace with technology.

For future trends, Dr Parent suggested that she expected consolidation of services and branches, refurbishment of space, BC IRL, and adapting to technological opportunities such as social media, flexible learning initiative.

Senator Belanger expressed his pleasure at the Videomatica collection being saved and asked how it can be accessed.

Senator Parent replied that it was at Koerner Library and we are looking at digitizing what materials we can.

Report from the Registrar

UPDATE TO 2013/2014 ACADEMIC YEAR

The Registrar *pro tem.* advised that the Final West Coast National Event of the Truth and Reconciliation Commission was moved to September 18th from September 20th.

Proposed Agenda Items

Senator Loewen noted that recently, the President has issued a broadcast email on the Flexible Learning Initiative (FLI). He suggested concerns with a variety of aspects of the implementation and communication of this initiative and asked that information be provided to Senate at its next meeting on the FLI.

The Provost agreed to present an update on the Flexible Learning Initiative to Senate at its next meeting.

Adjournment

There being no further business, the meeting was adjourned at 8:22 pm.

Appendix A: Curriculum Summary

Faculty of Graduate Studies

Applied Science

New courses:

CIVL 556 (3)

MECH 589 (3)

Appendix B: Awards Summary

New Awards

ASSOCIATION of Chinese Canadian Entrepreneurs Award in Business – A \$1,000 award is offered by the Association of Chinese Canadian Entrepreneurs to an outstanding student in the Sauder School of Business who demonstrates entrepreneurial aspirations. The recipient selected will either be enrolled in the entrepreneurship specialization of the B.Com New Ventures Design course or have participated in entrepreneurship@UBC programming. Preference will be given to a student with an interest in strengthening the competitiveness of Chinese Canadian business in the global market. Award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

CLOVERDALE Paint Community Service and Entrepreneurship Award in Commerce – Two scholarships of \$1,000 each are generously provided by Cloverdale Paint to encourage community involvement and student entrepreneurship. The scholarships are given to outstanding students enrolled in the Bachelor of Commerce program at the Sauder School of Business. Each recipient must be a Canadian Citizen and must have demonstrated a commitment to community service and career and/or entrepreneurial objectives. Preference will be given to students related to employees of Cloverdale Paint. The awards are made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

Harold DAVENPORT Bursary – A bursary, up to the amount of \$16,000 has been endowed by the Estate of John McIntyre Stoddart. The bursary is offered to a deserving undergraduate or graduate student enrolled in a course of studies related to the economics of transportation. Such courses of study are currently offered in the Sauder School of Business and the Faculty of Applied Science (Civil Engineering and SCARP). Harold Davenport was Mr. Stoddart's brother-in-law and was among the earliest fliers in the coastal areas of British Columbia. Adjudication will be made by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

Constance Livingstone-FRIEDMAN and Sydney Friedman Foundation Scholarship in Health Sciences – Two to four scholarships totalling \$100,000 are offered by the Constance Livingstone-Friedman and Sydney Friedman Foundation to medical residents and graduate students in the health-related sciences. The scholarships should be used to pursue scholarly activities (education, research or training) outside of Western Canada. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The scholarships are awarded on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate Studies. Recipients of this award will be recognized as 'Friedman Scholars'. (First award available 2013/2014)

Ronald B. HOWARD Memorial Bursary in Architecture – A \$1,500 bursary has been endowed by the family of Ronald B. Howard to honour his memory and provide financial assistance, with preference given to a student who shares his passion for excellence in design and academic achievement. Ronald Howard, graduate (1957) of UBC School of Architecture was the

Founder of Howard Yano (later Howard Bingham Hill) Architects. Mr. Howard made significant contributions to architectural design in Vancouver, including the Kitsilano Pool, Langara Community College campus and Emily Carr University of Art and Design. The bursary is for a student in the 2nd year of the Masters of Architecture Program with outstanding academic potential. The award is adjudicated by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

LANGDALE Graduate Scholarships in Education for Teachers of Students with Visual Impairments – Up to three scholarships totalling \$4,725 are offered to student(s) pursuing a Masters degree in the Faculty of Education in the Students with Visual Impairments Program on the UBC Vancouver campus. This scholarship is made possible through the generosity of a UBC graduate who has a longstanding interest in assisting children who face difficulties in learning, particularly students who have visual impairment. Preference will be given to experienced British Columbia resident classroom or special education teachers working outside of the Lower Mainland who are sponsored by their district and will continue to teach in the sponsoring school district. The award is made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Suzanne LEE Teachers' Education Bursary – A bursary of \$2,000 is offered through a partnership between the Minerva Foundation for BC Women and UBC's Faculty of Education to a female student studying education. The Minerva Foundation is a BC organization that assists women and promotes the development of women leaders through education. Preference will be given to a student who is a single parent, is aboriginal, is a mature student or has immigrated to Canada in the past four years. Students must have demonstrated financial need. The awards are made on the recommendation of Enrolment Services. (First Award Available 2013/2014 Winter Session)

Charles NESBITT Memorial Scholarship in Mechanical Engineering – Scholarships totalling \$1,000 have been endowed by the Charles Frederick Nesbitt Trust for undergraduate students in the Department of Mechanical Engineering. Charles Frederick Nesbitt graduated from UBC in 1950 with a degree in Mechanical Engineering. Mr. Nesbitt passed away on April 1, 2010 in Long Beach, California. The awards are made on the recommendation of the Department of Mechanical Engineering. (First Award Available in the 2013/2014 Winter Session)

Roy A. STUART and Family Engineering Scholarship – A scholarship of \$5,000 has been endowed by Dr. Roy A. Stuart for an undergraduate engineering student in third year or beyond. The recipient must be a Canadian Citizen in Geological or Environmental Engineering. The award is made on the recommendation of the Faculty of Applied Science. Financial need may be considered. (First Award Available in the 2015/2016 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source

#1211 – Universal Buddhist Temple Prize - Five prizes of \$300 each are offered by the Universal Buddhist Temple to outstanding undergraduate students enrolled in courses that cover Buddhism, with preference given to students in courses where Buddhism is the major focus of

course content. The awards are made on the recommendation of the Department of Asian Studies.

How amended: Removed essay and specific course requirements to broaden the criteria.

03241 Dr. Laura G. JASCH Memorial Prize - A prize of \$600 has been endowed by friends and colleagues of the late Dr. Laura G. Jasch. Dr. Jasch, an Associate Professor in the former Department of Anatomy, now the Department of Cellular & Physiological Sciences, died in 1984 in a mountaineering accident in Southeastern B.C. She was a dedicated and outstanding teacher and researcher. The prize is awarded to a student supervised by a faculty member of the Department of Cellular & Physiological Sciences who exhibits the best combination of research achievement and teaching or service (such as committee work) to the Department or to a student in the post-baccalaureate program in Medicine or Dentistry who shows promise in teaching and research in Anatomy. The award is made on the recommendation of the Research Committee and the Head of the Teaching Committee in the Department of Cellular & Physiological Sciences.

How amended: Department of Anatomy no longer exists, but has merged with the Department of Physiology to form the Department of Cellular and Physiological Sciences. Thus we have now requested that the prize be awarded to graduate students of faculty members in the Dept. of Cellular and Physiological Sciences and include students in post-baccalaureate programs.

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

External Group

January 7	Paul Davidson, President and CEO, and Christine Tausig-Ford, Vice-President & COO, Association of Universities and Colleges of Canada (AUCC)
January 7	Per Holten-Anderson, Rektor, and Peter Schütze, Chairman, Copenhagen Business School (CBS)
January 7	Peter Wall, Founder, Sonya Wall, Vice-President, Communications, Wall Financial Corporation, and Robert (Bob) Rennie, Director, Rennie Marketing Systems
January 7	Geoff Plant, Partner, Heenan Blaikie LLP, and David Ostrow, President & CEO, Vancouver Coastal Health (VCH)
January 7	Gerald McGavin, Director and President, McGavin Properties Ltd.
January 8	Stephen Owen, Public Policy Mediator, and Former Vice-President External, Legal and Community Relations, UBC
January 9	Derek Lew, Entrepreneur, and Board Member, Amica Mature Lifestyles
January 10	Arvind Gupta, CEO and Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS)
January 10	Paul Hollands, President and CEO, A&W Food Services of Canada Inc. and Chair of the Sauder School Advisory Board, Peter Robinson, CEO, David Suzuki Foundation, Faye Wightman, President and CEO, Vancouver Foundation, and Carolyn Kirkwood, Partner, Hunter Kirkwood Ltd.
January 10	Doug Owrap, Former Deputy Vice-Chancellor and Principal and Professor, History, UBC Okanagan
January 11	The Research Universities' Council of British Columbia (RUCBC) Committee Meeting
January 11	Andrew Petter, President, and Mario Pinto, Vice-President Research, Simon Fraser University (SFU)
January 11	Bijan Ahmadian, Articling at Farris, Vaughan, Wills & Murphy LLP, and Former President, Alma Mater Society (AMS), UBC
January 14	Arun Garg, Medical Director and Head, Laboratory Medicine and Pathology Program, Fraser Health

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

January 14	Paul Hollands, President and CEO, A&W Food Services of Canada Inc. and Chair of the Sauder School Advisory Board
January 14	Canadian Institute for Advanced Research (CIFAR) Council Meeting
January 15	Geoff Plant, Partner, Heenan Blaikie LLP
January 15	Don Wright, President, British Columbia Institute of Technology (BCIT)
January 15	David Strangway, Past President, UBC
January 16	David Ostrow, President & CEO, Vancouver Coastal Health (VCH)
January 16	Robin Ciceri, President, The Research Universities' Council of British Columbia (RUCBC)
January 16	Duncan Reid, Associate, Farris, Vaughan, Wills & Murphy LLP
January 16	Bob Hindmarch, Former Director, Athletics and Recreation, UBC Vancouver
January 17	Public Policy Forum (PPF) Board of Directors Meeting
January 17	Gerri Woodford, Partner, Odgers Berndtson
January 17	Paul Davidson, President and CEO, and Christine Tausig-Ford, Vice-President & COO, Association of Universities and Colleges of Canada (AUCC)
January 17	Association of Universities and Colleges of Canada (AUCC) Board of Directors
January 17	Haroon Rashid, Senior Executive, Western Canada, Infosys Technologies Ltd.
January 18	Patrick Kenniff, Partner, Kenniff & Racine Inc.
January 18	Robert (Bob) Lee, Founder & Chairman, Prospero International Realty Inc.
January 21	Yuen Pau Woo, President and CEO, Asia Pacific Foundation of Canada, Robert H.N. Ho, Founder, Robert H.N. Ho Family Foundation, and Ron Stern, President, Stern Partners
January 23	Krish Sankaran, Knowledge Partnerships, Global Leadership Fellow, World Economic Forum (Davos, Switzerland)

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

January 23	Hari S. Bhartia, Co-Chairman and Managing Director, Jubilant Life Sciences Ltd. (at the World Economic Forum in Davos, Switzerland)
January 24	Kris Gopalakrishnan, Co-Founder, Executive Co-Chairman, Infosys Technologies Ltd. (at the World Economic Forum in Davos, Switzerland)
January 24	John McArthur, Senior Fellow, United Nations Foundation (at the World Economic Forum in Davos, Switzerland)
January 24	Atsushi Seike, President, Keio University (at the World Economic Forum in Davos, Switzerland)
January 25	Global University Leaders Forum (GULF) Winter Meeting 2013 (at the World Economic Forum in Davos, Switzerland)
January 25	Dinner Hosted by William Downe, President & CEO, BMO Financial Group (at the World Economic Forum in Davos, Switzerland)
January 26	Tan Chorh-Chuan, President, National University of Singapore (NUS) (at the World Economic Forum in Davos, Switzerland)
January 26	Dominic Barton, Global Managing Director, McKinsey & Co. (at the World Economic Forum in Davos, Switzerland)
January 28	Robin Ciceri, President, The Research Universities' Council of British Columbia (RUCBC)
January 28	Alun Parry, Director, Head of Higher Education and Health Practice, Crown & Marks
January 30	Paul Davidson, President and CEO, Association of Universities and Colleges of Canada (AUCC)
January 31	Robin Ciceri, President, The Research Universities Council of British Columbia (RUCBC)
January 31	David Naylor, President, University of Toronto, and Heather Munroe-Blum, Principal, McGill University
February 1	Michael Downey, CEO, Hatem Mcdadi, Senior Management Team Member, and Derek Strang, Senior Management Team Member, Tennis Canada
February 4	Paul Davidson, President & CEO, Association of Universities and Colleges of Canada (AUCC)

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

February 4	Sonya Wall, Vice-President, Communications, Wall Financial Corporation
February 5	Robin Ciceri, President, The Research Universities' Council of British Columbia (RUCBC)
February 5	Annette Verschuren, Chair & CEO, NRStor Inc.
February 6	David Naylor, President, University of Toronto, and Heather Munroe-Blum, Principal, McGill University
February 8	Michael Cytrynbaum, Executive Chairman & Principal Financial Officer, Central Minera Corporation
February 8	Sonya Wall, Vice-President, Communications, Wall Financial Corporation
February 11	Reeta Roy, President & CEO, The MasterCard Foundation, David Naylor, President, University of Toronto, and Heather Munroe-Blum, Principal, McGill University
February 11	Carol Lee, President & CEO, Linacare Cosmethery Inc., Mike Lazaridis, Founder & Vice-Chairman, Research In Motion (RIM), and Founder and Board Chair, Perimeter Institute for Theoretical Physics , Neil Turok, Executive Director, Perimeter Institute for Theoretical Physics, and Founder, The African Institute for Mathematical Sciences in Muizenberg, Robert (Bob) Lee, Founder & Chairman, Prospero International Realty Inc., and Lily Lee
February 12	Geoff Plant, Partner, Heenan Blaikie LLP
February 12	World University Service of Canada (WUSC) 2013 Lewis Perinbam Award Trustees Meeting
February 13	Alain Beaudet, President, Jane Aubin, Chief Scientific Officer, Jonathan Nagle, Chief of Staff, President's Office, and Jennifer O'Donoughue, Director, CIHR Health Research Roadmap Implementation, Canadian Institutes of Health Research (CIHR)
February 13	David Naylor, President, University of Toronto
February 14	Charles Reid, CEO, Debbie Nagle, Senior Vice-President Human Resources, and Lisa Coltart, Executive Director, Customer Care & Power Smart, BC Hydro

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

February 14	The Research Universities' Council of British Columbia (RUCBC) Presidents' Meeting
February 14	Brad Bennett, President, McIntosh Properties Inc.
February 14	John Dirks, President and Scientific Director, The Gairdner Foundation
February 14	Jordan Banks, Managing Director, Facebook Canada
February 14	Djavad Mowafaghian, Honorary President, Hamid Eshghi, President, and Margaret Thompson, Treasurer, Djavad Mowafaghian Foundation
February 14	Steering Committee for the Centre for Excellence in Substance Dependence and Related Harms
February 15	Allan Seckel, CEO, British Columbia Medical Association (BCMA)
February 15	Leng-Ya (Ruth) Peng
February 15	Lyle Wilson, Haisla Artist from Kitamaat Village
February 18	Tom Jenkins, Executive Chairman and Chief Strategic Officer, OpenText
February 18	Ngaire Woods, Dean, Blavatnik School of Government, University of Oxford
February 18	Duncan Reid, Associate, Farris, Vaughan, Wills & Murphy LLP
February 19	Brad Hamdon, General Counsel, University of Alberta
February 19	Jim Mitchell, Founding Partner, Sussex Circle
February 19	Robert (Bob) Lee, Founder & Chairman, Prospero International Realty Inc., Peter Lewis, Trustee, Jack & Darleen Poole Foundation, and Darlene Poole
February 19	James Wright, General Director, Vancouver Opera
February 19	The Research Universities Council of British Columbia (RUCBC) Presidents' Meeting
February 20	Geoff Plant, Partner, Heenan Blaikie LLP
February 21	Michael Davies, Director and Member, Audit Committee, Keyera Facilities Income Fund (Calgary), and Principal, Davies & Co.

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

February 21	Patricia Mohr, Vice-President, Economics & Commodity Market Specialist, The Scotiabank Group (Toronto), and Toronto Leadership Circle Member, UBC Campagin, and Phil Lind, Vice-Chairman, Rogers Communications, and Co-Chair, UBC Campaign Cabinet
February 21	Phil Lind, Vice-Chairman, Rogers Communications, and Co-Chair, UBC Campaign Cabinet
February 21	Jane Knight, 2013 Recipient of U21 Gilbert Medal, and Adjunct Professor, University of Toronto
February 21	Michael M. Koerner, President, Canada Overseas Investments Ltd.
February 25	Arvind Gupta, CEO and Scientific Director, Mathematics of Information Technology and Complex Systems (MITACS)
February 27	Michael Naufal, Managing Partner, Odgers Berndtson
February 27	Barj S. Dhahan, Chair, Canada India Foundation, and President, Sandhurst Group
February 27	Stephen Drance, Emeritus Professor, Ophthalmology, UBC, Vancouver Campus, William Rhone, Architect
February 27	Djavad Mowafaghian, Honorary President, Hamid Eshghi, President, Djavad Mowafaghian Foundation, and Arya Eshghi
March 1	Indira Samarasekera, President, University of Alberta
March 5	Human Rights Centre Clinic, School of Law, University of Essex
March 5	Suzanne Corbeil, Executive Director, U15 Group of Canadian Research Universities
March 5	Informal Meeting with Staff Members at the Association of Universities and Colleges of Canada (AUCC)
March 5	Universitas 21 (U21) Executive Committee Meeting
March 6	Egizio Bianchini, Vice-Chair and Global Co-Head, Global Metals & Mining Group, BMO Capital Markets, Bill White, Chairman, IBK Capital Corp., and Wayne White, Investment Advisor, Brant Securities Ltd.

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

March 6	Reeta Roy, President and CEO, The MasterCard Foundation, David Naylor, President, University of Toronto, and Heather Munroe-Blum, Principal, McGill University
March 6	David Ostrow, President & CEO, Vancouver Coastal Health (VCH)
March 8	Mathematics of Information Technology and Complex Systems (MITACS) Board Meeting

Government

January 3	Wayne Wouters, Clerk of the Privy Council, Privy Council Office, and Secretary to the Cabinet, Government of Canada
January 7	Norm Lipinski, Lower Mainland District Commander and Assistant Commissioner, and Janis Gray, Inspector, RCMP Lower Mainland District Office, Province of British Columbia
January 7	Graham Whitmarsh, Deputy Minister of Health, Province of British Columbia, Kip Woodward, Chair, Board of Directors, and David Ostrow, President & CEO, Vancouver Coastal Health (VCH)
January 9	Margaret MacDiarmid, Minister of Health, and MLA (Vancouver-Fairview), Province of British Columbia
January 21	Pre-Budget Roundtable Meeting with Gary Goodyear, Minister of State for Science, Technology and Innovation, and MP for Cambridge, Government of Canada
January 24	Xuefeng Ren, Vice Mayor, Tianjin City, People's Republic of China, and Victor Chu, Chairman, First Eastern Investment Group (at the World Economic Forum in Davos, Switzerland)
January 25	Education Roundtable with Ed Fast, Minister of International Trade, and Minister for Asia-Pacific Gateway, Simon Kennedy, Deputy Minister of International Trade, Government of Canada, Don Tapscott, CEO, Tapscott Group, and Adjunct Professor, and Roger Martin, Dean, Rotman School of Management, University of Toronto (at the World Economic Forum in Davos, Switzerland)

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

January 25	Canada Reception Hosted by Ed Fast, Minister of International Trade and Minister for Asia-Pacific Gateway, John Baird, Minister of Foreign Affairs, MP for Ottawa (West-Nepean), Jim Flaherty, Minister of Finance, and Christian Paradis, Minister of Industry and Minister of State (Agriculture), Government of Canada (at the World Economic Forum in Davos, Switzerland)
January 30	Mike de Jong, Minister of Finance, John Yap, Minister of Advanced Education, Innovation and Technology, Province of British Columbia, Ruth Wittenberg, President, B.C. Association of Institutes and Universities (BCAIU), Jim Reed, President and Chair, B.C. Colleges, Scott McAlpine, President, Douglas College, and Robin Ciceri, President, The Research Universities Council of British Columbia (RUCBC)
February 1	Post-Secondary Administrative Service Delivery Transformation Executive Committee Meeting with Cheryl Wenezenki-Yolland, Deputy Minister, and Joe Thompson, Acting Assistant Deputy Minister, Ministry of Advanced Education, Innovation and Technology, Province of British Columbia
February 4	John Baird, Minister of Foreign Affairs, and MP for Ottawa (West-Nepean), Government of Canada
February 4	Kevin McCarthy, Chief of Staff to the Minister of Finance, Government of Canada
February 4	Gary Goodyear, Minister of State, Science and Technology, and MP for Cambridge, Government of Canada
February 4	Tim Sargent, Acting Deputy Secretary to the Cabinet (Operations), Privy Council Office (PCO), Government of Canada
February 4	Michael Horgan, Deputy Minister, Department of Finance, Government of Canada
February 5	Barbara Korabek, Assistant Deputy Minister, Health Authorities Division, Province of British Columbia
February 7	Post-Secondary Education President's Leadership Council Meeting with Cheryl Wenezenki-Yolland, Deputy Minister, Ian Rongve, Assistant Deputy Minister, Ministry of Advanced Education, Innovation and Technology, Province of British Columbia, and Cairine MacDonald, Deputy Minister, Ministry of Innovation and Technology, Province of British Columbia

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

February 15	Guy Saint-Jacques, Ambassador of Canada to the People's Republic of China, Government of Canada, Andrew Petter, President, Simon Fraser University (SFU), and Guangwei Ouyang, Associate Vice-President International, Douglas College
February 19	Wayne Wouters, Clerk of the Privy Council, Privy Council Office (PCO), and Secretary to the Cabinet, Government of Canada
February 26	Serge Dupont, Deputy Minister, Natural Resources Canada (NRCan), Government of Canada
February 28	Gregor Robertson, Mayor, City of Vancouver, Province of British Columbia
February 28	Announcement of the KPMG Report: <i>The UBC-Broadway Corridor – Unlocking the Economic Potential</i> with Gregor Robertson, Mayor, City of Vancouver, Province of British Columbia
March 5	Margaret Biggs, President, Canadian International Development Agency (CIDA), Government of Canada
March 5	Rachel Curran, Director of Policy, and Meredith Lilly, Policy Advisor, Social Affairs, Prime Minister's Office (PMO), Government of Canada
March 5	Lynne Yelich, Minister of State for Western Economic Diversification, Government of Canada

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

Travel

January 21 – 27	Davos, Switzerland – 2013 World Economic Forum (WEF)
January 31	Kelowna, B.C. – EME Building Opening Ceremony
February 3 – 4	Ottawa, ON – Government Meetings
February 20 – 23	Toronto, ON – Development Meetings
February 28 – March 1	Kelowna, B.C. – Development Meetings and Arts & Sciences Centre Building Opening Ceremony
March 4 – 5	Ottawa, ON – Meetings with U15, Government Officials and AUCC
March 5 – 7	Toronto, ON – Development Meetings
March 7 – 8	Montreal, QC – MITACS Board Meeting

Speeches / Events

January 8	Opening of the Gerald McGavin UBC Rugby Centre, Vancouver Campus
January 9	Musqueam 101 (Founded in 2001, Musqueam 101 is a community meal and speaker series that brings together the knowledge of two communities, Musqueam and UBC.)
January 11	Celebration of Life for Diane Loomer, Founder and Artistic Director, Chor Leoni Men's Choir and Co-Founder, Elektra Women's Choir
January 12	Opening Ceremony: 2013 Student Leadership Conference
January 12	Dinner to Honour Lindsay Gordon, Past President and CEO, HSBC Bank Canada, Co-Chair, <i>start an evolution</i> Campaign, UBC, and Member, UBC President's Strategic Advisory Council, and Elizabeth Gordon, Board Member, InnerChange Charitable Foundation, Hosted by Hassan Khosrowshahi, Chair, Persis Group of Companies and Nezhat Khosrowshahi, Chair of the Fundraising Committee for MOA Safar/Voyage: Contemporary Works by Arab, Iranian and Turkish Artists

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

January 15	Reception in Honour of the 2012 UBC Fellows and Award Recipients of the Royal Society of Canada and the Royal Society of London
January 17	Bargaining Thank You (Reception to thank those who assisted the University in the bargaining process)
January 28	2013 Lunar New Year Luncheon
January 30	Official Davis Cup Dinner Hosted by Tennis Canada
January 31	Opening Ceremony for the Engineering, Management and Education (EME) Building, Okanagan Campus
February 2	Davis Cup World Group Tennis Match at Doug Mitchell Thunderbird Sports Centre, UBC (attended as a guest of Tennis Canada)
February 6	Reception for Hubert Lai, Q.C., Hosted by Clark Wilson, Farris & Company, Richards Buell Sutton, Roper Greyell and Taylor Jordan Chafetz
February 8	Entrepreneurial Leader Organization Roundtable Discussion with Prof. Stephen Toope on "Leading at UBC: Reflections on Innovation and Entrepreneurship"
February 8	Celebration for Hubert Lai, Q.C., as Queen's Counsel
February 12	Donor Recognition Dinner in Honour of Peter Bentley, Chairman Emeritus, Canfor Corporation, and Stephen Koerner, Director, Moss Rock Park Foundation
February 14	Canada-US International Joint Commission Dinner at Norman MacKenzie House
February 15	UBC Campaign Cabinet Meeting, Vancouver Campus
February 25	Inaugural Meeting of the UBC Alumni Association Advisory Council
February 25	Reception for Robert Sindelar, Dean, Pharmaceutical Sciences, Vancouver Campus
February 25	Introductory Remarks for A Public Lecture by Shari Graydon: The Top 7 Reasons Why Smart Women Should Speak Up
February 26	2013 TELUS Millennium Scholarship Breakfast

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

February 27	UBC Alumni Association Board Meeting
February 28	<i>start an evolution</i> Development Dinner Hosted by Deborah Buszard, Deputy Vice-Chancellor, Okanagan Campus
March 1	Arts and Sciences Centre Building Opening Ceremony, Okanagan Campus

Student Events/Meetings

January 14	Opening Ceremony of Africa Awareness Initiative Conference Week: Once Upon A Continent
January 17	Humanities 101, Vancouver Campus
January 18	Alma Mater Society (AMS) Executive, Vancouver Campus
January 18	Graduate Student Society (GSS) Executive, Vancouver Campus
January 26	Vancouver Student Senators Lunch, Vancouver Campus
January 30	UBC Student Union Okanagan (UBCSUO) Executive, Okanagan Campus
January 31	Alma Mater Society (AMS) All Presidents' Dinner, Vancouver Campus
February 8	Eugène Ionesco's <i>Rhinoceros</i> , Directed by MFA Directing Student, Chelsea Haberlin, Vancouver Campus
February 10	<i>Dialogues des Carmelites</i> by Poulenc, UBC Opera Ensemble with the UBC Symphony Orchestra, Vancouver campus
March 3	<i>Opera Tea on the Stage</i> , UBC Opera

Record of President's Activities

Period of: 3 January 2013 to 8 March 2013

Media Interviews

January 18	Jennifer Palma, Reporter, Global BC Evening News
January 28-29	<p>The Research Universities' Council of British Columbia (RUCBC) Opportunity Agenda Interviews with:</p> <ul style="list-style-type: none">- Justine Hunter, National Correspondent, The Globe and Mail- Jonathan Fowlie, Legislature Reporter, Vancouver Sun- David Jang, Sing Tao Daily Vancouver, and Yeeva Cheng, Ming Pao Vancouver- Stephen Thomson, Online Staff Writer, Georgia Straight- Hon Chan, Reporter, Fairchild Television- Jessica Gares, Producer, Bill Good Show, CKNW- Shane Woodford, CKNW News AM980- Peter Grainger, Reporter, CTV News British Columbia- Sunny Chu, Omni TV News British Columbia
February 15	Jonny Wakefield, Coordinating Editor, The Ubyyssey
February 28	Frances Bula, Urban Affairs Contributor, The Globe and Mail
February 28	Emily Elias, Reporter and Journalist, CBC News Vancouver
March 1	James Bradshaw, Education Reporter, The Globe and Mail
March 1	Ira B. Nadel, Host, UBC Arts on the Air Show, CITR



5 April 2013

To: Vancouver Senate

From: Admissions Committee

Re: a. Graduate Programs in Sociology (Doctor of Philosophy and Master of Arts) – Addition of GRE Requirement (approval)
b. Graduate Programs in Forestry (Doctor of Philosophy, Master of Science, Master of Applied Science and Master of Forestry) – Minimum TOEFL Requirement (approval)
c. Bachelor of Applied Science – Readmission (approval)
d. Essential Skills and Abilities for the Pharmacy Program (approval)

a. Graduate Programs in Sociology (Doctor of Philosophy and Master of Arts) – Addition of GRE Requirement (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval changes to admission requirements for applicants to graduate programs in Sociology. The Graduate Record Examination (GRE) is required for applicants presenting a degree from a university outside of Canada.

***Motion:** That Senate approve changes in admission requirements for applicants to graduate programs in Sociology (Doctor of Philosophy and Master of Arts), effective for admission to the 2013 Winter Session and thereafter.*

b. Graduate Programs in Forestry (Doctor of Philosophy, Master of Science, Master of Applied Science and Master of Forestry)(approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval changes to admission requirements for applicants to graduate programs in Forestry. The proposed change is to increase the TOEFL minimum for admission.

***Motion:** That Senate approve changes in admission requirements for applicants to graduate programs in Forestry (Doctor of Philosophy, Master of Science, Master of Applied Science and Master of Forestry), effective for admission to the 2013 Winter Session and thereafter.*



c. Bachelor of Applied Science – Readmission (approval)(circulated)

The Admissions Committee has reviewed and recommends for approval a calendar entry on readmission to the Bachelor of Applied Science program. The proposal outlines the criteria for readmission following a failed year.

Motion: *That Senate approve the proposed calendar entry on readmission to the Bachelor of Applied Science program, effective for the 2013 Winter Session and thereafter.*

d. Essential Skills and Abilities for the Pharmacy Program (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the Faculty of Pharmaceutical Sciences policy on Essential Skills and Abilities for the Pharmacy Program. In order to successfully complete the Bachelor of Pharmacy program, students must demonstrate skills and abilities as described in the attached policy.

Motion: *That Senate approve the policy entitled 'Essential Skills and Abilities for the Pharmacy Programs' for students in the Bachelor of Pharmacy program.*

Respectfully submitted,

Dr. Robert Sparks
Chair Senate Admissions Committee



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Admissions Proposal Form
Change to Admission Requirements**

Faculty: Arts Department: Sociology Faculty Approval Date: October 9, 2012 Effective Session: 2013 Winter Year for Change: 2013	Date: March 4, 2013 Contact Person: David Tindall Phone: (604) 822-2363 Email: tindall@mail.ubc.ca
URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0
Proposed Calendar Entry: Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → English Language Proficiency Standards and GRE Requirements TOEFL and GRE Requirements ... Sociology Reading/Writing/Listening/Speaking - Component Scores for Internet-based TOEFL: 25/25/22/22 Internet-based TOEFL Overall: 100 TOEFL (Paper): 600 GRE: Yes* ... *For applicants with degree from a university outside of Canada; results must be from the past 24 months	Present Calendar Entry: Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → English Language Proficiency Standards and GRE Requirements TOEFL and GRE Requirements Sociology Reading/Writing/Listening/Speaking - Component Scores for Internet-based TOEFL: 25/25/22/22 Internet-based TOEFL Overall: 100 TOEFL (Paper): 600 GRE: -- ... Type of Action: Adding GRE requirement for applicants with a degree from outside of Canada. Rationale: We are adding this requirement in order to provide the admissions committee with additional information about candidates (in addition to letters, transcripts, and written work) in order to help the committee make better decisions about admissions from jurisdictions outside of Canada. Similar departments in Arts at UBC already require the GRE (Psychology, Political Science, Economics).

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Graduate Studies Department: Faculty of Forestry Graduate Programs Faculty Approval Date: January 17, 2013 Effective Session (W): Winter Term 2 Effective Academic Year: 2013</p>	<p>Date: January 30, 2013 Contact Person: Dr Cindy Prescott Phone: 2-4701 Email: cindy.prescott@ubc.a</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → English Language Proficiency Standards and GRE Requirements</p> <p>TOEFL and GRE Requirements</p> <p>Forestry (M.Sc., M.A.Sc., M.F., Ph.D.)</p> <p>Reading/Writing/Listening/Speaking - Component Scores for Internet-based TOEFL: --</p> <p>Internet-based TOEFL Overall: 100</p> <p>TOEFL (Paper): 600</p> <p>GRE: --</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0</p> <p>Proposed Calendar Entry:</p> <p>Homepage → Faculties, Colleges, and Schools → The Faculty of Graduate Studies → English Language Proficiency Standards and GRE Requirements</p> <p>TOEFL and GRE Requirements</p> <p>Forestry (M.Sc., M.A.Sc., M.F., Ph.D.)</p> <p>Reading/Writing/Listening/Speaking - Component Scores for Internet-based TOEFL: --</p> <p>Internet-based TOEFL Overall: 80</p> <p>TOEFL (Paper): 550</p> <p>GRE: --</p> <p>...</p> <p>Type of Action: Update minimum TOEFL requirement for research-based Forestry graduate programs.</p> <p>Rationale: It has been made clear to FoF that admitting graduate students whose TOEFL score for English language is less than 100 creates profound difficulties for the student, the instructors and the supervisor. Our current TOEFL requirement is 80 for MSc, MASc, MF and PhD programs, but 100 for the professional Masters (MSFM and MIF) programs. We therefore want to raise our TOEFL requirement for admission into any of our graduate programs to 100; this change will bring our Faculty's requirement in line with that of the majority of other graduate programs across the University.</p>

UBC Admission Proposal Form

<p>Faculty: Applied Science Department: Dean's Office Faculty Approval Date: Effective Session: 2013 W Effective Academic Year: 2013</p>	<p>Date: February 1, 2013 Contact Person(s): Deborah Robinson, Assistant Dean, Students Phone: 822-9348 Email: deborah.robinson@ubc.ca Michael Bluhm, Director of Enrolment Phone: 827-1847 Email: michael.bluhm@ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,29</p> <p>Proposed Calendar Entry:</p> <p>Readmission After a Failed Year</p> <p>Readmission after a Failed Year is not guaranteed. Readmission decisions take into account the amount of space available as well as the size and strength of the applicant pool in a given year. All students seeking to return after a failed year must submit an application for readmission by the stated deadline. The earliest a student may be readmitted is one full year (12 months) following the requirement to withdraw.</p> <p>Requirements for readmission depend on the year level a student was in when they left. Minimum requirements by year level are stated below. Additional information regarding applying for readmission can be found at Engineering Student Services.</p> <p>Readmission After a Failed Year in First Year</p> <p>Students seeking to return after a failed year in year one of the Engineering program will be considered for readmission based on a combination of:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,28</p> <p>Present Calendar Entry:</p> <p>No existing content re: Readmission.</p> <hr style="border: 1px solid black; margin: 10px 0;"/> <p>Type of Action:</p> <p>Define criteria for students seeking readmission after a failed year in the Bachelor of Applied Science degree.</p> <p>Rationale for Proposed Change</p> <p>There are currently no criteria outlined in the Calendar with respect to applying for readmission after a failed year in the Bachelor of Applied Science degree.</p> <p>The criteria being proposed for readmission after a failed year will provide students with clarity and consistency with respect to how they can best prepare for a successful return to their studies at UBC.</p> <p>The proposed criteria codifies the Faculty's current procedures for readmission to the program.</p>

- Performance in a minimum of 24 transferrable credits from another recognized postsecondary institution; and
- A letter of appeal outlining how the student has prepared to succeed in further studies at UBC.

Students should meet with an Engineering Student Services Advisor at UBC to develop a plan for applying for readmission.

Readmission After a Failed Year in Second Year or Higher

Students seeking to return after a failed year in year two or higher of an Engineering program will be considered for readmission based on a combination of:

- Further academics in a related field at another postsecondary institution and/or work experience related to their field of study;
- A letter of appeal outlining how the student has prepared to succeed in further studies at UBC; and
- Two reference letters pertaining to the student's academic and/or work experience.

Students should meet with an Advisor in their Program/Department to develop a plan for applying for readmission.

**University of British Columbia
Faculty of Pharmaceutical Sciences**

Essential Skills and Abilities¹ for the Pharmacy Program

The Faculty of Pharmaceutical Sciences at the University of British Columbia is responsible to society to provide a program of study so that students graduate with the knowledge, skills, professional behaviours, and attitudes necessary to enter the practice of pharmacy in Canada. Pharmacy is an evolving profession, which in the past was primarily concerned with the safe dispensing of medication. This task is increasingly being managed by pharmacy technicians, while pharmacists assume new roles that take better advantage of their clinical knowledge and skills. Pharmacists are becoming more involved in decision-making about patients' drug therapy and working with patients, caregivers, and other health care professionals to help patients better manage their medications and illnesses. Pharmacists are now prescribing some medications, administering injections, and conducting basic physical assessments of patients (e.g. taking blood glucose readings, and measuring blood pressure, respiration rate, and other vital signs). In order to provide these services, pharmacists need extensive knowledge of drug therapy, clinical reasoning skills, and the communication skills and ethical values necessary to provide effective care to patients.

To provide students with the necessary education to become a pharmacist, the program uses a broad range of teaching techniques (e.g., lectures, labs, tutorials, case discussions, and clerkship placements in community and institutional practice sites) and assessment strategies (e.g., individual and group quizzes; written, oral and practical exams; Objective Structured Clinical Examinations (OSCEs, which are timed simulations of clinical scenarios); assignments; presentations in class and to the public; group projects; and portfolios). Ultimately, students must be able to manage health problems and provide comprehensive, compassionate care to patients. Thus, students in the Pharmacy program must possess the skills necessary to interview, assess, and counsel patients, and competently complete certain technical procedures in a reasonable time while ensuring safe and effective patient outcomes.

In addition to obtaining a Pharmacy degree, an individual must pass licensure examinations in order to practice pharmacy. Students should be aware that cognitive abilities, problem-solving skills, clinical reasoning, physical assessment, pharmacy management skills, communication skills, and professional behaviours are evaluated in written form and in oral, time-limited simulations of patient encounters on these licensing exams.

All students must have the required skills and abilities described in the Technical Standards below. All applicants to the program are expected to review this document to assess their ability to meet these standards. This policy does not preclude individuals with disabilities from entering the Pharmacy program. Students who anticipate requiring disability-related accommodation are responsible for notifying the UBC Access and Diversity, Disability Services Office.

Given the comprehensive, additive, and integrative nature of the curriculum, students are normally expected to complete the B.Sc.(Pharm.) program within four years. Students may be granted an extension of time within which to complete the Pharmacy program. These requests are considered on a case-by-case basis.

Technical Standards for Students in the Pharmacy Program

A student in the Pharmacy program must demonstrate the following abilities:

Observation

A student must be able to participate in learning situations that require skills in observation. In particular, a student must be able to accurately observe a patient and acquire visual, auditory, and tactile information.

Communication

A student must be able to communicate in written and verbal English. A student must be able to communicate with and observe patients in order to effectively and efficiently elicit information. They must be able to describe appearance, emotional state, mood, activity, gait, and posture and perceive body language and other non-verbal communication. A student must be able to communicate effectively and sensitively with patients, care-givers, and any member of the health care team. A student must also be able to coherently summarize a patient's condition and therapeutic plan, and be able to document their patient care activities in writing.

Motor

A student must demonstrate the ability to safely supervise the dispensing of medications, perform a physical assessment as needed, and use technology productively and effectively. These tasks must be done in a timely fashion. More specifically, but not exclusively, a student must be able to demonstrate and/or supervise the appropriate use of common medication delivery devices (e.g. inhalers, eye drops, patches), medical devices (e.g. blood pressure monitor, blood glucose monitor), and mobility aids.

Intellectual-Conceptual, Integrative and Quantitative Abilities

A student must demonstrate the cognitive skills and memory necessary to measure, calculate, and reason in order to analyze, integrate, and synthesize information. All of these problem-solving activities must be done in a timely fashion.

Behavioural and Social Attributes

A student must consistently demonstrate the emotional health required for full utilization of her/his intellectual abilities. The application of good judgment and the prompt completion of all responsibilities attendant to the care of patients is necessary. The development of mature, sensitive, and effective relationships with patients, care-givers and other members of the health care team are also required, irrespective of sex, age, racial or ethnic background, health status, political beliefs, sexual orientation, or socioeconomic status. The student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in the care of patients are both necessary. Compassion, integrity, concern for others, self-awareness, interpersonal skills, intercultural sensitivity, interest, and motivation are all personal qualities that are expected.

Students with Disabilities

UBC recognizes its moral and legal duty to provide academic accommodation and is committed to facilitating the integration of students with disabilities into the University community. In

accordance with UBC policies², and the BC Human Rights Code and the Canadian Charter of Rights and Freedoms, each student with a disability is entitled to accommodation that will assist her/him to meet the program's educational standards without compromising those standards. Accommodations will be made to facilitate a student's progress. However, such accommodation cannot compromise patient safety and well-being. Accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic and technical standards.

This document acknowledges that central to the success of a student with a disability in completing the Pharmacy program is her/his responsibility to demonstrate self-reliance and to identify needs requiring accommodation in a timely fashion.

Time Accommodations

a) Accommodations for Exams

UBC's Access and Diversity office sometimes determines that accommodation for particular disabilities will include extra time to write exams. This determination is made on a case-by-case basis, and typically applies to exams assessing knowledge but not always to exams that simulate clinical practice where real-world time constraints exist and would affect patient care. Extra time does not apply to the group quizzes that are used in some Pharmacy courses.

Written Exams: Written exams for students with extra time accommodations are normally supervised by staff at the Access and Diversity office. Students are responsible for ensuring that the necessary arrangements are made at least 7 days before the exam date or 7 days before the start of the exam period.³

Practical and Oral Exams: The practical and oral exams for students with extra time accommodations are supervised by instructors in the Faculty of Pharmaceutical Sciences, as these exams require the Faculty's resources, equipment, and expert assessors. Students with extra time accommodations for written exams do not always need extra time for these types of exams, and often opt to do them within the usual time allowed, as these exams are designed to simulate the actual time constraints of practice and of licensing exams. However, the extra time accommodations determined by Access and Diversity can be provided for these exams. This requires considerable planning on the Faculty's part and may require evening or weekend scheduling of these exams, as determined by Faculty, so arrangements must be made at least 4 weeks in advance of the scheduled exam.

b) Accommodations for Clinical Placements

Students with disabilities affecting their stamina for learning at a practice site may be accommodated with reduced time per day (to a minimum of a 6-hour day with additional time for breaks) and/or reduced days per week (to a minimum of four 6-hour (plus breaks) days or three 8-hour (plus breaks) days per week). The minimums have been determined to be appropriate for accommodating students' needs while also providing the necessary

opportunities to meet the educational outcomes for clinical placement courses. Accommodations in the amount of time per day and the number of days per week should be requested in the September prior to the placement (that is, up to a year in advance) so that suitable arrangements with the preceptors and practice sites can be made. Depending on the duration and the scheduling of the course within the curriculum of the course, such accommodations can result in delayed graduation.

Other Accommodations

Accommodations for students with disabilities may take other forms, such as adjustments in the exam schedule or clinical placements in communities where appropriate access to medical care is available. These types of accommodations are determined on a case-by-case basis in consultation with the Access and Diversity office.

¹ This document is adapted with permission from the Council of Ontario Faculties of Medicine (COFM) Policy Document, “Essential Skills and Abilities Required for the Study of Medicine,” approved November 2003. In addition to the Ontario schools and faculties of medicine, the University of Saskatchewan, University of Alberta, University of Calgary and University of British Columbia (Faculty of Medicine) have adopted similar policies, based on the aforementioned COFM Policy Document. McMaster University, on its online Admission page, simply refers applicants to the COFM Policy.

² Namely, UBC’s Policy on Discrimination and Harassment, Policy#3; and Academic Accommodation for Students with Disabilities, Policy #73.

³ See the information on exam accommodations on the Access and Diversity website:
<http://www.students.ubc.ca/access/disability-services/instructors-accommodating/exam-accommodations/>



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: March 14, 2013 Effective Session (W or S): 2013W Effective Academic Year: 2013</p>	<p>Date: March 14, 2013 Contact Person: Marion Pearson Phone: 2-4933 Email: marionp@mail.ubc.ca</p>
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.213,397,390 Homepage→ Faculties, Colleges, and Schools → The Faculty of Pharmaceutical Sciences → Bachelor of Science in Pharmacy→ Admission</p> <p>Proposed Calendar Entry:</p> <p>Admission</p> <p>To be considered for admission to the four-year program, a student must first achieve an average grade of at least 65% in the courses listed below, or their equivalents, at an approved college or university. Because of the limitations in clinical clerkship sites, laboratory facilities, and resources, enrolment is limited.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist. Further detail regarding these qualities and skills is provided at: (insert link to policy). Candidates may be invited for an interview at the discretion of the admissions committee.</p> <p>...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.213,397,390 Homepage→ Faculties, Colleges, and Schools → The Faculty of Pharmaceutical Sciences → Bachelor of Science in Pharmacy→ Admission</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>To be considered for admission to the four-year program, a student must first achieve an average grade of at least 65% in the courses listed below, or their equivalents, at an approved college or university. Because of the limitations in clinical clerkship sites, laboratory facilities, and resources, enrolment is limited.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist. Candidates may be invited for an interview at the discretion of the admissions committee.</p> <p>...</p> <p>Type of Action: Editorial change to Calendar</p> <p>Rationale for Proposed Change: Applicants to the program should be aware of and able to locate the Faculty's policy on essential skills and abilities for admission to and success in the program.</p>



5 April 2013

To: Vancouver Senate

From: Senate Curriculum & Admissions Committees

Re: New Dual Degrees Option for the Master of Public Health and Master of Science in Nursing

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate Studies (Faculties of Medicine and Applied Science) and are pleased to recommend the following:

“That Senate approve the new dual degrees option for the Master of Public Health and Master of Science in Nursing.”

Respectfully Submitted,

Dr. Robert Sparks, Chair, Senate Admissions Committee
Dr. Peter Marshall, Chair, Senate Curriculum Committee



DUAL DEGREES OPTION: MASTER OF PUBLIC HEALTH // MASTER OF SCIENCE IN NURSING

1. Overview of the Offering Unit's History, Mission, and Goals

The University of British Columbia School of Nursing was the first nursing degree program in Canada. Today, the School of Nursing provides leadership and innovation in integrated nursing education, research, knowledge exchange and practice to advance individual, family, community, and population health. The UBC School of Population and Public Health (SPPH), was approved by Senate in the spring of 2008. The School focuses on training the next generation of researchers and practitioners to generate new knowledge and to rapidly translate it into action to improve and sustain the health of the population. SPPH draws faculty and participation from seven different faculties and two colleges. The School focuses on seven broad [theme](#) areas with the aim of translating findings on biological, psychological, social, occupational, and environmental factors that influence health into improved health and quality of life for all:

- Epidemiology & Biostatistics
- Global & Indigenous Health
- Health Care Services & Systems
- Maternal-Child Health
- Occupational & Environmental Health
- Public Health, Emerging Threats, Rapid Response
- Social & Life Course Determinants of Health

The School's mission is to create, share and apply knowledge to protect and improve well-being and to promote equity in the health of people and communities at home and around the world. It's goal is to provide a vibrant interdisciplinary academic environment at a critical time in the development of public health in Canada. The dual MPH/MSN degree program requirements consist of completion of a minimum of 60 course requirements; a minimum of 30 from the School of Population and Public Health and 30 from the School of Nursing.

2. Proposed Credential to be Awarded

MSN and MPH Degrees (Dual Degrees)

3. Location

University of British Columbia, Vancouver Campus

4. Faculties Offering the Proposed New Degree Program

Faculty of Applied Science (Nursing) and Faculty of Medicine (School of Population and Public Health)

5. Anticipated Program Start Date

September, 2013



6. Description of the Program

i. Aims, Goals and or Objectives

Nurses constitute the largest group of professionals in the public health work force. The MPH degree is currently the most widely recognized professional credential for leadership in public health. The MSN provides advanced practice, nursing management, and research skills for supporting public health nurse leaders, and evaluating public health nursing practice. The MPH/MSN dual degrees program option will produce advanced practice public health nurses who have integrated knowledge and training in epidemiology, biostatistics, health service management, population-focused nursing interventions, policy development, research, and leadership skills and are capable of applying them to a diverse range of public health issues in interdisciplinary environments. Students in the MPH/MSN program will have access to a variety of courses in either School that address core competencies as defined by the Public Health Agency of Canada. The research and applied elements of the program—a thesis in Nursing and a practicum in the MPH program - will enable graduates to be well prepared for admission to doctoral programs. The dual degrees program option requires completion of 60 credits, a reduction of 15 credits and one-two terms of study compared to when the degrees are taken separately.

ii. Anticipated Contribution to the Mandate and Strategic Plan of the Institution

The University's core commitments are to [student learning](#), [research excellence](#) and [community engagement](#). The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly. This dual degrees program option will permit nurses to study with an interdisciplinary cohort of students among whom are a variety of public health professionals. They will also have access to a variety of courses that are currently not offered in the School of Nursing, including rural and remote health, knowledge translation, higher level statistics and epidemiology courses and program planning and evaluation. UBC also engages in research and generates curricula across the University that respect, reflect, and include Aboriginal cultures, histories, and systems of knowledge. Nurses enrolling in the MPH/MSN program will be able to take a course in Aboriginal public health, taught for the most part by Aboriginal leaders, clinicians, and public health professionals.

iii. Linkages Between the Learning Outcomes and the Curriculum Design

Learning includes required and elective courses, a practicum and a thesis. The thesis will focus on the development of research skills. A twelve-week practicum will provide students with supervised field experience in community health agencies in order to integrate course work and further the development of skills in community health practice.

iv. Delivery Methods

Courses will be on campus, scheduled on a Monday to Friday timetable. In addition to this traditional format, the MPH component of the program offers courses that are completed in distributed learning format, consisting of 3 full days, one day per month. An additional 15 hours of curriculum is online for each course. Full day classes will be scheduled Thursday, Friday, Saturday or Sunday. Courses will be scheduled so that a full



course load (four classes) can take place over 3 extended weekends (Thurs, Fri, Sat, Sun) in a term. This format allows nurses to continue working while completing courses offered in this format.

v. Program Strengths

The MPH curriculum provides nurses with a wide variety of courses that are highly relevant to nursing, particularly those interested in public health. It offers a practicum in which nurses will apply theory, knowledge and skills learned in the classroom into a real life work setting. In addition, nurses will complete a thesis through the MSN program to develop their research skills, and prepare them for a PhD, should they choose to obtain one. The MPH program currently has only one Faculty member who is a nurse and the partnership with the School of Nursing will allow MPH trainees who are nurses to enrich their professional network and better target potential employment opportunities post-graduation.

vi. Admission and Transfer

Students wishing to pursue the dual MPH/MSN degrees program must meet the admission requirements for and be accepted by both the MPH and MSN programs. Students already admitted to one or the other program may apply to the dual program during their first year of enrollment. Students wishing to transfer to the program from another UBC program must meet admission requirements and be accepted by both the MPH and MSN programs.

The MPH/ MSN will be conferred at the completion of the combined program after all requirements for both degrees have been met. Students who choose to receive either the MPH or the MSN prior to completion of the dual program may apply for one of the degrees provided all requirements for that degree have been satisfied. Students selecting this option must simultaneously withdraw from the dual program.

vii. Related programs.

There are no other related programs at UBC.

7. Contact: Dr. Patricia Janssen, MPH Program Director. (604) 875-2424, 5415.
Patti.janssen@ubc.ca.

8. Resources

Since the curriculum offered in the dual degrees program option is already offered in the MPH or MSN program, there will be no additional resources required for budget, space or library. It is anticipated that there will be 2-3 enrollees per year.

**UBC Curriculum Proposal Form
Change to Course or Program****Category: 1**

Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: July 20, 2012 Effective Session: 2013W	Date: Contact Person: Dr. Patricia Janssen Phone: (604) 875-2424, local 5415 Email: pjanssen@interchange.ubc.ca
Proposed Calendar Entry: ...course requirements and the practicum. For additional information on program requirements, please visit the Program's website. Dual Degree: Master of Public Health // Master of Science in Nursing This program permits students to obtain a dual MPH (Master of Public Health) - MSN (Nursing) degree. Students may apply to the School of Population and Public Health and the School of Nursing to pursue an enriched curriculum in public health and nursing studies. Admission Requirements Admission Requirements Students wishing to pursue the dual MPH/MSN degrees program must meet the admission requirements for and be accepted by both the MPH and MSN programs. Students already admitted to one or the other program may apply to the dual degrees program option during their first year of enrollment. Students wishing to transfer to the program from another UBC program must meet	URL: New entry immediately following Faculty of Graduate Studies > Degree Programs > Population and Public Health entry on "Master of Public Health" and immediately preceding "Contact Information". http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420 Present Calendar Entry: ...course requirements and the practicum. For additional information on program requirements, please visit the Program's website. Contact Information MPH Kim Mantle, Graduate Educational Manager School of Population and Public Health Type of Action: New Program Rationale: Nurses constitute the largest group of professionals in the public health work force. The MPH/MSN joint degree program will produce advanced practice public health nurses who have integrated knowledge and training in epidemiology, biostatistics, health service management, population-focused nursing interventions, policy development, research, and leadership skills and are capable of applying them to a diverse range of public health issues in interdisciplinary



<p>admission requirements and be accepted by both the MPH and MSN programs.</p> <p>Program Requirements</p> <p>The two master's degrees, MPH and MSN, are awarded on the completion of 60 credits of work approved by the Directors. Students must complete the following: A total of 60 credits. Of these, at least 30 must be SPPH and 30 must be NURS, including a 6 credit practicum and 6 credit thesis.</p> <p>The MPH and MSN will be conferred at the completion of the dual program after all requirements for both degrees have been met. Students who choose to receive either the MPH or the MSN prior to completion of the dual degrees program option may apply for one of the degrees provided all requirements for that degree have been satisfied. Students selecting this option must withdraw from the dual degrees program option.</p> <p>Contact Information</p> <p>MPH Kim Mantle, Graduate Educational Manager School of Population and Public Health...</p>	<p>environments. The MPH degree is currently the most widely recognized professional credential for leadership in public health, while the MSN provides advanced practice, nursing management, and research skills for supporting public health nurse leaders, and evaluating public health nursing practice. In addition, nurses in the MPH/MSN program will have access to a variety of courses in either School that address core competencies as defined by the Public Health Agency of Canada.</p> <p>The research and applied elements of the program—a thesis in Nursing and a practicum in the MPH program - will enable graduates to be well prepared for admission to doctoral programs if they so desire.</p>
<p>Proposed Calendar Entry: ...major essay (3 credits) or a thesis (6 credits).</p> <p>Dual Degree: Master of Public Health // Master of Science in Nursing</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1205</p> <p>Present Calendar Entry: ...major essay (3 credits) or a thesis (6 credits).</p> <p>Master of Nursing</p> <p>The M.N. degree is designed to prepare graduates...</p>



<p>This program permits students to obtain a dual MPH (Master of Public Health) - MSN (Master of Science in Nursing) degree. Students may apply to the School of Population and Public Health and the School of Nursing to pursue an enriched curriculum in public health and nursing studies. See <u>Population and Public Health</u> <link to new entry on http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420> for more information.</p> <p>Master of Nursing</p> <p>The M.N. degree is designed to prepare graduates...</p>	<p>Type of Action: Create entry to provide overview of Dual MPH/MSN degree in the <u>Graduate Studies</u> > Degree Programs > Nursing Calendar Statement.</p> <p>Rationale: Overview and Link will help students find the appropriate information from the Nursing page without excessive duplication of Calendar entries.</p>
<p>Proposed Calendar Entry: Dual Programs</p> <p>Archival Studies See Master of Archival Studies with Master of Library and Information Studies (M.A.S./M.L.I.S.).</p> <p>Asia Pacific Policy Studies See Master of Arts in Asia Pacific Policy Studies for the:</p> <ul style="list-style-type: none"> • M.A.A.P.P.S. degree and the Juris Doctor (M.A.A.P.P.S./J.D.) • M.A.A.P.P.S. degree and the Master of Business Administration (M.A.A.P.P.S./M.B.A.) • M.A.A.P.P.S. degree and the Master of Planning (M.A.A.P.P.S./M.A.P.) <p>Juris Doctor See Dual M.B.A./J.D. for Master of Business Administration with Juris Doctor.</p> <p>Library and Information Studies</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,903,0</p> <p>Present Calendar Entry: Dual Programs</p> <p>Archival Studies See Master of Archival Studies with Master of Library and Information Studies (M.A.S./M.L.I.S.).</p> <p>Asia Pacific Policy Studies See Master of Arts in Asia Pacific Policy Studies for the:</p> <ul style="list-style-type: none"> • M.A.A.P.P.S. degree and the Juris Doctor (M.A.A.P.P.S./J.D.) • M.A.A.P.P.S. degree and the Master of Business Administration (M.A.A.P.P.S./M.B.A.) • M.A.A.P.P.S. degree and the Master of Planning (M.A.A.P.P.S./M.A.P.) <p>Juris Doctor See Dual M.B.A./J.D. for Master of Business Administration with Juris Doctor.</p>



<p>See Master of Archival Studies with Master of Library and Information Studies (M.A.S./M.L.I.S.).</p> <p>Medicine See M.D./Ph.D. (Combined Program) for the Doctor of Medicine with Doctor of Philosophy.</p> <p>Nursing See Population and Public Health <link to new entry on http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420> for the Master of Public Health/Master of Science in Nursing.</p> <p>Planning See Master of Arts in Asia Pacific Policy Studies for the M.A.A.P.P.S. with Master of Planning (M.A.A.P.P.S./M.A.P.).</p> <p>Population and Public Health See Population and Public Health <link to new entry on http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420> for the Master of Public Health/Master of Science in Nursing.</p>	<p>Library and Information Studies See Master of Archival Studies with Master of Library and Information Studies (M.A.S./M.L.I.S.).</p> <p>Medicine See M.D./Ph.D. (Combined Program) for the Doctor of Medicine with Doctor of Philosophy.</p> <p>Planning See Master of Arts in Asia Pacific Policy Studies for the M.A.A.P.P.S. with Master of Planning (M.A.A.P.P.S./M.A.P.).</p> <p>Type of Action: Link to new dual degrees program option from Faculty of Graduate Studies > Dual Degrees Calendar page.</p> <p>Rationale: Link will allow students to easily find MPH/MSN Calendar entry.</p>
<p>Present Calendar Entry: School of Nursing > Introduction</p> <p>A School within the Faculty of Applied Science</p> <p>Director's Office C. Varcoe, Acting Director T201-2211 Wesbrook Mall</p>	<p>URL http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,385,0</p> <p>Present Calendar Entry: School of Nursing > Introduction</p> <p>A School within the Faculty of Applied Science</p> <p>Director's Office C. Varcoe, Acting Director T201-2211 Wesbrook Mall Vancouver, BC V6T 2B5 Telephone: 604.822.7417 Fax: 604.822.7466 Nursing Website</p>



<p>Vancouver, BC V6T 2B5 Telephone: 604.822.7417 Fax: 604.822.7466 Nursing Website</p> <p>The School of Nursing offers baccalaureate, master's, and doctoral programs. Students with advanced standing can complete the baccalaureate program leading to a Bachelor of Science in Nursing in five consecutive terms of 300- and 400-level upper-division courses. Baccalaureate graduates are offered a program leading to a Master of Science in Nursing or a Master of Nursing (Nurse Practitioner). Master's graduates can take a program leading to the degree of Doctor of Philosophy in Nursing. For details of these graduate programs, see <Nursing> in the Graduate Studies section.</p> <p>The School of Nursing and the School of Population and Public Health collaborate to offer the dual degrees program option Master of Public Health/ Master of Science in Nursing. For details on the dual degrees program option, see < link to new entry on http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420> in the Faculty of Graduate Studies section.</p> <p>The mission of the School, as a leading provincial, national, and international centre for nursing education, research, and practice scholarship, is to prepare outstanding nurses who are committed to excellence and innovation. Through its extensive programs of research, the School of Nursing also strives to develop and transmit knowledge regarding nursing practice and the human experience of health, illness, and healing.</p>	<p>The School of Nursing offers baccalaureate, master's, and doctoral programs. Students with advanced standing can complete the baccalaureate program leading to a Bachelor of Science in Nursing in five consecutive terms of 300- and 400-level upper-division courses. Baccalaureate graduates are offered a program leading to a Master of Science in Nursing or a Master of Nursing (Nurse Practitioner). Master's graduates can take a program leading to the degree of Doctor of Philosophy in Nursing. For details of these graduate programs, see <Nursing> in the Graduate Studies section.</p> <p>The mission of the School, as a leading provincial, national, and international centre for nursing education, research, and practice scholarship, is to prepare outstanding nurses who are committed to excellence and innovation. Through its extensive programs of research, the School of Nursing also strives to develop and transmit knowledge regarding nursing practice and the human experience of health, illness, and healing.</p> <p>Type of Action: Add reference to MPH/MSN Dual Degree to School of Nursing Calendar entry.</p> <p>Rationale: Overview and Link will help students find the appropriate information from the Nursing Calendar section without excessive duplication of Calendar entries.</p>
	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,291,894,0</p>



<p>Proposed Calendar Entry: School of Population and Public Health > Master of Public Health</p> <p>Please see the M.P.H Program in Population and Public Health.</p> <p>For the dual M.P.H. and Master of Science in Nursing, see <Dual Degree: Master of Public Health // Master of Science in Nursing http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1420></p>	<p>Present Calendar Entry: School of Population and Public Health > Master of Public Health</p> <p>Please see the M.P.H Program in Population and Public Health.</p> <p>Type of Action: provide link to dual degree from SPPH > MPH Calendar section.</p> <p>Rationale: Link will help students find the appropriate information from the School of Population and Public Health Calendar section without excessive duplication of Calendar entries.</p>
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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016-1874 East Mall
Vancouver, BC Canada V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

17 April 2013

To: Vancouver Senate

From: Senate Curriculum Committee

RE: April Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

Motion: *“That the new courses, changed courses, new subject codes, and program changes brought forward by the Faculties of Applied Science, Arts, Education, Forestry, Graduate Studies (Arts), Pharmaceutical Sciences, and Science be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF APPLIED
SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Applied Science and is pleased to submit them for your consideration.

New Courses

CIVL 426 (3)
EECE 435 (3)
MTRL 201 (3)
MECH 487 (3)
MECH 488 (3)
MECH 478 (3)

Program Changes

Faculty of Applied Science > Bachelor of Applied Science > Academic
Regulations>Academic Standing

Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer
Engineering > Electrical Engineering > Third Year

Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer
Engineering > Electrical Energy Systems Option > Third Year

Faculty of Applied Science > Bachelor of Applied Science > Electrical and Computer
Engineering > Nanotechnology and Microsystems Option > Third Year

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: 2/28/13 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: January 2013 Contact Person: Perry Adebar Phone: 2-6820 Email: adebar@civil.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CIVL 426 (3) Virtual Design and Construction Creation and use of building information models (BIM) for managing the construction process. 3D parametric modeling, 4D modeling, design coordination, model-based cost estimating, BIM performance measurement, and integrated project delivery methods.</p>	<p>URL: none</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>The course will be offered as a fourth-year technical elective, and has been run as a successful pilot course for the past two years as a section of CIVL 498 Topics in Civil Engineering.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p> <p>Category 1</p>

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: 2/28/13 Effective Session: 2013 Winter Effective Academic Year: 2013 Winter</p>	<p>Date: February 5, 2013 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 435 (3) Biophotonics</p> <p>Lens theory, light sources and detectors, image resolution and contrast, tissue absorption and scattering, fluorescence, microscopy, spectroscopy, optical imaging systems, and their applications to life sciences and medicine.</p>	<p>URL: none</p> <p>Present Calendar Entry:</p> <p>Type of Action:</p> <p>Create new course</p> <p>Rationale for Proposed Change: Biophotonics is an important area of biomedical engineering which applies the photonics principles to the development of devices and instruments for the diagnosis and treatment of diseases. There is a need to introduce the state-of-the-art biophotonics techniques to the students. The course material has been offered as EECE 490T for six times and has been received well by the students.</p> <p>Category 1</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p>

<p>Faculty: Applied Science Department: Materials Engineering Faculty Approval Date: 2/28/13 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: Jan. 15/13 Contact Person: David Dixon Phone: (604) 822-3679 Email: David.Dixon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MTRL 201 (3) Technical Communication</p> <p>Written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Materials Engineering Program. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</p> <p><i>Pre-requisite:</i> One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121</p> <p><i>Co-requisite:</i> MTRL 280</p> <p><i>Equivalency:</i> APSC 201</p>	<p>URL: none</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The new course will run concurrently with MTRL 280 in order to reduce redundancy for students. Presently, students write proposals, formal reports and make oral presentations in both APSC 201 and MTRL 280. The proposed integrated course will enrich the curriculum by linking the technical communication course (APSC 201) to the students design projects (MTRL 280).</p> <p>Category 1</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: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p>

<p>Proposed Calendar Entry:</p> <p>MECH 487 (3) Introduction to Ship Structures</p> <p>Structural theory and practice of ship structural design; longitudinal and transverse strength of hull girder; plates and shells; matrix analysis; introduction to classification society rules; ship section design synthesis; finite element analysis. [3-0-0]</p> <p><i>Prerequisite:</i> One of MECH 360, CIVL 332, or permission of the instructor</p>	<p>URL:</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will be part of a new naval architecture stream of the MEng in Mechanical Engineering. This is an introductory course suitable for undergraduates and so carries a 400-level number. The course will replace the MECH 442, Ship Structures and Vibration.</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: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p>
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<p>Proposed Calendar Entry:</p> <p>MECH 488 (3) Introduction to Ship Hydrodynamics</p> <p>Ship terminology, lines plans, ship hydrostatics, transverse and longitudinal stability of ships, dimensional analysis, ship resistance prediction; ship propulsion methods, propeller selection and design. [3-0-0]</p> <p><i>Prerequisite:</i> One of MECH 380, CIVL 315, or permission of the instructor</p>	<p>URL:</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will be part of a new naval architecture stream of the MEng in Mechanical Engineering. This is an introductory course suitable for undergraduates and so carries a 400-level number. The course will replace the MECH 340, Statics of Marine Vehicles, and MECH 341, Ship Resistance and Propulsion.</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: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p> <p>Category 1</p>
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<p>Proposed Calendar Entry:</p> <p>MECH 478 (3) Internal Combustion Engines</p> <p>Analysis of spark and compression ignition engines. Calculation of fuel economy, power, and emission. Practical and regulatory considerations in engine design. Engine emission and control systems. [3-0-0]</p> <p>Credit may only be obtained for one of: MECH 478 and MECH 578.</p> <p><i>Prerequisite:</i> MECH 327</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,43</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This is a course that has been run for the past three year as a special topics course as MECH 410N and has been successful. The Department plans to offer it regularly as part of its technical elective options.</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: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F.</p> <p>Category 1</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Academic Policy Proposal Form

Category: 1

<p>Faculty: Applied Science Department: Dean's Office Faculty Approval Date: Feb. 28, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: February 1, 2013 Contact Person(s): Deborah Robinson, Assistant Dean, Students Phone: 822-9348 Email: deborah.robinson@ubc.ca Michael Bluhm, Director of Enrolment Phone: 827-1847 Email: michael.bluhm@ubc.ca</p>
<p>Proposed Calendar Entry #1 of 2:</p> <p>See attached Item 1.1.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,29</p> <p>Present Calendar Entry #1 of 2:</p> <p>See attached Item 1.2.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1. Change Academic Standing assessment frequency from Term to Sessional for students pursuing the Bachelor of Applied Science degree. 2. Redefine Academic Standing assessment criteria and outcomes for students pursuing the Bachelor of Applied Science degree. 3. Redefine Promotion criteria for students pursuing the Bachelor of Applied Science degree. <p>Rationale for Proposed Change: Establishing the academic session, rather than the term, as the unit of measure for the assessment of student academic standing and promotion, and consequently redefining assessment and promotion criteria, will provide greater transparency for students, improve the timing of evaluation outcomes, better accommodate early intervention initiatives for students academically at risk and support increased retention and graduation rates.</p>



Item 1.1: **PROPOSED** Calendar Entry re: Academic Standing & Promotion

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,29>

Academic Standing and Promotion Requirements

Academic Standing will be determined by the student's Sessional Academic Average at the end of each Winter Session and Summer Session, provided he or she has completed at least 60% of the normal course load for their program and year level since last evaluated.

One of three Academic Standings is assigned as a result of a Sessional Academic Evaluation: Good Standing, Academic Probation, or Failed Year. All students are in Good Standing when first admitted to the Faculty.

Academic Standings and progression requirements are listed in the table below.

Sessional Average, Academic Standing & Promotion by Year Level

Year Level	Sessional Average	Conditions	Academic Standing	Promotion Status
1	60% or more	n/a	Good Standing	Eligible to continue; eligible for year 2 ¹
1	50% - 59.9%	Previous standing was not Probation	Academic Probation	Eligible to continue; not eligible for year 2
1	50% - 59.9%	Previous standing was Probation	Failed Year	Required to discontinue
1	Less than 50%	n/a	Failed Year	Required to discontinue
2-5	55% or more	n/a	Good Standing	Eligible to continue ^{2,3,4}
2-5	50% - 54.9%	Previous standing not Probation	Academic Probation	Eligible to continue ^{2,3,4}
2-5	50% - 54.9%	Previous standing was Probation	Failed Year	Required to discontinue
2-5	Less than 50%	n/a	Failed Year	Required to discontinue

1. Students must successfully complete a minimum of 27 credits of the first year program and satisfy the Language Proficiency Index (LPI) requirement before proceeding to year two.
2. Students must successfully complete a minimum of 80% of the credits required for year levels 2 and higher before proceeding to the next year level.
3. Students must successfully complete ENGL 112 or equivalent before proceeding to the third year of their programs.
4. Students must successfully complete their 200-level technical communication



requirement before proceeding to the fourth year of their programs.

Returning to Good Standing from Probation

Students who are on Probation in year one, i.e.: sessional average between 50% and 59.9%, must achieve a sessional average of 60% or greater in an approved schedule of courses during their next registered session in order to return to Good Standing. Students must meet with an Engineering Student Services Advisor to establish an appropriate schedule of courses, which must be approved by the Assistant Dean of Students.

Students who are on Probation in year two or higher, i.e.: sessional average between 50% and 54.9%, must achieve a sessional average of 55% or greater in an approved schedule of courses during their next registered session in order to return to Good Standing. Students must meet with a Program/Department Advisor to establish an appropriate schedule of courses, which must be approved by the Program Director/Department Head or designate.

Returning after a Failed Year

Students who have been required to withdraw because of a failed year must apply in order to be readmitted to the program. The earliest a student may be readmitted is 12 months after being required to withdraw due to a Failed Year. Readmission is not guaranteed. For details, see [Readmission After a Failed Year](#).



Item 1.2: **PRESENT** Calendar Entry re: Academic Standing & Promotion

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,29>

Academic Standing

A student will be evaluated for academic standing at the end of term 1 and term 2 of Winter Session and at the end of Summer Session, provided he or she has completed at least 12 credits of coursework, excluding co-op courses, since last evaluated.

One of three academic standings is assigned as a result of an academic performance evaluation: in Good Standing, on Academic Probation, or Failed. All students are in Good Standing when first admitted to the Faculty.

A student in Good Standing who achieves a credit-weighted average of at least 55% over all courses taken since the last academic performance evaluation will remain in Good Standing. A student in Good Standing who does not achieve at least a 55% average will be placed on Academic Probation.

A student on Academic Probation who achieves a credit-weighted average of at least 60% over all courses taken since the last academic performance evaluation will be placed in Good Standing. Otherwise, the student will be assigned a standing of Failed.

A student assigned an academic standing of Failed will be required to discontinue his or her studies and must appeal for readmission. A student may register for and take courses in the term immediately following the term for which the student has been assigned a standing of Failed, as the academic performance evaluation will not be made until after the next term begins. Students may not register for any courses beyond that term. Note that the grades earned during this term will not change the academic standing or the requirement to discontinue studies, but significantly improved academic performance during this term may be used to support an appeal for readmission.

A student who is assigned an academic standing of Failed for a second time will be required to withdraw from the University and will not normally be readmitted.

Course Enrolment Restrictions

A student who is on Academic Probation is strongly encouraged to take 12 credits of coursework while on Academic Probation and is restricted to taking no more than 15 credits. A student taking 12 credits of coursework will be able to clear his or her Academic Probation status at the end of the term while being able to fully devote his or her energies to a limited number of courses.

Promotion

A student will be promoted from one year-level to the next if he or she has successfully completed at least 80% of the credits for the year level in which the student is currently registered.

Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: 2/28/13 Effective Session: 2013 Winter Effective Academic Year: 2013 Winter	Date: February 5, 2013 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca																																																
Proposed Calendar Entry: Electrical Engineering <table border="1"> <thead> <tr> <th colspan="2">Third Year</th></tr> </thead> <tbody> <tr><td>EECE 352</td><td>4</td></tr> <tr><td>EECE 353</td><td>4</td></tr> <tr><td>EECE 356</td><td>4</td></tr> <tr><td>EECE 359</td><td>4</td></tr> <tr><td>EECE 360</td><td>4</td></tr> <tr><td>EECE 364</td><td>4</td></tr> <tr><td>EECE 373</td><td>4</td></tr> <tr><td>EECE 380</td><td>6</td></tr> <tr><td>Complementary Studies electives¹</td><td>6</td></tr> <tr><td>Total Credits</td><td>40</td></tr> </tbody> </table>	Third Year		EECE 352	4	EECE 353	4	EECE 356	4	EECE 359	4	EECE 360	4	EECE 364	4	EECE 373	4	EECE 380	6	Complementary Studies electives ¹	6	Total Credits	40	Present Calendar Entry: URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 Electrical Engineering <table border="1"> <thead> <tr> <th colspan="2">Third Year</th></tr> </thead> <tbody> <tr><td>EECE 352</td><td>3</td></tr> <tr><td>EECE 353</td><td>3</td></tr> <tr><td>EECE 356</td><td>3</td></tr> <tr><td>EECE 359</td><td>3</td></tr> <tr><td>EECE 360</td><td>3</td></tr> <tr><td>EECE 362</td><td>3</td></tr> <tr><td>EECE 364</td><td>3</td></tr> <tr><td>EECE 373</td><td>4</td></tr> <tr><td>EECE 380</td><td>4</td></tr> <tr><td>STAT 251</td><td>3</td></tr> <tr><td>Complementary Studies electives¹</td><td>6</td></tr> <tr><td>Total Credits</td><td>38</td></tr> </tbody> </table> Type of Action: Update credit values for EECE 352, EECE 353, EECE 356, EECE 359, EECE 369, EECE 364 and EECE 380. Remove STAT 251 and EECE 362. Rationale for Proposed Change: The core material in third year is being streamlined and greater depth is emphasized. Some breadth courses are eliminated to balance	Third Year		EECE 352	3	EECE 353	3	EECE 356	3	EECE 359	3	EECE 360	3	EECE 362	3	EECE 364	3	EECE 373	4	EECE 380	4	STAT 251	3	Complementary Studies electives ¹	6	Total Credits	38
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	<p>student workload. STAT 251 is being removed because the methods in that course are no longer considered the best fit for the Electrical Engineering program.</p> <p>Category 1</p>																																												
<p>Proposed Calendar Entry:</p> <p>C.1.1.1 Electrical Energy Systems Option</p> <p>Third Year</p> <table> <tr> <td>EECE 356</td><td>4</td></tr> <tr> <td>EECE 359</td><td>4</td></tr> <tr> <td>EECE 360</td><td>4</td></tr> <tr> <td>EECE 364</td><td>4</td></tr> <tr> <td>EECE 373</td><td>4</td></tr> <tr> <td>EECE 392</td><td>4</td></tr> <tr> <td>EECE 380</td><td>6</td></tr> <tr> <td>Breadth Elective</td><td>4</td></tr> <tr> <td>Complementary Studies electives¹</td><td>6</td></tr> <tr> <td>Total Credits</td><td>40</td></tr> </table> <p>¹ See Complementary Studies Courses.</p>	EECE 356	4	EECE 359	4	EECE 360	4	EECE 364	4	EECE 373	4	EECE 392	4	EECE 380	6	Breadth Elective	4	Complementary Studies electives ¹	6	Total Credits	40	<p>Present Calendar Entry:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39</p> <p>C.1.1.2 Electrical Energy Systems Option</p> <p>Third Year</p> <table> <tr> <td>EECE 352</td><td>3</td></tr> <tr> <td>EECE 353</td><td>3</td></tr> <tr> <td>EECE 356</td><td>3</td></tr> <tr> <td>EECE 359</td><td>3</td></tr> <tr> <td>EECE 360</td><td>3</td></tr> <tr> <td>EECE 362</td><td>3</td></tr> <tr> <td>EECE 364</td><td>3</td></tr> <tr> <td>EECE 373</td><td>4</td></tr> <tr> <td>EECE 380</td><td>4</td></tr> <tr> <td>STAT 251</td><td>3</td></tr> <tr> <td>Complementary Studies electives¹</td><td>6</td></tr> <tr> <td>Total Credits</td><td>38</td></tr> </table> <p>Type of Action:</p> <p>Remove EECE 352, EECE 353, and EECE 362 as mandatory courses.</p> <p>Update credit values for EECE 356, EECE 359, EECE 360, EECE 364 and EECE 380.</p> <p>Add EECE 392.</p> <p>Remove STAT 251.</p> <p>Rationale for Proposed Change:</p> <p>Some courses have been removed from the required list of courses and one course has been</p>	EECE 352	3	EECE 353	3	EECE 356	3	EECE 359	3	EECE 360	3	EECE 362	3	EECE 364	3	EECE 373	4	EECE 380	4	STAT 251	3	Complementary Studies electives ¹	6	Total Credits	38
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	added. This balances student workload, as well as breadth and depth in Electrical Engineering. Courses are being strengthened with lectures/tutorials/labs and that indicates the credit change. STAT 251 is being removed because the methods in that course are no longer considered the best fit for the option.
	Category 1
Proposed Calendar Entry:	Present Calendar Entry: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39
C.1.1.3 Nanotechnology and Microsystems Option	C.1.1.4 Nanotechnology and Microsystems Option
Third Year	Third Year
EECE 300	EECE 300
EECE 352	EECE 301
EECE 356	EECE 352
EECE 359	EECE 353
EECE 364	EECE 356
EECE 380	EECE 359
Breadth electives²	EECE 360
Complementary Studies electives ¹	EECE 364
Total Credits	EECE 373
	EECE 380
	STAT 251
	Complementary Studies electives ¹
	Total Credits
	Type of Action:
	Remove EECE 301, EECE 353, EECE 360 and EECE 373 as mandatory courses. Include 8 credits of Breadth Electives.
	Update credit values for EECE 300, EECE 352, EECE 356, EECE 359, EECE 364 and EECE 380.
	Remove STAT 251.
	Rationale for Proposed Change:
	Some courses have been removed from the required list of courses. This balances student workload, as well as breadth and depth in the option. Courses are being strengthened with lectures/tutorials/labs and that indicates the

¹ See [Complementary Studies Courses](#).

² To be chosen based on department approved list of elective courses for the Nanotechnology and Microsystems Option.

	<p>credit change. STAT 251 is being removed because the methods in that course are no longer considered the best fit for the option.</p> <p>Category 1</p>
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17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF ARTS**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Arts and is pleased to submit them for your consideration.

New and Changed Courses

ARTH 319 (3)

VISA 352 (3)

WRDS – new subject code

ASIA 222 (3)

ASIA 223 (3)

ASIA 332 (3)

ASIA 499 (3)

CENS 303 (3/6)d

DANI – new subject code

SCAN 332 (3/6)d

SCAN 336 (3)

SWED – new subject code

NEST 319 (3)

RELG 206 (3)

RELG 207 (3)

RELG 208 (3)

PORT 301 (3)

HIST 107 (3)

HIST 359 (3)

HIST 385 (3)

KORN 302 (3)



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

Category: (1)

<p>Faculty: Arts Department: AHVAT Faculty Approval Date: Feb. 12, 2013 Effective Session (W or S): Winter Effective Academic Year: 2013-14</p>	<p>Date: January 17, 2013 Contact Person: Lisa Cooper Phone: 604 822-4047 Email: licooper@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARTH 319 (3) Archaeology of the Ancient Near East An overview of the archaeology of the ancient Near East, with special emphasis on the civilizations of Mesopotamia, from the appearance of the first cities (c. 3400 BCE) to the end of the Persian period (c. 330 BCE). Pass/Fail.</p> <p>Equivalency: NEST 319 Prerequisite: NEST 101 is highly recommended.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course replaces former ARTH 327 (6). It reduces the number of credits from 6 to 3, conforming to the credit value of most other courses offered in ARTH of this type, and bringing the department in line with similar programs in the discipline in Tier 1 institutions.</p> <p>At 3 credits instead of 6 in the former ARTH 327, ARTH 319 has omitted the prehistoric and Levantine Near Eastern content of the course, thus eliminating overlap with RELG 306 and NEST 311.</p> <p>No prerequisite will be required for the course, although NEST 101 is highly recommended.</p> <p>The course will be capped at 50 students (25 students from NEST, and 25 from ARTH), but may expand if there is student demand. 7 seats in NEST will be reserved for 2nd-year NEST students.</p> <p>The course will be of particular interest to students majoring in Near Eastern Studies and the Archaeology of Greece, Rome and the Near East in the Dept. of Classical, Near Eastern and Religious Studies. It will also be of interest to students taking</p>



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	<p>archaeology in the Dept. of Anthropology, and those majoring in pre-modern art and archaeology in the Dept. of Art History, Visual Art and Theory.</p> <p>The pass/fail option is offered to encourage a wide range of students, including those outside of the field of archaeology, the opportunity to explore fascinating cultural materials and complex developments in human behavior.</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><input checked="" type="checkbox"/> Pass/Fail (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis.)</p>
<p>Faculty: Arts Department: AHVAT Faculty Approval Date: February 12, 2013 Effective Session: <u>Winter</u> Term <u>1</u> Year <u>2013</u> for Change</p>	<p>Date: November 30, 2012 Contact Person: Barbara Zeigler Phone: 822-5991 Email: bzeigler@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>VISA 352 (3) Intermediate Print Media III: Interdisciplinary Approaches to Image Production Lithographic printing; suitable for students interested in drawing and print media interface in context of contemporary art; related digital and photographic technologies employed.</p>	<p>URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale: This course will offer a dynamic blend of contemporary lithography, drawing, and related digital printmaking technologies. Pedagogically, it will introduce students to the established area of lithographic artistic praxis, greatly enhancing current course</p>



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<p>Prerequisite: Either (a) VISA 220 or VISA 250 or (b) one of VISA 281, FINA 281, VISA 283, VISA 284, VISA 290, FINA 283, FINA 284, FINA 290.</p>	<p>offerings in print media and drawing.</p> <p>The new AHVAT studio facility opening in September 2013, equipped with a complete printmaking facility, offers the potential for such a class and would reflect student interest and need.</p>
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<p>Faculty: Arts Department: Arts Studies in Research and Writing (ASRW) Faculty Approval Date: Feb. 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: September 14, 2012 Contact Person: K.B. Patterson Phone: 2-4078 Email: katpatte@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Arts Studies in Research and Writing Faculty of Arts</p> <p>WRDS: Writing and Discourse Studies</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new subject code</p> <p>Rationale for Proposed Change: Creating this new course code will enable Arts Studies in Research and Writing, Arts Academic Advising, and the Dean's Office to more clearly identify the subject matter of these courses as writing and discourse courses and distinguish them from ASTU (Arts Studies) courses with which they have nothing in common. Furthermore, many of the first year students who select ASTU 150 to fulfill the Writing and Research Requirement find the course difficult to identify under the ASTU code. The proposed code WRDS aligns this course, and potential future courses, more directly in the context of the Writing and Research Requirement as well as representing content more accurately. Arts Advising strongly supports this change.</p>



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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 12, 2013 Effective Session 2013W Term 1 Year 2013 for Change</p>	<p>Date: October 30, 2012 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 222 (3) Encountering Asia Introduction to the literary, religious, and philosophical traditions of at least two Asian cultures using foundational texts. Students will learn about these traditions by encountering them historically as well as through the lenses of their own diverse identities and contexts.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for new course: This team-taught course will provide a dynamic student experience in which they will deepen their knowledge of at least two Asian cultures through lectures and dialogues between two faculty members, who are simultaneously an expert (on one culture) and an outsider (to the other). This will model critical enquiry into questions of cultural diversity, identity construction, and intercultural exchange. As students hone their reading and analytical skills, they too will participate in class discussion and the content and method of their input may depend on their own backgrounds, knowledge base, and interests.</p> <p>The content and form of the course will be based on notions of “encounters” and intercultural exchange—between the teachers themselves, teachers and students, students and their peers, texts and readers, etc. The co-teachers will often present material side-by-side and model debate and inquiry from disparate bases of knowledge and identity. Students will follow suit in projects and assignments. Intercultural exchange and inquiry will be built into the way students engage with the texts and one</p>



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	<p>another through assessments (group work, debate/dialogue, etc.).</p> <p>This course provides an exceptional opportunity for students, from diverse backgrounds, to practice intercultural exchange, and will provide a strong foundation from which to continue their studies (here and abroad) with a sharp and sensitive understanding of how culture, identities, and traditions are constructed, shift, and are constantly reinterpreted and appropriated by others in different contexts. All members of this course, including instructors, will have the experience of being an outsider vis-à-vis some or much of this work, and therefore, will need to develop skills to explore, understand, and analyze questions of alterity and diversity. Due to the diverse student body we expect this course to attract, students will be able to work, discuss, and debate in truly intercultural ways.</p> <p>Opportunities for Enriched Educational Experiences (3Es) include: an active learning environment that models learning as an “encounter”, direct and frequent engagement and collaboration with their peers, close engagement with primary sources, and training for future international/intercultural study and careers</p> <p>This course contributes knowledge on Asia and provides skills for productive and deep engagement with its cultures for students in the Department of Asian Studies and those with intercultural interests from other units across Arts. This course provides a solid lower-division introduction to the cultures under study as well as to approaches to learning and exchange that will serve students well as they begin to specialize and formulate their advanced program of study, study abroad plans, language study, and other areas. This course could also be of use to students working in other units across</p>
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	<p>campus, including CNRS (Classical, Near Eastern, and Religious Studies), History, Philosophy, Political Science/IR (International Relations), and Sociology. The course would also provide an excellent follow-up for students who completed Arts One or the Coordinate Arts Program (CAP) in their first year.</p>
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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 12, 2013 Effective Session 2013W Term 1 Year 2013 for Change</p>	<p>Date: October 30, 2012 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 223 (3) Writing Asia This writing-intensive course is to be taken concurrently with ASIA 222. The seminar builds on the materials of ASIA 222. Students must have knowledge of or be enrolled in the study of one of the languages offered in Asian Studies.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for new course: This team-taught seminar provides interested students with an opportunity to hone their communication and writing skills in preparation for more advanced study, research-intensive courses, the honours major, overseas experience, and other endeavors involving Asia and cultural exchange.</p> <p>This team-taught course contributes knowledge on Asia and provides skills for productive and deep engagement with its cultures for students considering a major or minor in Asian Studies or a double major with another unit on campus. This writing-intensive seminar provides lower-division students a rare opportunity for an intimate learning experience based on close student-instructor interactions and small cohort collaborative work. This course will also require that students bring their foreign language abilities into the study of culture, something that is usually not accomplished until higher levels of study. By so doing, this course exposes students to a more nuanced and accurate model of what it is that scholars in Asian Studies and related fields do as well as to how knowledge of the</p>



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	<p>target language can benefit one's understanding of and engagement with a culture.</p> <p>Lower-division undergraduates will have the opportunity to work in a small class (20 students) led by two professors and regularly broken down into even smaller tutorials (4-5 students). This kind of intensive collaborative learning environment calls on students to be active and responsible participants in their own learning and that of their peers. With ASIA 222, this course becomes part of a 6-credit course based on the notion of intercultural "encounters" and allows seminar members to delve more deeply into and range more widely within the material and to craft a program of study that challenges them and builds on their strengths.</p> <p>Discussion-based seminar time, collaborative projects, and ample tutorial and peer-review work make this a highly active and enriched learning opportunity. This course could also be of value to students with interests in other units across campus, including CNRS (Classical, Near Eastern, and Religious Studies), History, Philosophy, Political Science/IR (International Relations), and Sociology.</p>
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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 12, 2013 Effective Session 2013W Term 1 Year 2013 for Change</p>	<p>Date: October 17, 2012 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 332 (3) Confucianism in China and Beyond: Reinventions of Tradition Key ideas and trends in Confucian thought and practice from its origins to modern times through primary sources in translation and secondary scholarship.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will introduce students to the critical study of an important area of historical and contemporary thought and culture. Popular and scholarly understandings of East Asia often use the label “Confucian” loosely to describe a wide range of ideas, beliefs, practices, and social and political structures, which can give the impression of monolithic, unchanging ideology. Many students have a sense of the importance of, and in some cases personally identify with, “Confucianism,” but frequently have little concrete understanding of what it is or where it came from. This class will help students learn to unpack concepts like “Confucianism” by examining the ways in which such terms are used and tracing their historical genesis.</p> <p>The Department of Asian Studies currently offers several courses on Asian thought, including courses on Chinese thought in general and on specific thinkers or schools/religions such as Daoism and Buddhism (ASIA 381, 382, 385), but none specifically on Confucianism, a body of texts, ideas, and practices that has influenced cultural, political and social life in East Asia and in East Asian diaspora communities.</p>



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	<p>This course will thus complement and supplement the existing offerings, and build on existing courses on China, Korea, and Japan. The Department already has a sequence on the history of Chinese thought, ASIA 371, Foundations of Chinese Thought, followed by ASIA 372, Development of Traditional Chinese Thought. This course offers an additional option that complements these two courses in a number of ways. First, it focuses on a particular school, rather than surveying all major schools. Second, its coverage extends to the present (whereas ASIA 372 ends in the early sixteenth century). Third, this new course includes as a major component critical examination of the scholarly fields that study Confucian thought and the contemporary uses of the history of Chinese thought. It could thus be taken after ASIA 371, in conjunction with ASIA 372 or on its own.</p> <p>The course will also provide background or additional material for students interested in other parts of East Asia, and thus complements ASIA 377, History of Korean Thought and other courses on Japanese and Korean history. It will provide valuable background for more advanced courses in East Asian thought such as ASIA 405, The Interaction of Science, Religion, and Philosophy in East Asia, and ASIA 411, Chinese Political Thought and Institutions.</p> <p>I expect that the class will be relevant to Asian Studies majors whether their focus is on modern or pre-modern topics, and to students interested in cultural, religious, and intellectual history of other world areas as well, since the issues and methodologies offer many opportunities for comparison and connection.</p>
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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 12, 2013 Effective Session 2013W Term 1 Year 2013 for Change</p>	<p>Date: October 30, 2012 Contact Person: Lonnie Chase Phone: 2-9266 Email: Lonnie.chase@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 499 (3) Honours Thesis Restricted to fourth-year students admitted to the Honours Program in Asian Studies.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Core course of the revised Honours program in Asian Studies and a requirement to graduate from the program. Provides a customized, one-on-one, research-focused curriculum to prepare students for graduate study. Enables exceptional students to pursue a research topic intensively while receiving supervision and frequent feedback from an instructor. Aimed at strengthening the caliber of students applying to the MA program from the Asian Studies Major.</p> <p>Applications to Honours program are due at end of the third year of study and require sponsoring supervisor and department approval. Thesis topics require expertise in specific geographical, disciplinary, and/or linguistic fields thus faculty members have agreed to offer this individually with one to three students beyond their course load.</p> <p>Designed as a Research Intensive course, students will build on term papers and writing developed in other classes. In cases where a literature review is necessary, students will read as they design their thesis prospectus and outline, thus familiarizing themselves with the particular writing conventions of the field.</p>



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<p>Faculty: Arts Department: C.E.N.E.S. Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 20 November, 2012 Contact Person: G. Winthrop-Young Phone: 2-6404 Email: winthrop@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CENS 303 (3/6) d Representations of the Holocaust (in English)</p> <p>The Nazi Holocaust in film and literature from Central, Eastern and Northern European countries.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=CENS</p> <p>Present Calendar Entry:</p> <p>CENS 303 (3/6) d German Representations of the Holocaust (in English)</p> <p>The Nazi Holocaust and related aspects of the Third Reich in film and literature. Texts will include first hand accounts, fictionalizations, and perceived literary anticipations of the Holocaust by authors from the German-speaking countries.</p> <p>Type of Action: Change of course title, description and content</p> <p>Rationale for Proposed Change:</p> <p>(i) Due to retirements and changing teaching assignments, there are now far fewer Germanists teaching this course. Increasingly, the course is in the hands of non-Germanists, who cannot be expected to teach a course with a primary focus on German material.</p> <p>(ii) CENS 303 is scheduled to be part of a more permanent cooperation with the Auschwitz-Birkenau State Museum. This initiative will involve study abroad initiatives and on-site seminars. It is therefore less advisable to offer course focusing on German material.</p>



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	(iii) The main epicentre of the Holocaust was Eastern Europe. This should be a CENS rather than a GERM course.
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Faculty: Arts Department: CENES Faculty Approval Date: Feb. 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013	Date: November 1 Contact Person: G. Winthrop Young Phone: 2-6403 Email: winthrop@mail.ubc.ca
Proposed Calendar Entry: Central, Eastern, Northern European Studies Faculty of Arts DANI: Danish	URL: Present Calendar Entry: Type of Action: Create new subject code. Rationale for Proposed Change: All UBC language courses have language-specific four letter course codes. This new course code will do the same for Danish courses and allow the department and the Faculty to recognize and identify Danish courses previously taught under the SCAN course code. This change will have no impact on current library resources or budgets.



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<p>Faculty: Arts Department: C.E.N.E.S. Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 7 November 2012 Contact Person: G. Winthrop-Young Phone: 2 - 6403 Email: Winthrop@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SCAN 332 (3/6) d Topics in Scandinavian Studies (in English) Selected issues and topics in Scandinavian cultural studies</p>	<p>URL: n/a</p> <p>Present Calendar Entry: none</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Following the recent introduction of the Scandinavian Minor (2011W), it is advisable to increase the number of upper-level SCAN courses in order to ensure greater flexibility with regard to course offerings and teaching assignments. SCAN 332 is a topics course that will allow us to go beyond the contemporary literary focus of SCAN 333 (“Major Works of Scandinavian Literature”) and 334 (“Contemporary Scandinavian Fiction”).</p>



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<p>Faculty: Arts Department: C.E.N.E.S. Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 7 November 2012 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: Winthrop@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SCAN 336 (3) Scandinavian Crime Fiction (in English) Crime fictions and films as a mirror of Scandinavian society</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: Following the recent introduction of the Scandinavian Minor (2011W), it is advisable to increase the number of upper-level SCAN courses in order to ensure greater flexibility with regard to course offerings and teaching assignments. This particular course topic was hitherto taught under the heading SCAN 334 (“Contemporary Scandinavian Fiction”), but it has proven so successful that we want to give it its own number.</p>



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<p>Faculty: Arts Department: CENES Faculty Approval Date: Feb. 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: November 1 Contact Person: G. Winthrop Young Phone: 2-6403 Email: winthrop@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Central, Eastern, Northern European Studies Faculty of Arts</p> <p>SWED: Swedish</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: Create new subject code.</p> <p>Rationale for Proposed Change: All UBC language courses have language-specific four letter course codes. This new course code will do the same for Swedish courses and allow the department and the Faculty to recognize and identify Swedish courses previously taught under the SCAN course code. This change will have no impact on current library resources or budgets.</p>



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<p>Faculty: Arts Department: Classical, Near Eastern and Religious Studies Faculty Approval Date: February 12, 2013 Effective Session (W or S): Winter Effective Academic Year: 2013-14</p>	<p>Date: Contact Person: Lisa Cooper Phone: 604 822-4047 Email: licooper@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NEST 319 (3) Archaeology of the Ancient Near East An overview of the archaeology of the ancient Near East, with special emphasis on the civilizations of Mesopotamia, from the appearance of the first cities (c. 3400 BCE) to the end of the Persian period (c. 330 BCE). Pass/Fail.</p> <p>Equivalency: ARTH 319 Prerequisite: NEST 101 is highly recommended.</p>	<p>URL:</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>This course replaces former NEST 302 (6). It reduces the number of credits from 6 to 3, conforming to the credit value of most other courses offered in the Department of Classical, Near Eastern and Religious Studies of this type, and bringing the department in line with similar programs in the discipline in Tier 1 institutions.</p> <p>At 3 credits instead of 6 in the former NEST 302, NEST 319 has omitted the prehistoric and Levantine Near Eastern content of the course, thus eliminating overlap with RELG 306 and NEST 311.</p> <p>No prerequisite will be required for the course, although NEST 101 is highly recommended.</p> <p>The course will be capped at 50 students (25 students from NEST, and 25 from ARTH), but may expand if there is student demand. 7 seats in NEST will be reserved for 2nd-year students.</p> <p>The course will be of particular interest to students majoring in Near Eastern Studies and the Archaeology of Greece, Rome and</p>



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	<p>the Near East in the Dept. of Classical, Near Eastern and Religious Studies. It will also be of interest to students taking archaeology in the Dept. of Anthropology, and those majoring in pre-modern art and archaeology in the Dept. of Art History, Visual Art and Theory.</p> <p>The pass/fail option is offered to encourage a wide range of students, including those outside of the field of archaeology, the opportunity to explore fascinating cultural materials and complex developments in human behavior.</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><input type="checkbox"/> Pass/Fail (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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<p>Faculty: Arts Department: Classical, Near Eastern, and Religious Studies Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013-2014</p>	<p>Date: Sept. 5, 2012 Contact Person: Gregg Gardner Phone: 604-827-3703 Email: gregg.gardner@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RELG 206 (3) Introduction to Judaism and its Texts What is Judaism? An overview of the key texts that have defined the Jewish religion, from the Hebrew Bible through works of contemporary thinkers. Recommended as a basis for upper level courses in religious studies. Pass/Fail.</p>	<p>URL: Present Calendar Entry: None Type of Action: Create new course</p> <p>Rationale for Proposed Change: Offering a course that provides a broad survey of Judaism and Jewish texts would bring UBC in line with religious studies offerings at other Tier 1 universities in North America. Within the Department of CNERS, this course will be included among the courses that first and second year students could take to fulfill the requirements for the Major and Minor in Religious Studies. This course bridges the gap between RELG 100, which provides a very brief overview of Judaism, and 300-level classes in religious studies (especially those related to biblical and Jewish studies; e.g. RELG 304, 305, 308, 306, 309, 310, 311, 312, 313, 331, 335, and 336). This course complements RELG 205: History of the Christian Church.</p> <p>Proposed cap: 60 students. x <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p>Faculty: Arts Department: CNER Faculty Approval Date: February 12, 2013 Effective Session Winter Term 1 Year 2012-2013 for Change</p>	<p>Date: 04 September 2012 Contact Person: R. Ahmed Phone: 822-1286 Email: rumee.ahmed@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RELG 207 (3) Classical Islam</p> <p>The history and culture, values and achievements of Islamic societies from 700-1500; the interconnections between power, politics, gender and the arts in Islamic societies. This course is highly recommended as a basis for all 300- and 400-level Islamic Studies courses.</p>	<p>URL:</p> <p>Present Calendar Entry: NONE Type of Action: Create new course Rationale: RELG 207 offers an introduction to Classical Islam from its inception in 7th-century Arabia to the Mongol invasion. Its aim is to introduce students to the history and culture of this important period by presenting the main events in its history, the key developments in its political and social thought and practices, and in-depth analysis of important doctrinal and legal groups. A constant theme will be the interconnections between religion, power, politics, gender and the arts in Islamic societies, and students will be encouraged throughout to look for the relevance of what they are learning about the past to their understanding of the present.</p> <p>RELG 207 (3) replaces the first term of the old (now deleted) RELG 340 (6). This change has two advantages for students. First, those students who want an introduction only to classical Islam will have that option. Second, while the core content of the old course is preserved, the theme of the interconnection between religion, politics, power and the arts will tie the several different aspects of our study of each culture into a coherent whole. The new title reflects this theme.</p> <p>In the reformed programs of majors, minors and honours in Religious Studies, RELG 207 will serve as recommended course for several of the upper-level, specialty, courses.</p>



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<p>Faculty: Arts Department: CNER Faculty Approval Date: February 12, 2013 Effective Session Winter Term 2 Year 2012-2013 for Change</p>	<p>Date: 04 September 2012 Contact Person: R. Ahmed Phone: 822-1286 Email: rumee.ahmed@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RELG 208 (3) Modern Islam</p> <p>The history and culture, values, and socio-political movements of the Islamic world from 1500 to the modern day; the interconnections between power, politics, gender, and the arts in modern Islamic societies. This course is highly recommended as a basis for all 300- and 400-level Islamic Studies courses.</p>	<p>URL:</p> <p>Present Calendar Entry: NONE</p> <p>Type of Action: Create new course</p> <p>Rationale: RELG 208 offers an introduction to the study of modern Islam with a focus on modern socio-political movements. Its aim is to introduce students to the history and culture of modern Muslim societies by presenting the relevant main events in recent history, key developments in political and social thought and practices, modern Islamic ideas and practices, conceptions and treatment of women, colonialist and anti-colonialist movements, Muslims in minority contexts, and some of the major exponents of modern Islamic literature. A constant theme will be the interconnections between power, politics, gender and the arts in modern Islamic society, and students will be encouraged throughout to look for the relevance of what they are learning about the past to their understanding of the present.</p> <p>RELG 208 (3) replaces the second term of the old (now deleted) RELG 340 (6). This change has two advantages for students. First, those students who want an introduction only to modern Islam will have that option. Second, while the core content of the old course is preserved, the theme of the interconnection between religion, gender, politics, power and the</p>



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	<p>arts will tie the several different aspects of our study of each culture into a coherent whole. The new title reflects this theme.</p> <p>In the reformed programs of majors, minors and honours in Religious Studies, RELG 208 will serve as recommended course for several of the upper-level, specialty, courses.</p>
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<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 12, 2013 Effective Session W Term 1 Year 2013</p>	<p>Date: October 21st, 2012 Contact Person: Dr. Christine Rouget Phone: 2 - 4035 Email: christine.rouget@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PORT 301 (3) Advanced Portuguese Advanced work in composition for students who have reached the Language-Requirement level of Portuguese.</p> <p>Prerequisite: PORT 202 or equivalent.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=PORT</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale: PORT 301 will be an advanced-level course for students who have completed PORT 202 or for heritage speakers with a comparable knowledge of the language. While its students will continue to improve their listening and comprehension skills and their practical command of grammar, PORT 301 will aim primarily to develop their writing ability both through direct practice and through an analysis of the various styles and registers of written Portuguese. Students will be expected both to read extensively and to focus on writing as a process that includes many stages of development, revision and editing. Students will also have the opportunity to strengthen further the skills that they are acquiring by applying them practically in a <i>Community Service Learning</i> module whose format and community focus will vary from year to year. Upon the completion of PORT 301, students will have strengthened their overall command of the language and, specifically, will have acquired the writing</p>



	<p>skills needed for senior-level coursework in Brazilian and Portuguese literature and culture, either in our own PORT 392 or through exchange study in Portugal or Brazil.</p> <p>This course will:</p> <ul style="list-style-type: none"> • Provide an advanced-level Portuguese course for students completing the second year of language study that our increased teaching resources in Portuguese are now permitting us to offer on a regular basis • Prepare these students to take upper-level courses in literature and culture taught in Portuguese. • Provide an advanced grammar and writing-skills review of Portuguese to UBC students who are heritage Portuguese speakers • Permit students in various fields of study who have a professional or personal interest in the Portuguese language or in Portuguese-speaking cultures (such as Brazil, Portugal, Angola, Mozambique, etc.) to continue their language study beyond the basic language-requirement level. • Increase interest in Portuguese language and in Portuguese-related cultures at UBC, and thereby to attract more students to courses pertaining to those cultures.
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<p>Faculty: Arts Department: History Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 25 September 2012 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 107 (3) Global Indigenous Histories</p> <p>An introduction to the experiences of Indigenous peoples and the nature of colonialisms around the world since 1500, and an introduction to historical practices and perspectives.</p>	<p>URL:</p> <p>Present Calendar Entry: None [course has been offered under the general rubric of HIST 105—see Rationale for details]</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: To date, this course has been taught under the general rubric of HIST 105: Contemporary Global Issues in Historical Perspective, the themes of which change depending on the faculty involved. Professors Raibmon and Thrush developed a version of 105 focusing on Indigenous histories, which will be taught for the fourth time in the 2012-2013 school year. It was designed to serve as a “feeder” course for our upper-division Indigenous history courses and as a service and awareness course for the broader university community. It is also listed as an elective for students in First Nations Studies and other related programs.</p> <p>We are asking for a new course number for two related reasons:</p> <p>First, because of the very general nature of the course description, many students enroll in the Indigenous version of 105 and then quickly drop it once they realize that the subject is not something they are interested in.</p> <p>Second, having a dedicated Indigenous</p>



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	course number and title will make the course more visible to students across UBC who are interested in Indigenous issues.
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<p>Faculty: Arts Department: History Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013-2014</p>	<p>Date: 2 November 2012 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 359 (3) A History of Brazil: From Colony to Nation</p> <p>The cultural and political history of Brazil, from the earliest arrival of the Portuguese to Brazil's emergence as one of the economic powerhouses of the twenty-first century.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: In terms of its size, its cultural diversity, its burgeoning economic influence, and its historical links to other countries in the Americas, Brazil and its history deserve to be studied alongside other important nations in Latin America. This course would add to our growing offerings in Latin American history, helping to make it a viable regional concentration for our majors. It might also be of use to students with a Portuguese or Latin American focus in the French, Hispanic, and Italian Studies Department.</p>



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<p>Faculty: Arts Department: History Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013-2014</p>	<p>Date: 24 September 2012 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HIST 385 (3) India from Raj to Republic</p> <p>Exploration of the rise of the East India Company as territorial power, the formation of a colonial society in India, competing responses to British rule, the struggle for independence, and the legacies of partition.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=HIST</p> <p>Present Calendar Entry:</p> <p>HIST 385 (6) India Since 1800</p> <p>Developments in Indian society and culture under the British Raj, the origins and growth of the freedom struggle, the emergence of independent states on the sub-continent, and problems of nation-building and modernization since 1947.</p> <p>Type of Action: Change from 6 to 3 credits, change title, change description.</p> <p>Rationale for Proposed Change: This curriculum change is to revise the title of HIST 385 “India since 1800” to “India from Raj to Republic” and reduce it from a 6-credit to a 3-credit course. Both changes are designed to make this course part of a coherent chronological sequence on South Asian history (together with Hist387 and HIST 388). It is believed that reducing the course to 3-credits will make it more accessible for students coming from the Indian history survey (HIST 273) and situate it within a logical sequence of South Asia courses at the 300-level. We also see a 3cr course as more accessible to students interested in doing Co-op and Go Global programs.</p>



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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 12, 2013 Effective Session 2013W Term 1 Year 2013 for Change</p>	<p>Date: November 1, 2012 Contact Person: Lonnie Chase Phone: 604-822-9266 Email: lchase@interchange.ubc.ca</p>
<p>Proposed Calendar Entries:</p> <p>KORN 302 (3) Readings in Korean Topics II Continuation of KORN 301.</p> <p>As of 2011W, credit will be granted for only one of KORN 301/302 or KORN 300. <i>Prerequisite:</i> KORN 301 or permission of instructor.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=KORN</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New course</p> <p>Rationale: The current course, KORN 300 (6) Readings in Korean Topics, is proposed for change from a 6 credit course to be divided into two 3-credit course (a) to increase flexibility in student scheduling, (b) to maintain consistency with other current language course offerings, (c) to increase availability to students, (4) to potentially increase enrollment in our less commonly taught language classes(LCTL's) NOTE: KORN 300 has been renumbered to KORN 301 (3) and approved as a Category 2 change. This proposal creates a new 3-credit course with the remaining 3 credits of coursework from KORN 300.</p>



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17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF EDUCATION**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Education and is pleased to submit them for your consideration.

New Course
KIN 465 (3)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: School of Kinesiology Faculty Approval Date: November 22, 2012 Effective Session __W__ Term _1_ Year _2013_ for Change</p>	<p>Date: April 2, 2013 Contact Person: Paul Kennedy Phone: 2-9204 Email: paul.kennedy@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>KIN 465 (3) Interculturalism, Health and Physical Activity</p> <p>Examination of multiculturalism and interculturalism in the delivery of community-based physical activities for diverse populations; connections between physical activity and health in different cultural contexts. Community service learning and participation in culturally unfamiliar physical activities are core elements.</p> <p>Prerequisite: Fourth-year standing.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: This course has been offered under a generic number for the past two years and has been enthusiastically attended by students in Kinesiology and other faculty. The course offering is part of the School's alignment with <i>Place and Promise</i> building enriched education experience for students with the community service learning component.</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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17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF FORESTRY**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Forestry and is pleased to submit them for your consideration.

New Course
CONS 453 (6)
HGSE – new subject code

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Forestry Department: Forest Sciences Faculty Approval Date: Nov. 1, 2012 Effective Session (W or S): S Effective Academic Year: 2013</p>	<p>Date: August 2012 Contact Person: Suzie Lavallee Phone: 604-822-4987 Email: suzie.lavallee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CONS 453 (6) International Conservation and Forest Ecosystem Management Field School</p> <p>International, experiential learning in management of forest ecosystems and conservation planning. Fee will be assessed for living and traveling expenses. Pre-registration is required.</p> <p>Pre-requisites: One of CONS 330, FRST 231 or BIOL 300 and either (a) FRST 210 and FRST 211; or (b) BIOL 302 and BIOL 303. Third-year standing and permission of the instructor are required.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: There is significant interest in the undergraduate population of the Natural Resources Conservation (NRC) degree program in international field school opportunities, which are not currently provided by our faculty. The course is designed to specifically address the program requirements of NRC (Global Perspectives major) students, who have limited offerings to fulfill their forest resource systems required program credits and no UBC course offerings to fulfill their international experience credits. Course enrollment would not be limited to NRC – Global Perspectives students and is not intended to become a program requirement.</p> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">X</div> <p>Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: This intensive field school requires considerable and dedicated student involvement; it would be inappropriate to have an option for Credit / D / Fail status.</p>

<p>Faculty: Forestry Department: Forest Sciences Faculty Approval Date: Nov. 1, 2012 Effective Session (W or S): S Effective Academic Year: 2013</p>	<p>Date: Nov. 1, 2012 Contact Person: Peter Marshall Phone: 2-4918 Email: peter.marshall@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>HGSE – Haida Gwaii Semesters</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>None.</p> <p>Type of Action: Create new subject code for Haida Gwaii Semesters courses.</p> <p>Rationale for Proposed Change: Identifying these courses with their own subject code helps to highlight them in the UBC Calendar and makes it easier for potential students, the majority of whom are from Canadian universities other than UBC, to locate course descriptions for these courses. It also helps distinguish these courses, which are all taught on location in Haida Gwaii, from the other courses offered by the Faculty of Forestry, which are generally taught at the Vancouver campus.</p>



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17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF GRADUATE STUDIES**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Graduate Studies and is pleased to submit them for your consideration.

New and Changed Courses

ARST 560 (3)

HIST 575 (3)

POLI 552 (3/6)d



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

Category: (1)

Faculty: Arts Department: SLAIS Faculty Approval Date: October 16, 2012 Effective Session: Summer 2013	Date: 30 November 2011 Contact Person: Luciana Duranti Phone: 604-822-2597 Email: luciana@mail.ubc.ca
Proposed Calendar Entry: ARST 560 (3) Records and Information Governance	URL: ARST 560 Present Calendar Entry: None Type of Action: Create new course. Rationale for Proposed Change: This course has been taught for several years as one of the courses offered under the umbrella ARST 575 (1-12)—Topics in the Management of Records. The importance of its content for future professionals has significantly increased, given the emphasis brought by the proliferation of digital records on the first part of the records life cycle and its management. Although it is an elective, it has been taken by most students. The course explores political, ethical, legal and organizational issues inherent in the practical application of records management theories and principles and examines the relationship between the management of records and the management and production of information. The central role of this body of knowledge in the MAS curriculum warrants its transformation into a regular course.



THE UNIVERSITY OF BRITISH COLUMBIA

<p>Faculty: Arts Department: History Faculty Approval Date: February 12, 2013 Effective Session (W or S): W Effective Academic Year: 2013</p>	<p>Date: 11 October 2012 Contact Person: Eagle Glassheim Phone: 822-4101 Email: eagle.g@ubc.ca</p>
<p>Proposed Calendar Entry: HIST 575 (3) Readings in International and Global History</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Meets a growing faculty and graduate student demand for a seminar in global and international history. Universities across North America (UBC included) offer a growing palette of undergraduate global history courses, and many new positions in the field specify a teaching and/or research expertise in global history. We also have a growing number of PhD students who elect a comprehensive exam field in global history, so this course would be an important part of defining and preparing for such a field. This would be an elective course that would meet help fulfill MA and PhD seminar requirements. We anticipate that the course would draw 8-10 history students (slightly above average) and possibly students from Political Science and other departments.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>Faculty: Arts Department: Political Science Faculty Approval Date: October 16, 2012 Effective Session: Summer 2013</p>	<p>Date: October 20, 2011 Contact Person: Josephine Calazan Phone: 2-2717 Email: josephine.calazan@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>POLI 552 (3/6) D Political Psychology and Public Opinion</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>POLI 552 (3/6) D Research Seminar in Political Behaviour</p> <p>Type of Action: Revisions to course title and content</p> <p>Rationale: The existing course title (“Research Seminar in Political Behaviour”) does not adequately describe the course material being taught. The existing title indicates the course is a “research seminar”. The current offering, POLI 552A, does not require students to complete independent research and, as such, the course title is no longer appropriate. The proposed changes are designed to ensure the course is consistent with the course that the department currently offers and intends to do so for the foreseeable future.</p> <p>The course provides a thorough introduction to a large and important subfield within political science.</p> <p>This change does not affect faculties outside of Arts; does not have budgetary, funding, or space implications beyond the resources of the Department of Political Science; and does not require changes to the library resource requirements for the course or program.</p> <p>3/6D means that more than one 3-unit section of the course may be offered, and if the substantive content is different, up to six units of credit of this course number</p>



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	may be taken by students for credit towards their Political Science degree. For example, a POLI 552A may focus on political psychology and public opinion in the Canadian context, while a POLI 552B may focus more comparatively worldwide.
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17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF
PHARMACEUTICAL SCIENCES**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Pharmaceutical Sciences and is pleased to submit them for your consideration.

New Course
PHAR 404 (3)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: March 14, 2013</p> <p>Effective Session <u>2013 W</u> Term <u>1</u> Year <u>2013</u> for Change</p>	<p>Date: November 26, 2012 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHAR 404 (3) Peer Teaching in Pharmacy Skills II Development and delivery of patient counselling role-playing activities in PHAR 303. <i>Prerequisite:</i> PHAR 303. Permission of instructor required.</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action:</p> <p>Create new course</p> <p>Rationale for Proposed Change:</p> <p>This is a new elective course for 3rd year pharmacy students interested in a peer teaching opportunity in PHAR 303, a 2nd year pharmacy practice lab/tutorial course. The tutorial element of PHAR 303 is mainly dedicated to one-on-one role-plays to practice counselling patients on the use of prescription and non-prescription medications and on responding to drug information questions. This course has been offered for several years as a section of PHAR 453B (3) Directed Studies, and is in high demand.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. Cr/D/F grading is only permitted for the 6cr of non-pharmacy electives in the BSc(Pharm) program.</p>



17 April 2013

To: Vancouver Senate

From: Vancouver Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Science and is pleased to submit them for your consideration.

New and Changed Courses

ASTR 349 (3)
ASTR 449 (6)
BIOL 401 (3)
BIOL 420 (3)
CPSC 259 (4)
ENVR 420 (3)
PHYS 349 (3)
SCIE 220 (3)

New Minor

Minor in Land and Food System > Food Science Minor

Contact: Dr. Bill Ramey
Phone: 822-3300

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

ASTRONOMY

Effective Session: 13S
Proposed Calendar Entry:

ASTR 349 (3) Directed Research Project in Astronomy

A research project, undertaken under the direction of a faculty member, culminating in a written report. Requires approval of the course instructor and program advisor in the Department of Physics and Astronomy.
[1*-6-0]

Present Calendar Entry:

Action: Create new course.

Rationale: Currently 3rd year Majors students interested in doing a research project in Astronomy must register for PHYS 349. It is better to create ASTR 349 to reflect the fact that the project is in Astronomy. This course mirrors PHYS 349 course except the subject area is Astronomy. Students require permission from departmental advisors and course instructor. Students meet every few weeks to receive feedback from the course instructor who organizes the course and presentation sessions. The course instructor is different than the research supervisor for the project. Each student has their own research supervisor.

Supporting Documents: SCI-12-2-ASTR 349

<p>Effective Session: 13W Proposed Calendar Entry:</p> <p>ASTR 449 (6) Honours Thesis in Astronomy</p> <p>A research project in astronomy, undertaken under the direction of a faculty member, culminating in a thesis. , [1*-6-0]</p>	<p>Present Calendar Entry:</p> <p>ASTR 449 (2-6) e Directed Research in Astronomy</p> <p>The student will investigate a research problem under the direction of a staff member. If elected for 6 credits, a thesis will be required.</p> <p>Action: Revise the course name, course description, credit value and vector. Rationale: ASTR 449 is the Honours Thesis course taken exclusively by Astronomy students. The course title, description and credit value should reflect this. This course mirrors the six credit undergraduate thesis course in Physics called PHYS 449. Each student has their own research supervisor. Students meet every few weeks to receive feedback from the course instructor who organizes the course and presentation sessions.</p> <p>Supporting Documents: SCI-12-2-ASTR 449</p>
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BIOLOGY	
<p>Effective Date for Change: 13S Proposed Calendar Entry:</p> <p>BIOL 401 (3) Theory of Evolutionary Dynamics</p> <p>Evolution as a dynamical system based on ecological interactions. Adaptive dynamics and evolutionary game theory. Credit will only be granted for one of BIOL 401 and BIOL 560. [3-0-0]</p> <p>Prerequisite: BIOL 301, one of MATH 101, 103, 105, 121.</p>	<p>Present Calendar Entry: None</p> <p>Action: Create new course. Rationale: Mathematical and computational analysis of biological processes is widely used in contemporary research. UBC has one of the strongest evolutionary theory groups in the world. BIOL 301, the only existing course in computational biology offers limited in-depth material on ecological theory, which is a prerequisite for formulating evolutionary theories such as game theory and adaptive dynamics. BIOL 401 will serve to remedy this situation by rigorously covering these important theories. It is aimed at higher-level undergraduate students in Biology. There is also likely to be interest from students in other programs such as Mathematics.</p> <p>Supporting Documents: SCI-12-2-BIOL 401</p>

<p>Effective Date for Change: 13W Proposed Calendar Entry:</p> <p>BIOL 420 (3) Ocean Conservation and Sustainability</p> <p>An interdisciplinary conservation course with a solutions-oriented approach to marine issues, drawing from natural sciences, social sciences, business, law, and communication. [2-0-3]</p> <p>Prerequisite: 4th year standing</p>	<p>Present Calendar Entry:</p> <p>Action: New course.</p> <p>Rationale:</p> <p>a) This is the first UBC conservation course focused on the ocean. The ocean embraces 99% of places where life is possible on our planet yet a huge array of human pressures are degrading and depleting marine resources. This course is one way to help build a vital capacity and constituency to ensure the survival of marine life, for conservation and for consumption. As a globally-important coastal university, UBC needs to expand its contributions to marine issues, especially given its commitment to sustainability. There was universal enthusiasm for this course when consulting with faculty colleagues who teach related courses (marine, conservation, fisheries) in Biology, Fisheries, Forestry, Earth and Ocean Sciences, and the Institute of Resources and Environmental Sciences. Biology is currently developing a pathway in sustainability and BIOL 420 will serve as a sustainability elective.</p> <p>b) The course will take an explicitly problem-solving approach in securing a healthy future for the ocean. Too much sustainability scholarship focuses on documenting problems. This course should meet a considerable student appetite for identifying and advancing solutions, particularly as it also explicitly involves skill development.</p> <p>c) The highly interdisciplinary approach in this course will link all three pillars in sustainability and thus be attractive to – and benefit from – a wide range of student interests. The prerequisites are broad enough to entice diversity in enrollment, hopefully from natural sciences, social sciences, business, law and communications. The course developer and instructor have appropriate academic and practical experience across these domains.</p> <p>Supporting Documents: SCI-12-2-BIOL 420</p>
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COMPUTER SCIENCE	
<p>Effective Date for Change: 13S Proposed Calendar Entry:</p> <p>CPSC 259 (4) Data Structures and Algorithms for Electrical Engineers</p> <p>Advanced procedural programming. Fundamental algorithms for sorting and searching. Data structures including lists, trees, and hash tables. Introduction to scripting languages and file input/output. [3-2-0]</p> <p>Prerequisite: APSC160</p>	<p>Present Calendar Entry:</p> <p>CPSC 259 (2) Data Structures and Algorithms for Electrical Engineers</p> <p>Advanced procedural programming. Fundamental algorithms for sorting and searching. Data structures including lists, trees, and hash tables. Introduction to scripting languages and file input/output. [2-1-0]</p> <p>Prerequisite: APSC 160.</p> <p>Action: Adjust the credit for the course. Rationale: Applied Science has requested that CPSC 259 should cover the material on basic data structures and algorithms in somewhat more depth than was possible in the current 2-credit course. Accordingly we are adding 1 hour of lecture per week and 1 hour of lab per week to the existing course so that the material can be covered to the necessary depth.</p> <p>Supporting Documents: SCI-12-2-CPSC 259</p>

ENVIRONMENTAL SCIENCES	
<p>Effective Date for Change: 13S Proposed Calendar Entry:</p> <p>ENVR 420 (3) Ecohydrology of Watersheds and Water Systems</p> <p>Analysis of water resources from a water-in-ecosystem perspective. Application to natural, managed and urban systems, considering ecological interactions with hydrological processes. Exploration of biogeochemical processes related to water quality, and human impacts on water resources. [3-0-0]</p> <p>Prerequisite: One of GEOB 305, EOSC 329.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course. Rationale: Environmental Sciences students gain the knowledge and skills used to consider complex environmental problems. Up to now there has been a lack of more focused upper-level ENVR courses within which students can apply those skills to specific areas such as water resources. This course will allow Environmental Science students to evaluate water issues within complex adaptive systems, using ecohydrology as an organizing framework for study. The course is designed for students in Environmental Sciences and related specializations that have had an introductory course in water science. The course will be added to the Area of Concentration requirement for the Land, Air and Water Area of Concentration of the Environmental Sciences specialization.</p> <p>Supporting Documents: SCI-12-2-ENVR 420</p>

PHYSICS	
<p>Effective Session: 13W Proposed Calendar Entry:</p> <p>PHYS 349 (3) Directed Research Project in Physics</p> <p>A research project, undertaken under the direction of a faculty member, culminating in a written report. This course requires approval of the course instructor and program advisor in the Department of Physics and Astronomy. [1*-6-0]</p>	<p>Present Calendar Entry:</p> <p>PHYS 349 (2-6)-c Directed Studies</p> <p>With approval of the Head of the Physics Department, studies under the direction of a staff member may be arranged. Intended for Honours and Major physics students.</p> <p>Action: Revise the course name, course description, credit value and vector. Rationale: The main use of this course is to allow third or fourth year Majors students to do a limited research project worth 3 credits. The title of Directed Studies is misleading since it is almost always a research project. It is still possible for students to take a true directed studies course under PHYS 447. Students require permission from departmental advisors and course instructor. Students meet every few weeks to receive feedback from the course instructor who organizes the course and presentations. The course instructor is different than the research supervisor for the project. There is one instructor for the course but each student has their own research supervisor.</p> <p>Supporting Documents: SCI-12-1-PHYS 349</p>

SCIENCE	
<p>Effective Date for Change: 13S Proposed Calendar Entry:</p> <p>SCIE 220 (3) Introduction to Sustainability</p> <p>Sustainability examined from scientific, economic, and societal perspectives. [3-0-0]</p> <p>Pre-requisites: Second-year standing</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course Rationale: In their strategic plans, UBC and the Faculty of Science emphasize the importance of their graduates being conversant with sustainability issues. Both scientists and non-scientists must recognize that peer-reviewed scientific data must be considered together with the economic realities and social implications of policy decisions. All faculties at UBC have courses related to sustainability, but no broad foundational course exists that uses the approach proposed in SCIE 220. This course will give UBC undergraduate students the opportunity to explore sustainability as a topic generally and discuss the inter-connectedness of the three components of sustainability: science, economics, and society. Although portions of the SCIE 220 content venture outside of traditional Faculty of Science boundaries, we feel that this content is essential for understanding the diverse and integrated aspects of sustainability.</p> <p>Supporting Documents: SCI-12-2-SCIE 220</p>

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: March 4, 2013 Email: wramey@mail.ubc.ca
DEAN'S OFFICE	
<p>Effective Date for Change: 13S</p> <p>Proposed Calendar Entry:</p> <p>Minor Options</p> <p>...</p> <p>Minor in Land and Food Systems</p> <p>...</p> <p>The Food and Resource Economics Minor will consist of... but may require additional upper-level credits to satisfy graduation requirements.</p> <p>The Food Science Minor will consist of 18 credits selected from FNH 300, 301, 302, 309, 313, 330, 401, 402, 403.</p> <p>The Nutritional Sciences Minor will consist of...</p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,410</p> <p>Present Calendar Entry:</p> <p>Minor Options</p> <p>...</p> <p>Minor in Land and Food Systems</p> <p>...</p> <p>The Food and Resource Economics Minor will consist of... but may require additional upper-level credits to satisfy graduation requirements.</p> <p>The Nutritional Sciences Minor will consist of...</p> <p>Action: Introduce the new Food Science Minor after the Food and Resource Economics Minor. Rationale: A new minor in Food Science is being introduced. Food Science courses are very popular with LFS students and so the Minor was not introduced along with the original LFS minors over concerns about the ability to provide spaces for additional students. LFS is now confident that a small number of spaces could be made available to Science students. Admission to the minor will be limited to a small number of students allocated each year by LFS.</p> <p>Supporting Documents: SCI-12-2-Minor in Land and Food Systems</p>



10 April 2013

To: The Okanagan & Vancouver Senates
From: The Okanagan & Vancouver Nominating Committees

Re: Terms of Reference & Composition for the Presidential Search Committee

The Nominating Committee recommends:

“That Senate approve the procedures for the recommendation and selection of candidates for President of The University of British Columbia as attached”

The Board of Governors has approved the attached terms of reference and composition for the Presidential Search Committee, and pursuant to Section 27 (2) (f) of the *University Act*, has transmitted their proposal to the senates for approval. The nominating committees of both senates have met jointly and recommend the Board’s proposal for your approval.

As Senators may be aware, the previous search conducted in 2005 was under procedures set to accommodate the then new nature of the Okanagan campus of the University. As a result, some groups referenced therein no longer exist and thus the procedures used for that search cannot be used again; this proposal updates that language to reflect the current organization of the University. Other changes include adjustments to the Board composition to allow for one more Board representative and for elected Board members to serve on the search committee (previously, only three external/appointed Board members were eligible), and a change to the elected faculty member representatives to limit this group to members of the Faculty Association bargaining unit.

The nominating committees would note that in light of the already large search committee size, they have asked that the graduate student selected by the Graduate Student Society represent the interests of all graduate students on both campuses of the University. This request has been accepted by the President of the Graduate Student Society.

UNIVERSITY OF BRITISH COLUMBIA
PRESIDENTIAL SEARCH
Search Committee Terms of Reference

The following will be the terms of reference of the Search Committee for the identification of presidential candidates.

- a. To set up its own procedures on the understanding that the search and the Search Committee's deliberations will be strictly confidential.
- b. To develop, following consultation with the University community, the criteria to be used by the Search Committee to evaluate candidates, and to present the Candidate Profile to the Board for approval.
- c. To coordinate the recruitment and evaluation of candidates, to receive nominations, to analyze the suitability of candidates, and to interview candidates. The executive search consultant selected by the MRCC will assist the Search Committee with the above.
- d. To report, in general terms, to each Board Meeting (during the search process) on the progress of the Search Committee's work.
- e. To develop a recommendation to the Board of Governors for the appointment of a new President of the University. Only if the Board does not accept such recommendation shall the Search Committee submit a second or further recommendation as may be required.
- f. To submit its recommendation to the Board in a timely fashion.

UNIVERSITY OF BRITISH COLUMBIA

PRESIDENTIAL SEARCH

Management Resources & Compensation Committee Terms of Reference

The University of British Columbia's Board of Governors has the power to appoint the President under the *University Act*. The Board has empowered the Management Resources & Compensation Committee (MRCC) with the responsibility to recommend criteria to be used in its search, recommend Terms of Reference and an organizational structure for the Presidential Search Committee, and to oversee the processes of the Search Committee.

Search Committee Composition

Noting that the average size of search committees at other universities is from 10-20 members, the Search Committee will have 22 members, including the Chair. The Committee shall be Chaired by the Chancellor, plus:

- a. 4 other Governors, consisting of the Chair of the Board of Governors and three other Governors selected by the MRCC after consultation with the Board of Governors, of whom at least two must be appointed Governors;
- b. 2 members elected by the UBC Vancouver Senate, and 1 member elected by the UBC Okanagan Senate;
- c. 2 faculty members elected by and from the faculty members in the bargaining unit having their primary appointments at UBC Vancouver, and 1 faculty member elected by and from the faculty members in the bargaining unit having their primary appointments at UBC Okanagan (with the Vancouver Division and the Okanagan Division of the Faculty of Applied Science being treated as a UBC Vancouver Faculty and a UBC Okanagan Faculty, respectively);
- d. 2 Deans selected by and from the Committee of Deans of UBC Vancouver and 1 Dean selected by and from the Deans' Council of UBC Okanagan (with the Dean of the Faculty of Applied Science being treated as a Dean from the Committee of Deans of UBC Vancouver rather than a Dean from the Dean's Council of UBC Okanagan);
- e. 3 students, 1 student chosen by the Alma Mater Society Student Council of UBC Vancouver, 1 student chosen by the Graduate Student Society Council, and 1 student chosen by the UBC Students Union Okanagan Council;
- f. 2 members appointed by the UBC Alumni Board of Directors;
- g. 1 member elected by and from UBC's management and professional staff;
- h. 1 member elected by and from the unionized staff at UBC Vancouver; and
- i. 1 member elected by and from the unionized staff at UBC Okanagan.

*If a member of the Search Committee ceases to be a member of the constituency from which he or she was appointed, the MRCC shall determine whether he or she should continue on the Committee. If there is a vacancy on the Search Committee, it shall be filled by the MRCC from the constituency from which the vacancy arises.

The Secretary to the Board of Governors shall function as the Secretary to the Search Committee but will not be a member of the Committee.

Quorum

For all purposes for the appointment of a President, 60% of the Search Committee shall constitute a quorum for all meetings.

Time Line

Most Canadian university presidential searches take about 12 months to complete (from the commencement of the search to the announcement of the new President). The Search Committee will make its recommendation to the Board of Governors in timely fashion.

Orientation

All members of Search Committee will be provided with a thorough orientation session to establish expectations and responsibilities of the individuals on the Committee and of the Committee as a whole.

Criteria

The Search Committee shall review the criteria to be used in evaluating candidates and shall present its Candidate Profile for the consideration and approval of the Board. Upon approval of the Board, the Candidate Profile shall be shared with Senates.

Search

The search will be international in scope. The Search Committee will have overall responsibility for the recruitment and evaluation of candidates. The MRCC will select an executive search consultant to be retained by the University to assist the Search Committee.

Procedures

The Search Committee should develop its own procedures on the understanding that all proceedings and transactions shall be conducted in strict confidence. It will be important for the Board to be regularly informed on the progress that the Search Committee is making. The Chair of the Committee should, therefore, make a report to the Board at each Board meeting on the understanding that such reports will be made in general terms only, given the sensitivity and confidentiality of the Committee's work.

The Search Committee may establish sub-committees for any purposes it thinks appropriate.

Recommendation

The Search Committee shall identify, after its deliberations, a candidate whom it recommends to the Board of Governors for appointment as President of the University. Only if the Board does not approve the Committee's recommendation, shall the Committee recommend a second or further candidate as may be necessary.

Terms

In consultation with the executive search consultant, the MRCC will establish contract parameters and compensation for potential candidates. The Search Committee shall not have the responsibility of discussing contract provisions with candidates excepting only that the Chair of the Search Committee and the Board Chair shall review these parameters with all individuals on the short list prior to interviews. The final terms for a contract will be approved by the MRCC reporting fully to the Board.

Confidentiality of Proceedings

It is a condition of membership of the Committee that its deliberations and all matters pertaining to its proceedings will be strictly confidential. Acceptance of memberships constitutes an undertaking to adhere strictly to this condition.



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April 5, 2013

From: Senate Committee on Student Awards, Vancouver

To: Vancouver Senate

Re: New Awards and Proposed Changes to Existing Awards (March 2013)

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.

ABORIGINAL Scholarship - The University of British Columbia offers scholarships valued up to \$5,000 to Canadian Aboriginal students of academic distinction entering university from secondary schools in Canada. The scholarships are based primarily on the student's demonstrated academic and leadership achievements in the arts, community, athletics, and school. The scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with the First Nations House of Learning. (First Award Available in the 2013/2014 Winter Session)

Ken ARTHUR Bursary – Bursaries totalling \$3,500 have been endowed through a bequest by Dr. Kenneth Arthur (M.D., 1990) for undergraduate students in the Faculty of Science. Dr. Arthur obtained his Bachelor of Science (Zoology) from UBC in 1977 and graduated with a Doctor of Medicine in 1990 from UBC. He passed away in 2011. Adjudication is made by Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

BIE International Entrance Scholarship - Scholarships valued up to \$5,000 each are available to outstanding International students entering the first year of the Bachelor of International Economics Program at the Vancouver School of Economics. The awards are based primarily on the students' scholarly achievement. Awards are made on the recommendation of the Vancouver School of Economics. (First Award Available in the 2013/2014 Winter Session)



Deepak BINNING Foundation Southern Medical Program Bursary – A \$1,000 bursary has been endowed by the Deepak Binning Foundation in memory of Deepak Binning. The award is offered to a student in the UBC Faculty of Medicine Southern Medical Program with preference given to a student with an interest in cancer research. Adjudication is made by Enrolment Services. (First Award Available in the 2013/2014 Session)

Jane COOP Scholarship in Piano – A \$1,000 scholarship has been endowed in honour of Professor Emerita Jane Coop, Distinguished University Scholar and internationally acclaimed pianist. During her 32 years of performing and teaching at the School of Music, Professor Coop created an indelible legacy through her associations with many students, colleagues and those who attended her many performances. Her devoted teaching, artistry, and commitment to UBC will remain an inspiration. The scholarship is for undergraduate or graduate students majoring in piano performance in the School of Music. The award will be made on the recommendation of the School of Music and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Jim DEFINA Memorial Scholarship in Music – A \$1,070 scholarship is offered in memory of Jim DeFina (MMus'83) by his family, friends and colleagues in the West Coast Symphony Orchestra. Jim had a deep passion for music and an unrestrained joy in all life offered. He was principal clarinetist and long-time member of the West Coast Symphony, serving on the Board and as president for many years. His leadership, warmth, integrity and desire to bring out the best in people inspired those around him. Jim believed in the transformative power of music, inspiring his students through that vision. The award is offered to an outstanding fourth year undergraduate student in the School of Music majoring in a wind instrument. Preference will be given to students who intend to pursue a career as a full time professional musician. The award is made on the recommendation of the School. (First Award Available in the 2013/2014 Winter Session)

Shaun GAUTHIER (Shaun G) Scholarship in Cancer Research – Scholarships totaling \$1,000 have been endowed by friends and family of Shaun Gauthier who was a brilliant, intelligent, vibrant young man who touched many lives and had a wonderful enthusiasm for life. Candidates must be focused on cancer research with preference that the scholarships go to students specializing in soft tissue sarcoma, specifically Angiosarcoma. Recommendations will be made by the Faculty of Graduate Studies. (First Award Available in the 2012/2013 Winter Session)



HSBC LGBT Student Award – A \$5,000 award is offered by HSBC Bank Canada to a student currently in the first, second or third year of the Bachelor of Commerce degree program in the Sauder School of Business. The student is selected primarily on the basis of leadership and community service in the LGBT community, and academic achievement. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2013/2014 Winter Session)

Zainab Jenny KANJI Memorial Award – Awards totalling \$1,000 have been endowed in memory of Zainab Jenny Kanji for students in good academic standing enrolled in the School of Library Archival and Informational Studies. To be considered, candidates must demonstrate service in the UBC campus community and financial need may be taken into consideration. Mrs. Kanji was a proud alumna of UBC. In 1969 she received her Bachelor of Library Science and as a mature student returned to UBC and completed a Masters in Library Science. Jenny had a tremendous appreciation of her education, which enabled her to establish a deeply rewarding career. The awards are made on the recommendation of the School of Library, Archival and Information Studies in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Hanson LAU Graduate Research Scholarship – A \$1,000 scholarship has been endowed by Mr. Hanson Lau for a Master's or Doctoral student conducting research into the significant contributions of Chinese immigrants to the Province of BC. Hanson Lau immigrated to Canada from Hong Kong in 1966. He obtained a BA in English Literature in 1970 and a Diploma in Education in 1971 from UBC, where he was involved with the AMS. After teaching briefly in Kitimat, he embarked on a distinguished career in Cantonese radio broadcasting for Vancouver's Chinese community from 1973 to 1998. At the same time, he led several community projects, such as pioneering a 911 phone translation service which earned a federal award, and promoting new citizens' participation in voting and politics. Lau has also spent years raising money for local charities, as well as for national and international disaster relief campaigns. He received the Queen Elizabeth II Diamond Jubilee Award in 2012. Lau currently runs Hanson Travel in Richmond. The award is made on the recommendation of the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

Professor Richard Lipsey Award in International Economics – One award of \$5,000 or two awards of \$2,500 are offered by the Y.P. Heung Foundation in honour of Professor Richard Lipsey for outstanding undergraduates in the Bachelor of International Economics program who demonstrate volunteerism and community service. Professor Lipsey graduated from the University of British Columbia in 1951 and returned as a Visiting Professor from 1969-70. Professor Lipsey is a recipient of the Order of Canada



and his expertise in trade theory has had tremendous international impact. During his tenure as Visiting Professor, Richard Lipsey taught alumnus Raymond Heung, trustee of the Foundation. The award is established to honour Professor Lipsey not only for his excellence in research but also as a tremendous teacher who respectfully challenged his students. Financial need may be taken into consideration. The awards are made on the recommendation of the Vancouver School of Economics. (First Award Available in the 2013/2014 Winter Session)

MAJOR Entrance Scholarship – The University of British Columbia offers scholarships valued up to \$40,000 over 4 years to outstanding students entering university from secondary schools in Canada or Canadian citizens living abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with Enrolment Services. (First Award Available in the 2013/2014 Winter Session)

S. Cyril MAPLETHORP Memorial Scholarship in Engineering – Scholarships totaling \$3,460 have been endowed by the Estate of Serge Cyril Maplethorp for students beginning or continuing studies in an Engineering program, with preference given to students in an undergraduate Engineering program. Cyril Maplethorp graduated from the Imperial College at the University of London and emigrated to Canada in 1953. He worked as a consulting civil engineer, mainly in the Lower Mainland and most notably engineered the rebuilding of the PNE Roller Coaster in 1958 (then called the Big Dipper). He was very involved in volunteer activity and was a great friend of UBC. Recommendations are made by the Faculty of Applied Science and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

S. Cyril MAPLETHORP Memorial Scholarship in Music – Scholarships totaling \$2,300 have been endowed by the Estate of Serge Cyril Maplethorp for students enrolled in the School of Music, with preference given to undergraduate students in the School of Music. Mr. Maplethorp believed in the importance of music and culture in our society and the need to support music and musicians at UBC. Born in France, educated in England, he emigrated to Canada in 1953 and was a long time resident of the Lower Mainland. Cyril Maplethorp chose to leave a legacy at UBC by establishing this endowment upon his passing. Recommendations are made by the School of Music and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)



Professor Robert MUNDELL Award in International Economics – One award of \$5,000 or two awards of \$2,500 are offered by the Y.P. Heung Foundation in honour of Professor Robert Mundell for outstanding undergraduates in the Bachelor of International Economics program who demonstrate volunteerism and community service. Professor Mundell graduated from the University of British Columbia in 1953. In 1999 Professor Mundell received the Nobel Memorial Prize in Economics for his ground breaking research in the areas of monetary dynamics and optimum currency areas. He is also known for laying the groundwork that helped develop the movement of supply side economics. The award is established by alumnus, Raymond Heung, trustee of the Foundation to inspire students in their study of international economics. Financial need may be taken into consideration. The awards are made on the recommendation of the Vancouver School of Economics. (First Award Available for the 2013/2014 Winter Session)

Edna NASH Graduate Scholarship in Family Education and Family Counselling – A \$1,500 scholarship has been endowed in memory of Edna Nash by Edna's family and friends. Edna was a champion athlete and a dedicated wife, mother and educator. She had a distinguished career as a Counselling Psychologist, and taught for many years at UBC and in the Greater Vancouver School District. Her many accomplishments included the introduction of televised education and psychology courses through the Knowledge Network and serving as the President of the North American Society of Adlerian Psychology. Her passion in life was teaching the values of family, human dignity, respect and encouragement. The scholarship is offered to an outstanding graduate student in the Faculty of Education whose focus is on Family Education and Family Counselling. The award is made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session with a top-up fund)

NORTH Shore Studios Scholarship in Film Production – A \$1,000 scholarship is offered by North Shore Studios to an outstanding student enrolled in the Bachelor of Fine Arts in Film Production or Master of Fine Arts in Film Production program. North Shore Studios is the leading next generation studio with a major presence in the production and distribution of motion pictures, television programming, home entertainment, family entertainment, video-on-demand and digitally delivered content. The award is made on the recommendation of the Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/14 Winter Session)



SANGRA Memorial Entrance Award – A \$15,000 entrance award is offered by Harjit Sangra (UBC Law Class of '84) of Sangra Moller LLP in honour of his mother Gurbax Sangra who, although never having had the opportunity for post-secondary schooling, was an ardent believer in higher education and the opportunities it provides. The award is for a student entering the JD program who has achieved academic excellence, demonstrated athletic achievement and community involvement, and attended high school in British Columbia. Students must apply for this award. The award is on the recommendation of the Faculty of Law. (First Award Available in the 2013/2014 Winter Session)

Helen Marie STEVENSON-GALPIN Service Award – Awards totalling \$1,000 have been endowed by the family of Helen Marie Stevenson-Galpin for students who excel in social work, as a tribute to all Helen did for her communities, patients, family and friends during her life. The award will have a particular focus on a student's community or international service, in keeping with Helen's adventurous and generous life. Financial need may be considered. In the event there are not any eligible undergraduate students, graduate students may be considered. Recommendations are made by the School of Social Work and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

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

#0599 Norman A M MacKenzie 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 are adjudicated by Enrolment Services.

How amended: Renewable for one year removed from the description.

#5304 APEGBC Municipal Engineers Division (Curtis Memorial) Award in Civil Engineering – A \$1,000 award is offered by the Municipal Engineers Division of the Association of Professional Engineers and Geoscientists of BC in memory of Bill Curtis, a graduate of the University of Alberta and prominent civil engineer who worked for the City of Vancouver from 1956 to 1992, serving as City Engineer from 1974 until his retirement. The award is given to a student entering third or fourth year Civil Engineering with preference to a student entering fourth year. Candidates must have achieved at least a B average in their previous year of study, demonstrate an interest in municipal engineering, and participate in extra-curricular activities and student service



organizations. The award is made on the recommendation of the Department of Civil Engineering.

How amended: Change of award name and donor name in the award description.

#2396 Independent Wood Processors Scholarship in Wood Products Processing – Scholarships totalling \$1,000 are offered by the Independent Wood Processors Association of BC to outstanding undergraduate students in the Wood Products Processing Program. The awards are made on the recommendation of the Faculty of Forestry.

How amended: Change of award name and donor name in the award description.

#1419 Thelma Sharp COOK Scholarship - A \$5,500 scholarship has been endowed for a student entering the penultimate or final year of a baccalaureate program, the first year of Graduate Studies, or enrolled in the Faculties of Medicine, Dentistry or Law. The selection is made by a special committee from those candidates nominated by faculties for the Sherwood Lett Memorial Scholarship. Nominees are expected to have good academic standing, have demonstrated achievement in athletics, and have shown leadership through participation in student, community and service activities. Preference is given to aboriginal candidates or to those planning a career involving work with children or youth.

How amended: Amended list of eligible Post-Baccalaureate programs to include the Faculty of Law. The Faculty of Law's Juris Doctor (JD) program should now be included in the list and be subject to the same criteria as the other designated post-baccalaureate programs for the Premier Undergraduate Scholarships as it is not considered a baccalaureate program since its degree program change from a Bachelor of Laws (LLB).

#2298 Eric A. Roenitz Memorial Award in Engineering Physics - A \$575 award has been endowed in memory of Eric A. Roenitz, a dedicated and exceptional engineer and a leader who engineered practical solutions to a wide range of technical problems. The award will be granted to one or more students entering fifth year who have demonstrated ingenuity and dedication during their fourth year ENPH 459 Engineering Physics student project. The award is made on the recommendation of the Project Laboratory Director, Engineering Physics Program.

How amended: Curriculum has been changed from APSC459 to ENPH459.



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#1609 **Wolrige Mahon Scholarship** - Four \$500 scholarships are provided by Wolrige Mahon, LLP, Chartered Accountants, to four students in the third year of the Accounting option in the Faculty of Commerce and Business Administration. They are made on the recommendation of the Faculty based on academic standing, leadership qualities and interest in pursuing careers as Chartered Accountants.

How amended: increased number of scholarships from two to four offering all four to students in their third year of study.



Date: April 3rd, 2013

Report to the UBC Vancouver Senate

Submitted for information by: David Farrar, Provost and Vice President Academic

Prepared by: Anna Kindler, Vice Provost and Associate Vice President Academic

Re: Principles, Procedures and Guidelines for External Academic Unit Reviews

The Senate Policy on Reviews of Administrative Units (approved on September 14th, 1977 and amended on May 18th, 1983) and the Board of Governors Policy 22 call for periodic reviews of Faculties and other academic units. In 2007, the Senate Academic Policy Committee investigated the need and desirability of revising the existing Senate Policy. It developed a draft document that outlined guiding principles for conducting reviews and included an Appendix with proposed detailed guidelines for the preparation of documentation for reviews. Upon extensive discussion, the Committee decided that this type of a document would more appropriately be framed as a set of administrative guidelines operationalizing the existing policy than as a new policy document and opted not to advance the document to the Senate. The draft was subsequently brought forward to the Committee of Deans meeting as an example of recommended "best practice."

In an effort to ensure that academic unit reviews will allow us to effectively track progress on the *Place and Promise* commitments, respond to the internal and external expectations of rigorous quality assurance, better document commitment to continuing improvement and increase transparency of the reviews and their follow up, the Office of the Provost recently conducted additional consultations with the Committee of Deans, Senior Advisor on Aboriginal Affairs and Senior Advisor on Women Faculty to update and formalize the key principles, procedures and guidelines for conducting academic unit reviews at UBC Vancouver.

This document and its appendices are intended to assist academic units in preparing for, implementing and following up on external reviews. It includes a commitment for the central provision of selected data to support the review process and reflects an increased attention to equity and diversity concerns. It also outlines the requirement for the Provost to provide annual reports to the Senate on all external reviews conducted within the cycle. This document was distributed to the Deans, Principals and Heads and Directors of Academic units on March 1st, 2013 and it is expected that all academic unit reviews initiated after that date will conform to the guidelines.



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Professor Anna M. Kindler
Vice Provost and
Associate Vice President Academic

To: Deans and Principals
Heads and Directors of Academic Units

From: Anna Kindler, Vice-Provost and Associate Vice-President Academic *AK*

Date: March 1, 2013

Re: Principles, Procedures and Guidelines for External Academic Unit Reviews

The purpose of this memorandum is to advise academic units of the updated Principles, Procedures and Guidelines for External Academic Reviews at UBC Vancouver. **All external academic reviews initiated after March 1st, 2013 should conform to these principles, procedures and guidelines.**

Background

The Senate Policy on Reviews of Administrative Units (approved on September 14th, 1977 and amended on May 18th, 1983) and the Board of Governors Policy 22 call for periodic reviews of Faculties and other academic units. In 2007, the Senate Academic Policy Committee investigated the need and desirability of revising the existing Senate Policy. It developed a draft document that outlined guiding principles for conducting reviews and included an Appendix with proposed detailed guidelines for the preparation of documentation for reviews. Upon extensive discussion, the Committee decided that this type of a document would more appropriately be framed as a set of administrative guidelines than as a new policy document and opted not to advance the document to the Senate. The draft was subsequently discussed at a Committee of Deans meeting as an example of "best practice."

In an effort to ensure that academic unit reviews will allow us to effectively track progress on the Place and Promise commitments, respond to the internal and external expectations of rigorous quality assurance, and to document commitment to continuing improvement, the Office of the Provost has recently conducted additional consultations with the Committee of Deans, Senior Advisor to the President on Aboriginal Affairs and Senior Advisor to the Provost on Women Faculty to update and formalize the key principles, procedures and guidelines for conducting academic unit reviews at UBC Vancouver. This document and its appendices are intended to assist academic units in preparing for, implementing and following up on external reviews. It is expected that all academic unit reviews initiated after March 1st, 2013 will conform to these guidelines.

Introduction

The major goal of an external review of an academic unit (defined below) is to provide the unit with an opportunity to reflect on its programs, operations and performance and obtain external advice to guide continuing improvement of academic and operational quality. External reviews also contribute to the public accountability of the university. External reviews prompt development of reflective self-study documents and engage a process to appraise, as appropriate to the particular academic unit, the scholarly, pedagogical, professional activities, academic programs, and other activities, in order to provide guidance to the academic unit, responsible administrators and the Senate and to communicate the quality of the unit's operations to all interested parties. It allows for assessment of an academic unit's performance relative to peers, and enables effective planning and resource allocation. The process itself offers the academic unit an opportunity for periodic in-depth analysis of its programs and goals and its achievement of objectives and priorities identified in the university and the unit's own strategic plan. Units should be encouraged to view self-assessment as a continuous process, and to source and maintain and review relevant data on an ongoing basis.

Principles, procedures and guidelines listed below will evolve over time to reflect the development of best practice locally, nationally and internationally, as well as changing the needs and circumstances of academic units. It is thus recommended that this document be reviewed and updated every 5 years, or as required. This document describes a set of common expectations and standards. Academic units can supplement these requirements to reflect their specific contexts and needs.

Definition of academic unit

Academic Units include, but are not limited to Faculties, Schools, Departments, Colleges, Institutes, Centres and Research Units¹.

Guiding principles and processes

1. **Applicable units:** Academic units engaged in teaching, professional training and/or scholarly work at the university shall undergo periodic review.
2. **Frequency:** A review may be initiated upon request by the academic staff involved, the Head or other responsible administrator, the responsible Dean, the President, or the Senate. Faculties as a whole may undergo review at the request of the President (or as delegated, by the Provost). While there is no rigid periodicity for reviews, reviews are normally conducted every five years and the time interval between reviews must not exceed ten years. Reviews may be occasioned by other circumstances, which would include, but not be limited to: accreditation requirements established by professional organizations; by anticipation of the completion of the term of office of a Dean, Head or Director; or by considerations to reform curriculum, enter into initiatives with other academic units or redeploy resources.

¹ Given the diversity of specific mandates and functions of Colleges, Institutes, Centres and Research Units, these academic units may require external review approaches that will depart from some principles, procedures and guidelines described in this document. The Provost, Deans, Directors and Heads to which these units report to will guide these adjustments, as appropriate.

Terms of reference: Early in the process, the purpose of the external review should be explicitly discussed by the leadership of the academic unit, the relevant Office of the Dean, and where applicable, senior administration of the university, and terms of reference specific to the academic unit should be determined. For units that offer academic programs, terms of reference should always include reviews of undergraduate, graduate, and professional programs; for programs subject to periodic external accreditations, a streamlined approach to the program review can be adopted. Wherever practical, elements from an external accreditation can be incorporated into the Academic Unit Review document; however it is acknowledged that different audiences may be looking at different indicators and/or outcomes. It is further acknowledged that the scope and Terms of Reference will vary depending on whether the unit to be reviewed is a Faculty, Department or Program.

3. **Selection of reviewers:** At least two external reviewers should be involved in each review. They should normally be outstanding academics/academic leaders from peer institutions. The selection of the review team should reflect concern for achieving gender balance and other equity considerations. Professional Faculties/programs may also include a member from the relevant professional community on their review teams. The list of proposed reviewers shall be submitted to the Provost's Office, prior to the reviewers being invited.
4. **Review process:** The specific review process may vary between academic units, but will adhere to common principles and procedures. Chief among these are the following: involvement of external assessors; the engagement of all appropriate members of the academic unit associated with the activities undergoing review; the assembly of comprehensive documentation and data appropriate to the terms of reference of the review; a site visit by the appointed review team; and the opportunity for all interested faculty, students, postdoctoral fellows, and staff to provide confidential feedback to the review team. The site visit should include meetings with faculty, students, staff, relevant university administrators (including the Provost in the case of Faculty reviews, the Vice Provost Academic in the case of other academic unit reviews, and the Dean of Graduate Studies or a delegate for reviews involving FoGS-administered graduate programs), and other relevant stakeholders.

Disciplinary Dean will notify the Dean of Graduate Studies when a review is initially planned. The Faculty of Graduate Studies will then work with the unit and provide the data outlined in the Graduate Module section, below, to be included in the self-study document.

5. **Documentation:** It is acknowledged that the elements and organization of review documentation will vary according to the purpose and specific terms of reference of the review of an academic unit. However, it is expected that every self-study document will include material relevant to undergraduate instruction and learning; graduate and post-doctoral studies; research, scholarly and professional activity; service and community partnerships; Aboriginal engagement; and resources, administration and governance that would allow reviewers to comment on the unit's performance, plans, further opportunities in these areas and the alignment with the university/unit's strategic plan.

Units should use Place and Promise and their own strategic plan as the framework for the development of the self-study documentation. The enclosed Appendix includes

guidelines to assist the units in developing their submissions. The Office of the Provost will endeavor to obtain as much data as possible to support this process, including the provision of data that is asked of us by the Province. Appendix 2 summarizes data that will be collected and provided centrally to the units.

Self-study material should be forwarded to the reviewers ahead of their site visit, giving sufficient time for it to be reviewed prior to the reviewer's arrival on campus. A copy of the self-study document should be concurrently submitted to the Provost's Office and the Dean's Office in the Faculty of Graduate Studies for reviews including Faculty of Graduate Studies programs.

6. **Follow-up:** The leadership of the unit under review, the disciplinary and Graduate Studies Deans and the senior administration of the university bear responsibility for responding in ways that lead to consolidation of the strengths and addressing the weaknesses of the academic unit and its programs disclosed by the review process.
7. **In the case of departmental reviews or reviews of other academic units residing within Faculties/College,** once the reviewers' report is received, the unit should respond in writing to the review's recommendations and the Head/Director should discuss the follow-up action plan with the Dean and the Dean of Graduate Studies, where there has been a review of graduate programs. The report, the unit's response and the Dean(s) comments on the report/response/action plan should be appended to an annual report to the Provost Office on all reviews conducted within the faculty over this period of time and will be responded to by the Provost or Vice Provost Academic, as appropriate. The Provost will advise Senate annually of reviews being undertaken and the key follow up actions.
8. **In the case of Faculty/College reviews,** once the reviewers' report is received, the Dean/Principal upon consultation with colleagues in the faculty should respond in writing to the review's recommendations and discuss the follow-up action plan with the Provost. The Provost Office will annually prepare a summary of all Faculty/College reviews and the Provost will advise Senate, accordingly.
9. **The Provost reports to the Senate will be archived and made accessible to the public.**

APPENDIX 1: GUIDELINES FOR PREPARATION OF DOCUMENTATION

Introduction:

The elements and organization of review documentation will vary according to the purpose and specific terms of reference of the review of an academic unit. The following is intended to provide guidance to an academic unit in preparing documentation for the review process. The metrics indicated in italics here and summarized in Appendix 2 will be provided by PAIR and/or the Faculty of Graduate Studies.

Overview:

The guidelines are provided in a modular format, so that appropriate modules may be selected in accordance with the objectives/terms of reference of the review using the strategic goals of Place and Promise as a framework. However, the guidelines are “generic” and may be adapted by the particular academic unit to be more relevant and appropriate to their needs.

All units that offer academic programs are expected to include the modules related to undergraduate, graduate and professional programs, as appropriate, that can be further customized to the unit’s needs. Programs that are subject to periodic external accreditation may be exempt from the full review. In such cases, the self-study document should include a summary of the most recent program accreditation report, and any supplemental information to meet the requirements of the periodic review. It is also expected that all units will include in the self-study information relevant to the previous review as well as the Head’s summary statement.

For each module, it is expected that the documentation will focus on self-assessment and critical analysis of the relevant issues. This could include, but would not be limited to discussions of strengths, areas for improvement, opportunities and threats, benchmarks used to assess the program/activities, comparison with appropriate peer academic units, reflections from the academic unit on the progress achieved since the last review, current priorities, best practices, plans for the future., and ways in which unit’s attainment of their goals and objectives will be assessed.

The format of the self-study does not have to follow the modular structure format described below. For example, units may select to organize the document around the university/unit’s strategic plan. However, it is expected that all areas captured in the modules (undergraduate instruction and learning; graduate and post-doctoral studies; research, scholarly and professional activity; service and community partnerships; Aboriginal engagement; and resources, administration and governance), as relevant to the unit, will receive due depth of consideration. All self-study should always include the Executive Summary.

Self-study material should be forwarded to the reviewers ahead of their site visit, giving sufficient time for it to be reviewed prior to the reviewer’s arrival on campus. A copy of self-study document should be forwarded to the Provost’s Office, and for units with programs administered through Faculty of Graduate Studies program, the Dean of Graduate Studies office.

1. Executive Summary

Provide a brief, critical, high-level overview of the unit, summarizing strengths, challenges and opportunities related to the delivery of the academic programs, research and service activities for which the unit is responsible and their alignment with the university strategic plan.

2. Overview of the Unit

Provide a short history of the unit including a summary of academic programs, organizational and governance structure, relationships internal and external to UBC, and a discussion of the strategic plan and priorities of the unit.

3. Undergraduate instruction and learning module

Undergraduate programs in academic units participating in accreditation processes may possess extensive documentation prepared for the accreditation review. Accordingly, these units may choose to adapt appropriate accreditation documentation for the purposes of this review.

3.1 Overview:

Provide a brief description of program(s) offered by the unit, highlighting changes since the last review and alignment with the strategic plan

3.2 Enrolment and recruitment statistics:

Provide enrolment and recruitment statistics for undergraduate programs, courses, sections, etc., including past trends and projections and the following information as appropriate:

- Recruitment programs, selection procedures
- Enrollment pre-requisites
- Undergraduate enrolments: by type of program, year, gender, nationality
- Recruitment of Aboriginal students
- Number of discrete Aboriginal Students enrolled in classes in a unit
- Recruitment of international students
- Retention rates

3.3 Curriculum review:

It is expected that there will be a critical evaluation of the academic unit's curriculum, to include aspects such as academic unit-specific factors influencing curriculum development, curricular reform activities, the attributes of graduates, learning outcomes, interdisciplinarity, interprofessionalism, internationalization, diverse pedagogies, curriculum integration, benchmarks or outcome indicators, service- and work-based learning, engagement of diverse student populations, etc.

- A review of degree programs and course offerings, justification of how these courses/programs are relevant and provide suitable depth and breadth for undergraduate education

- Consideration of program requirements, course pre-requisites, co-requisites and range of electives
- Curriculum-embedded enrichment opportunities for students, including but not limited to undergraduate research participation (including data on amount and type of student and faculty participation and how it is incorporated into the curriculum); co-op programs; community-service learning, etc.
- Reflection of how the curriculum reflects Place and Promise Student Learning Commitments and other priorities identified in the university and the unit's own strategic plans, as appropriate (e.g., Aboriginal, sustainability, intercultural understanding, etc.)
- Sample course syllabi can be made available to the reviewers during their visit

3.4 Instructional models, assessment of learning:

Information should be provided on the types and diversity of pedagogies employed, such as case- or problem-based learning, community-based and field experiences, seminar, lecture, laboratories, technology-facilitated learning(including blended and on-line learning), self-directed research, peer teaching, student conferences, workshops; use of learning technology in face to face learning, etc. This section should also include a discussion of how student learning is assessed through examinations, reports, assignments, portfolios, presentations, peer and self-assessment, etc.

- Sample examinations, assignments, grading rubrics etc. can be made available to the reviewers during their visit

3.5 Teaching and learning evaluation and effectiveness:

- Discussion of how teaching is evaluated
- Data on the quality and effectiveness of teaching and learning, e.g., Student Evaluation of Teaching data, implementation of Peer Reviews, grades distribution, course/program failure rates, program completion time, NSSE data, etc., as applicable
- Program evaluation strategies
- Discussion of how evaluation data are used for teaching and learning improvement
- List faculty teaching awards and participation in relevant professional development programs

3.6 Student advising and development:

- Explanation of the student advising system in the academic unit
- Other non-course work contributions to the educational experience of the students. These might include student clubs and activities, special lectures, social/mentoring events etc.

4. Graduate and postdoctoral studies module

4.1 Graduate programs:

Some graduate programs in academic units participating in accreditation processes may possess extensive documentation prepared for the accreditation review. Accordingly, these units may choose to adapt appropriate accreditation documentation for the purposes of this review, supplemented by material as needed to meet the requirements of the periodic review. A summary of the accreditation report should be provided to the reviewers.

The unit should provide the appropriate evidence that demonstrates the extent and quality of graduate education in the academic unit. To assist academic units, the Faculty of Graduate Studies will provide the data indicated below for inclusion in the self-study document.

4.1a Overview:

Provide a brief description of the graduate programs offered highlighting program history, changes since the last review, recent program innovations and future plans to improve the programs.

4.1b Recruitment, Enrolment, and completion:

Please include the following in your report:

- Number and percentage of faculty who supervise graduate students
- Average number of students per supervisor
- Recruitment strategies (national, international, Aboriginal)
- Recruitment and success of Aboriginal students
- Admission processes

Please include the following data, provided by FoGS:

- Number of student applications and offers (if applicable to the unit's practices), and acceptances in each program over previous 10 years, with breakdown by gender, resident and Aboriginal status.
- Number of students registered in each program over previous 10 years, by gender, resident and Aboriginal status.
- Number of students graduating per year for each program.
- Outcome (graduated, transferred, withdrew) rates and times of students starting between 5-10 years previously.

4.1c Structure, Curriculum/Pedagogy and Assessment:

Summarize the academic requirements in each graduate program being reviewed. Include reflections on how the graduate curriculum reflects the Student Learning Commitments in Place and Promise and other priorities identified in the strategic plans of the university and the unit (e.g., Aboriginal initiatives, sustainability, intercultural understanding).

Please provide:

- A link to or a copy of the documentation provided to students of the program's regulations
- An outline of the required curricula

- A list of credit courses taught by the unit and the frequency with which they are offered
- A list of the major credit courses taught outside the unit and taken by students in the program
- A list of courses offered in the unit to serve students in other programs
- A critical evaluation of the curriculum, including aspects such as pedagogy and learning outcomes, engagement of diverse student populations
- Student evaluation of teaching
- Faculty awards for excellence in teaching and mentoring
- Comprehensive examination format and regulations (for doctoral programs)
- Description of practicums, off-campus placements, etc. (if applicable) and mechanisms of assessment
- Thesis guidelines and graduation requirements (including graduating seminar and departmental oral examination, if applicable)

Sample course syllabi, thesis, dissertations can be made available to the reviewers during their visit.

4.1d Research mentoring (for programs with significant research component):

Please describe:

- How students are informed about their research conditions, their roles and responsibilities, and the roles and responsibilities of their supervisor
- How student progress is monitored (provide a sample progress report form) and how problems with progress are addressed
- The composition and meeting frequency of supervisory committees
- How the quality of supervision is monitored and how problems with supervision are addressed

4.1e Environment Resources:

Please describe:

- Work and social space for students
- Access to common research resources
- Computer access
- Program administrative personnel (FTE)
- Ongoing unit-wide activities involving graduate students
- Student involvement in unit administration

4.1f Student finances:

Please summarize:

- Funding sources for students in the program including policies on minimum funding levels, if any
- Allocation strategy for TA appointments
- Conference travel or other relevant funding

Include the following data provided by FoGS:

- Total and per capita amount, types and sources of student funding in previous year, for funds administered by UBC Financial Services: internal and external scholarships, TAs, RAships, other campus employment, and bursaries
- Disciplinary and university-wide comparisons
- Distribution of funding by amount, % students

4.1g Graduate student research productivity:

- Student success rates in Tri-council scholarship competitions (data provided by FoGS)
- Publication and conference presentation records of graduating students

4.1h Post-graduation outcomes:

- Please List all known career positions for graduates of previous 5 years

4.1i Graduate Student Report:

Graduate students in each of the graduate degree programs housed in the academic unit should be invited to prepare a brief independent report of about 2- 3 pages addressing the strengths and weaknesses of their graduate program. They should consider the quality of the research and teaching environment, supervision, financial support, etc. Units with an elected graduate student association should ask this association to produce the report and submit it to the responsible disciplinary Associate Dean or Dean. In addition, students in all graduate programs within a unit should be made aware that they can submit independent reports to the responsible disciplinary Associate Dean or Dean. Provision should be made for interested graduate students to meet with the review team during its site visit.

4.2 Post-doctoral fellows:

Provide an overview of the current number of postdoctoral fellows, demographics, sources of funding, scholarly activity, and general support and oversight of their development.

5. Research, scholarly and professional activity module

The unit should provide the appropriate evidence that demonstrates both the extent and quality of scholarly and professional activity in the academic unit.

5.1 Faculty awards and distinctions:

Units should design metrics appropriate for the discipline that could be fairly used to assess the collective scholarly reputations of its faculty members relative to appropriate peer units. These might include fellowships, awards, Chairs, Professorships, editorships of journals etc.

5.2 Research intensiveness and dissemination:

Units should review and evaluate the quality strength, range, interdisciplinarity and balance of scholarly activity. The assessment should include a brief description of existing and emerging areas of excellence. Units should identify metrics appropriate for the discipline that could be used to assess the unit's research intensiveness relative to peer comparator units. For example, research funding, action research, dissemination, knowledge translation, contributions to the profession, research infrastructure, numbers of research trainees, postdoctoral fellows, research associates are metrics that might be appropriate.

- Funding support for scholarly activity received by the academic unit in appropriate categories (e.g. tri-council, non-profit, contracts)
- Dissemination and contributions to research and professional activity, including, but not limited to, refereed publications, presentations, proceedings, creative performance/works/exhibitions, patents, invention disclosures
- Involvement in collaborative/interdisciplinary inquiry or external research teams

6. Service and community partnerships

Units should provide examples of activities undertaken by the academic unit that serve the wider community, such as public lectures, community service learning programs, involvement in community health, social and learning initiatives. Units should provide an assessment of their community engagement activities by providing examples of outreach initiatives, including alumni engagement, industry partnerships, and where applicable, an overview of cultural venues.

7. Aboriginal Engagement

Units discuss and provide examples of the attainment of the Aboriginal Strategic Plan. Discuss educational opportunities for Aboriginal people and opportunities for all students to learn about Aboriginal issues. Provide examples of courses and community service learning and research opportunities that have an Aboriginal component.

8. People and Outstanding Work Environment

Assess the working and educational environment, morale and institutional culture of the unit as reflected in the experiences and perceptions of faculty members, staff and students. Units should evaluate the reputation of the faculty nationally and internationally. Provide brief descriptions of any practices, policies and programs that support advancement and working environment, including: mentoring programs, annual reviews, merit reviews, distribution of workloads, the distribution of resources, awards, and leadership development. Report on methods for communicating these to the appropriate groups through websites or other resources. Report new hires since last review, according to gender and equity groups self-identification and tenure and promotion cases in the last 10 years, reported by gender.

9. Resources, administration and governance module

Please provide a description, including critical analysis, of the organizational structure, leadership, governance and administration of the academic unit.

Provide data on human resources, including head counts and FTE, diversity and turnover in the following categories, as appropriate: support and administrative staff (M&P, CUPE, research staff) tenure-track faculty in professorial and professor of teaching streams, lecturers, sessional instructors, clinical/adjunct faculty, teaching assistants. Include data relevant to gender, and Aboriginal and other equity groups self-identification and unit leadership positions.

Provide a description of the budget, including fundraising, showing linkages to the strategic plan of the unit and Place and Promise. Also required is an assessment of the financial and operational sustainability of undergraduate, graduate and professional programs. Provide a description of learning resources and equipment, library, space and any external resources in terms of adequacy in pursuing the educational/professional/scholarly/service mandates of the academic unit.

Provide an assessment of the physical infrastructure of the unit addressing the adequacy of teaching, research, administrative space, computing facilities and the availability and quality of undergraduate and graduate student informal learning space.

10. Response/follow-up on previous review

Outline key recommendations of the previous review and how they have been responded to/ followed up on. Include any existing plans for the future follow up.

10.1 Head's summary:

Include Head's summary articulating unit's key strengths, weaknesses and challenges. Comment on the unit's progress on its own strategic plan and its contribution to the university's fulfilling its Place and Promise commitments. Discuss goals/plans for the future.

APPENDIX 2 - METRICS

The Office of the Provost is committed to providing units with as much data as possible to support the development of the self-study documentation and other strategic planning initiatives. What follows is a list of metrics that are identified in the Guidelines for Preparation of Documents (indicated in italics) that will be available from PAIR and/or the Faculty of Graduate Studies. This is in addition to other metrics that PAIR may be able to provide for units, as requested. We will work with Faculties and units to expand this list based on their needs.

Metrics available from the Office of Planning and Institutional Research (PAIR)

Enrolment and recruitment statistics:

- Undergraduate enrolments: by type of program, year, gender, nationality
- Recruitment of Aboriginal students
- Number of discrete Aboriginal Students enrolled in classes in a unit
- Recruitment of international students
- Retention rates

Teaching and learning evaluation and effectiveness:

- Student Evaluation of Teaching data, implementation of Peer Reviews,
- grades distribution,
- course/program failure rates
- program completion time
- NSSE data

Research intensiveness and dissemination:

- Research funding
Numbers of research trainees, postdoctoral fellows, research associates Funding support for scholarly activity received by the academic unit in appropriate categories (e.g. tri-council, non-profit, contracts)
- refereed publications
- invention disclosures

Resources, administration and governance module:

- # of administrative and technical staff (M&P, CUPE)
- # of tenure-track faculty in professorial and professor of teaching streams, lecturers, sessional instructors, clinical/adjunct faculty, teaching assistants. Include data relevant to gender and Aboriginal self-identification.
- New hires since last review, reported according to gender and equity group self-identification
- Tenure and promotion cases in last 10 years, reported by gender

Metrics available from the Faculty of Graduate Studies (FOGS)

(All data include disciplinary and university-wide comparisons)

Recruitment, Enrolment, and completion:

- Number of student applications, offers and acceptances in each program over previous 10 years, with breakdown by gender, resident and Aboriginal status.
- Number of students registered in each program over previous 10 years, by gender, resident and Aboriginal status.

- Number of students graduating per year for each program.
- Outcome (graduated, transferred, withdrew) rates and times of students starting between 5-10 years previously.

Student financial aid:

- Total and per capita amount, types and sources of student funding in previous year, for funds administered by UBC Financial Services: internal and external scholarships, TAsships, RAships, other campus employment, and bursaries
- Distribution of funding by amount, % students

Graduate student research productivity:

- Student success rates in Tri-council scholarship competitions