

Vancouver Senate

**THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2021/2022 ACADEMIC YEAR**

WEDNESDAY, 18 MAY 2022

6:00 P.M.

Via Remote Attendance

1. Senate Membership – Dr Kathleen Ross

- a. Election of a Chair *Pro Tempore* for this meeting of Senate in the absence of the Chair and Vice-Chair (approval)
- b. **Nominating Committee**
As a result of the call for nominations issued last month, Jorden Hendry and Laia Shpeller are acclaimed as elected to the Senate Nominating Committee until 31 March 2023 and thereafter until replaced (information)

2. Minutes of the Meetings of 20 April 2022 – Chair
(approval) (docket pages 4-26)

3. Business Arising from the Minutes – Chair

4. Candidates for Degrees – Chair

The list as approved by the faculties is available for advance inspection by contacting the Senate office.

The Chair *Pro Tem.* of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.
(approval) (2/3 majority required)

5. From the Council of Senates Budget Committee

Annual Report of the Vancouver Sub-Committee (information) (docket pages 27-29)

6. Academic Building Needs Committee – Laia Shpeller

Annual Report (information) (docket pages 30-33)

7. Academic Policy Committee – Dr Richard Spencer

- a. Academic Regulations for the Faculty of Education (approval) (docket pages 34-37)
- b. Discontinuation of DE course designations (approval) (docket pages 38-48)
- c. Recognition of the National Day for Truth and Reconciliation for 2022 (approval)(docket pages 49-50)

8. Admissions Committee – Prof. Carol Jaeger

- a. Juris Doctor – Change in Admission Requirements (approval) (docket pages 51, 53-54)
- b. Major and Minor in Behavioural Neuroscience – Suspension of Admission (approval) (docket pages 51, 55-59)
- c. Degree Partnership – UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and University of Sydney, Sydney Law School (approval) (docket pages 51-52, 60-71)
- d. Degree Partnership Renewal – UBC Peter A. Allard School of Law and University of Melbourne, Melbourne Law School (approval) (docket pages 52, 72-79)
- e. Doctor of Dental Medicine – Indigenous Admissions Pathway (approval) (docket pages 52, 80-82)
- f. Annual Report on Use of Delegated Authority of Senate (approval) (docket pages 83-86)

9. Awards Committee – Dr Sally Thorne

New and Revised Awards (approval) (docket pages 87-102)

10. Curriculum Committee – Dr Claudia Krebs

- a. Curriculum Proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Education, Medicine, and Science), Land and Food Systems, and Science (approval) (docket pages 103-193)
- b. New Certificate in Climate Studies and Action (information) (docket pages 194-230)
- c. Annual Reports on Matters Dealt with Under Delegated Authority (information) (docket pages 231-232)

11. Joint Report of the Admissions and Curriculum Committees – Dr Claudia Krebs

Bachelor of Science, First-Year Focus (FYF) Option (approval) (docket pages 233-237)

12. Library Committee – Dr Shigenori Matsui

Annual Report (information) (docket pages 238)

13. Nominating Committee – Dr Paul Harrison

Committee Appointments (approval) (docket pages 239-240)

14. Research and Scholarship Committee – Dr Guy Faulkner

Update on Peter Wall Institute for Advanced Studies – with Drs Gage Averill, Gail Murphy, and Vanessa Andreotti (information) (docket pages 241-243)

15. Tributes Committee – Dr John Gilbert

Emeritus Appointments (approval) (docket pages 244-246)

16. Committee on Appeals on Academic Standing – Dr Susan Forwell

Annual Report (information) (docket pages 247-250)

17. Report from the Provost – Dr Gage Averill

Global Research Excellence Institute Designation for the Life Sciences Institute (approval) (docket pages 251-254)

18. Other Business

19. IN CAMERA – Honorary Degree Consideration (circulated under separate cover)

20. IN CAMERA - Revocation of Degrees for Academic Misconduct (circulated under separate cover)

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

VANCOUVER SENATE

MINUTES OF 20 APRIL 2022

DRAFT

Attendance

Present: S. Ono (Chair), C. Eaton (Secretary), G. Averill, J. Olson, S. Burk, R. Helsley, , J. Hare, R. Kozak, S. Porter, R. Yada, N. Pindell, M. Coughtrie, M. Aronson, S. Parker, S. Bates, S. Gopalakrishnan, C. Marshall, M. Kuus, A. Fisher, M. MacPhee, K. Lo, T. von Bergmann, N. Ford, G. Faulkner, J. Dierkes, S. Pelech, S. Grayston, A. Pratap-Singh, S. Matsui, J.G. Stewart, A. Scott, C. Krebs, A. Collier, K. Smith, J.J. Stewart, V. Chitnev, P. Englezos, S. Forwell, J. Fox, A. Ivanov, C. Jaeger, , S. Nicolau, S. Singh, L. Stothers, S. Thorne, G. Tsiakos, F. Andrew, L. Burr, A. Dulay, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, R. Topping, L. Shpeller E. Cantiller, M. Amirasharafi, X. Jiang, J. Hendry, S. Kenston, V. Li, R. Sissons, B. Nguyen, K. Yu, E. Bhangu, R. Hajizadeh, A. Sandhu, D. Turdy, G. Yee.

Regrets: S. Point, M. MacDougall D. Kelleher, R. Boushel, J. Bulkan, H. Zerriffi, I. Price, A. Greig, C. Menzies , H. Leong, M. Stewart, M. Tan, A. Uzama, A. Zhao, M. Higgins, C. Godwin, J. Greenman, , S. Kandola, K. Khosla,

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the eighth regular meeting of the Senate for the 2021/2022 academic year to order at 6:06 pm.

Senate Membership

NEW MEMBERS

The Acting Registrar, Mr Christopher Eaton, introduced the following new members to Senate:

EX OFFICIO:

Dr Gage Averill, Vice-President Academic & Provost Pro Tempore, to replace Dr Andrew Szeri, until replaced.

Dr Stefania Burk, Dean Pro Tempore of the Faculty of Arts, to replace Dr Gage Averill, until replaced.

STUDENTS MEMBERS

Terms from April 1, 2022 to March 31, 2023 and thereafter until replaced.

Applied Science Laia Shpeller (continuing)
Arts Emmanuel Cantiller (continuing)
Commerce and Business Administration Melina Amirsharafi
Forestry Xiutong Tony Jiang (continuing)
Graduate and Postdoctoral Studies Jordan Hendry, Sam Kenston
Land and Food Systems
Vivian Li
Allard Law Ryan Sissons
Medicine Bachviet Nguyen
Pharmaceutical Sciences Kanika Khosla (continuing)
Science Keanna Yu (continuing)
Members at-large Eshana Bhangu – Faculty of Arts (Continuing), Romina Hajizadeh – Faculty of Arts, Anisha Sandhu (Continuing) – Faculty of Land and Food System, Dana Turdy – Faculty of Arts, Georgia Yee – Faculty of Science (continuing)

NOMINATING COMMITTEE

The Acting Registrar issued a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2023 and thereafter until replaced. Nominations were due by 4 pm on 30 April 2022.

VICE-CHAIR OF SENATE

The Acting Registrar announced that one nomination in response to the call made with the meeting agenda was received: Eshana Bhangu. He declared her acclaimed as elected Vice-Chair of Senate for a term of no more than one (1) year.

Minutes of the Previous Meetings

Romina Hajizadeh	}	<i>That the Minutes of 16 March 2022 be adopted as corrected:</i>
Anubhav Pratap-Singh		

*Correction: Date added for February meeting.
Note for approval missing from Academic Policy Committee report.*

Approved

Remarks from the Chair

Dr Ono opened his remarks by welcoming new and returning student senators. He also welcomed Dr Gage Averill to his first Senate meeting as provost and vice-president academic pro tem.

The President advised that two days from now we will be launching the (Anti-Racism and Inclusive Excellence (ARIE) task force report. The president said that the launch of the report marks a significant stage in our long journey towards making UBC a more equitable and inclusively excellent institution.

Dr Ono reminded the Senate that UBC researchers have been at the forefront of COVID-related research, and recently those efforts were recognized when Dr. Pieter Cullis was named a 2022 Canada Gairdner International Award laureate for his pioneering work developing the lipid nanoparticle delivery technology that enables mRNA therapeutics such as the highly effective COVID-19 mRNA vaccines.

In closing, the President said that next week marks the end of the Winter term, and a few short weeks after that we will be celebrating our first in-person graduation in over two years. The ceremonies are being planned in accordance with public health guidance as well as UBC policies and all participants are encouraged to review and adhere to UBC COVID-19 Campus Rules.

Candidate for Degree

Ngai Pindell
B Fsicher

That the candidate for the degree as recommended by the Peter A. Allard School of Law be granted the degree for which they are recommended, effective May 2022, and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of the Senate be empowered to make any necessary adjustment.

Approved

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

REVISED COMPLIANCE WITH HEALTH SAFETY REQUIREMENTS REGULATION

Kin Lo
Susan Forwell

That Senate approve the revised Compliance with Health Safety Requirements Regulation as presented.

Dr Lo commented that this proposal was due to the discontinuation of the Rapid Testing Program and its associated exemption for those who were vaccinated. He remaining rules related to those aspects of the COVID-19 Campus Rules that were being maintained, and those faculty or program specific rules still in effect.

Approved

JOINT DOCTORAL RESEARCH SCHOLARS DESIGNATION

Kin Lo
Susan Porter

That Senate approve the Joint Doctoral Research Scholars designation, and related Calendar entries, as presented.

Approved

Academic Policy and Research and Scholarship Committees

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

MOTIONS ARISING FROM THE RUSSIAN INVASION OF UKRAINE

Kin Lo
Christopher Marshall

Whereas Russia has illegally invaded the country of Ukraine, and in the process has targeted civilian facilities, including hospitals and universities;
Be it resolved that the Vancouver Senate:
Condemns the illegal invasion of any sovereign territory by another power and human rights violations involving civilians, in this case the invasion and civilian attacks by Russia on Ukraine and its people;
Supports all those who oppose this war and unprovoked violence, including those in Russia and
Belarus who have gone to the streets at great personal risk to protest the invasion;
Shall not approve any academic agreements with Russian governmental entities until further notice;

Directs that the University suspend any current academic agreements for the Vancouver Campus with Russian governmental entities until further notice;

Calls on faculty members to not enter into any new collaborations until further notice in any areas that advance the interests of the Government of the Russian Federation or its leaders; and

Asks members of the UBC community to support and strengthen ties with UBC members of Ukrainian, Russian and Belarusian origin.

Approved

Kin Lo
Sally Thorne

Whereas the current war waged by Russia against Ukraine is but one of many recent or ongoing inter- and intra-national conflicts that are disrupting civilian lives, including by preventing citizens of many countries from pursuing education, research and other scholarly activities, and

*Whereas, UBC has a stated purpose of “Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world”,
Be it resolved that the Vancouver Senate supports and recommends to the Board of Governors the creation and adequate resourcing of a broader ‘At Risk Scholars and Students Advisory Committee.*

Senator Yee asked what the outcome of the committee’s discussions were on a larger framework on how UBC engaged with states that commit human rights abuses or acts of aggression.

Senator Lo replied that their committee had discussed it but found it to be beyond the referral made so did not make any decisions.

Dr Faulkner said that they were trying to make a timely decision regarding the referral and focus on what was actionable now. That said, the committees saw the scholars at risk program as a starting point to provide support in other situations.

The Senate recognized the Vice-Provost International, Murali Chandrashekar, who said that the Scholars at Risk Committee had been talking about what the moral responsibility and role of a university is in the cases of war or other state actions. The committee has been debating this vigorously but we have not formally considered this matter on behalf of the University. Dr Chandrashekar said that there was also a newly-formed World Events Working Group that is discussing such matters.

Senator Singh said he supported the motion and wanted to know what kinds of activities would be supported both during wars but also in post-war situations. He also asked how much funding would be available.

Dr Chandrashekar said that they currently had enough funding for 1-2 scholars. His office paid half the resettlement costs, and the academic department pays the other half. He noted that the overall request was for \$2 million, which may fund 5 scholars, 10 students etc.

Senator Pelech said that the motion was vague and so he appreciated the details and understood the desire to expand it. He said that they needed more data before voting.

Senator Thorne spoke strongly in favour, noting the complexity of supporting these scholars. Harm can be done if things are not supported or done properly.

Senator J. G. Stewart said that as a scholar who works on atrocities he was proud of both motions. He said that the second in particular was important to address the concern around selectivity. The program also reinforced freedom of conscience and a counter to authoritarianism.

Approved

NB: Senator Pelech abstained

Awards Committee

The Chair of the Senate Awards Committee, Dr Sally Thorne, presented.

Appendix A: Awards Report

AWARDS REPORT

Sally Thorne
Tony Jiang

That the Senate approve the new and revised awards as listed, that they be forwarded to the

Board of Governors for approval and that letters of thanks be sent to the donors.

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Senator Claudia Krebs, presented.

CURRICULUM REPORT

See Appendix B: Awards Report

Claudia Krebs
Anisha Sandhu

That the revised programs and new courses brought forward by the Faculties of Arts and Graduate and Postdoctoral Studies (Arts, Education, and Land and Food Systems) be approved.

Approved

Nominating Committee

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

COMMITTEE ADJUSTMENTS

Paul Harrison
Christopher Marshall

That Guy Faulkner and Eshana Bhangu be appointed to the Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree, to replace Victoria Bungay and Temitope Onifade

Approved

Dr Harrison noted the committee vacancies which needed to be filled on the Senate Library, Tributes, and Council Elections Committee for non-student senate members, as well as the establishment of President's Advisory Committees for the selection of the next Vice-President Finance and Operations, and the next Associate Vice-President Health.

Report from the President

The President expressed his thanks to Vice-President Finance and Operations Peter Smailes for nearly 30 years of service to the University. He noted that Mr Smailes had recently announced his resignation from UBC to assume the role of Vice-President Finance at Kwantlen Polytechnic University. He introduced Mr Smailes as well as Karamjeet Heer and David Shorthouse and asked Senate to recognize them to present.

2021 UNIVERSITY BUDGET

Mr Smailes noted that the budget being presented was approved by the Board of Governors the previous month. He thanked everyone who was involved in its preparation.

Mr Shorthouse set out the budget investments and presidential priorities. He noted that the development of the budget was supported and directed by our strategic plan. The main goal of that plan was to adequately invest in the core academic mission of UBC: teaching, learning, and research. This has been our goal and will be for decades. He noted that the six presidential priorities where investment was being focused were: equity, diversity, and inclusion; indigenous engagement and reconciliation; climate change; COVID-19 response; operational efficiency; and the President's Academic Excellence Initiative.

Mr Smailes set out the context for the 2022/2023 budget. He noted that internal cost pressures would persist due to the 2020 COVID-related operating deficit, higher-than-normal-inflation, and very limited incremental funding. He advised that the University would draw \$7m from reserves and continue to shift resources to advance its academic mission, meet capital project obligations, and invest in key priorities. This would involve portfolios continuing to absorb budget cuts for at least two more years, and the implementation of additional cost savings. Mr Smailes also noted the risks with uncertain enrolment numbers, and the challenge to ancillary operations should a full campus return not occur.

With respect to fiscal considerations for next year, Mr Smailes noted that global supply chain challenges continued to affect UBC, both in terms of delays and inflation. He also advised that there were upward cost pressures, including negotiated salary increases and utilities, consumables and equipment. Mr Smailes advised that COVID-19 and escalating geopolitical tensions in Europe also presented uncertainty in our budget.

The President thanked Mr Smailes for his report, noting that UBC was in a much better financial situation than many of our peers.

Senator Singh asked about strategic investments in health and wellness, noting the challenges faced by faculty, staff, and students. He said that the number of students in distress was increasing and they needed support. He asked if support could be physically centralized to make it easier to access services.

Dr Ono said that UBC had done a lot and he would ensure that a list was sent to the Senator. We've invested a lot and outpaced our peers.

Senator Bates said that consolidation into one place for student support would be very difficult in a place the size of UBC. Resources were being prepared to support faculty in helping students in distress or being challenged.

Senator Harrison said that in reading through the report, it wasn't until well into it that it became evident how important climate action investment is for UBC. He said that he appreciated the slide that brought this forward.

Senator Harrison also noted that investments noted for "governance" and asked if this included additional resources for the Senate's operations.

Mr Shorthouse said no, this was for the Board of Governors. He said that there was a request made by the Senate office for additional resources, but that this was not supported by the University Executive. The Provost Office was working with Enrolment Services to see what we could do to augment support for the Senate.

Mr Smailes said that there were limited resources available and not all needs could be met.

The President said that he was aware of the concern regarding Senate support and he would be happy to follow up on this with the senator.

Senator Pelech lauded the mostly balanced budget in difficult times. He asked what the tuition increases were approved for next year.

Mr Smailes replied 2% for continuing domestic students and between 2% and 5% for continuing international students.

Senator Smith said that in the budget she didn't see any funding for educational leadership group to achieve academic excellence. She said that in the future UBC needed to provide better support for this group.

Senator Bates replied that there were some modest grants available through the Centre for Teaching, Learning and Technology. There were many worthy requests this year that we could not fund this year given our financial circumstances.

Senator Pratap-Singh asked if any of the accounting surplus of \$100M was available to be spent.

Mr Smailes said that the surpluses are distributed across the entire University. He noted that a surprising amount was been spent but goods haven't been delivered due to supply chain issues.

Report from the Acting Provost

Professor Moura Quayle, Acting Vice-President Academic and Provost, presented.

AUDAIN CHAIR IN HISTORICAL INDIGENOUS ART

HsingChi von Vermann
Laia Shpeller

That Senate approve and recommend to the Board of Governors the establishment of the Audain Chair in Historical Indigenous Art, in the Faculty of Arts, made possible by funding from the Audain Foundation.

Approved

Report from the Acting Registrar

Mr Christopher Eaton, Acting Associate Vice-President and University Registrar, presented.

2021 STUDENT ELECTION RESULTS

Mr Eaton advised that the election of Student Representative of a Faculty to the Senate elections were conducted by AMS.

Pursuant to Section 15 of the University Act, the following students were acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Laia Shpeller, Faculty of Applied Science (Continuing)
- Emmanuel Cantiller, Faculty of Arts (Continuing)
- Tony Xiutong Jiang, Faculty of Forestry (Continuing)
- Vivian Li, Faculty of Land and Food Systems
- Ryan Sissons, Peter A. Allard School of Law
- Bachviet Nguyen, Faculty of Medicine
- Kanika Khosla, Faculty of Pharmaceutical Sciences (Continuing)
- Keanna Yu, Faculty of Science (Continuing)

Additionally, pursuant to Section 16 of the University Act, the following student was elected as representative of a Faculty on the Vancouver Senate for a term beginning on 1 April 2022 and ending 31 March 2023 and thereafter until a successors is elected:

- Melina Amirsharafi, Faculty of Commerce and Business Administration

The Graduate Student Representative to the Senate elections were conducted by AMS Elections (first and second calls for nominations). The third call for nominations was issued by UBC Elections.

Pursuant to Section 15 of the University Act, the following students were acclaimed as elected as graduate student representatives on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Jorden Hendry
- Sam Kenston

Student Representative At-Large to the Senate

The Student Representative At-Large to the Senate election was conducted by AMS Elections. Pursuant to Section 16 of the University Act, the following students were elected as representatives at-large on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Eshana Bhangu (Continuing)
- Romina Hajizadeh
- Anisha Sandhu (Continuing)
- Dana Turdy
- Georgia Yee (Continuing)

Student Representative to the Board of Governors

The Student Representative to the Board of Governors election was conducted by AMS Elections. Pursuant to Section 16 of the University Act, the following students were elected as representatives of students on the Board of Governors for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Max Holmes (Continuing)
- Georgia Yee (Continuing)

A third call for nominations for a representative from the Faculty of Dentistry was issued by UBC Elections on 18 March 2022 and the deadline was extended on 4 April 2022.

Adjournment

In closing, the president said that he was proud at how UBC had worked through this pandemic and the hard work and dedication of everyone.

Seeing no other business, the meeting was adjourned at 7:41 pm

Appendix A: Awards Report

NEW AWARDS – ENDOWED

H. Vincent Casson Scholarship in Electrical Engineering

Scholarships totalling \$2,300 have been made available through an endowment established by an estate gift from Harold Vincent Casson (1920-1989) for outstanding Bachelor of Applied Science students majoring in Electrical Engineering. Mr. Casson (B.A.Sc. 1942) was born in Victoria, British Columbia. He was a member of Sigma Phi Delta fraternity while a student at UBC. Mr. Casson joined the Royal Canadian Navy in 1942 after graduating from UBC, and served in World War II. He retired from the Navy in 1947 as a Lieutenant, and settled in Montreal, Quebec, where he worked as a director and general manager of Gallowhur Chemicals Canada Ltd. and ran an engineering consulting business. Mr. Casson was involved with the Montreal Branch of the UBC Alumni Association throughout the 1950s and 1960s, and in 1960 served as the Branch's secretary. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering. (First award available for the 2022/2023 winter session).

Wing Suen and Wan Man Chan Presidential Scholars Award

Renewable awards totalling \$12,000 have been made available through an endowment established by Andy Chan (B.A.Sc. 1977), for domestic students of academic distinction entering an undergraduate program at UBC directly from secondary school, or transferring directly from other colleges and universities in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Subject to maintaining scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Recipients will ideally receive an award of at least \$12,000 per year, totalling up to \$48,000 per student over four years. Andy Chan established this award in honour of his parents, Wing Suen Chan and Wan Man Chan. Andy wants to encourage award recipients to think of others and, when possible, give generously to help others pursue higher education at UBC. The awards are made on the recommendation of Enrolment Services. (First award available in the 2022/23 winter session).

Barry Dong Memorial Award in Law

Awards totalling \$10,200 have been made available through an endowment established by friends, family, and colleagues, along with matching funds from the Carpentry Employers Association of BC and Harris & Company LLP, in memory of Barry You Fay Dong (1954-2021), for domestic J.D. students in good academic standing, who have demonstrated an interest in labour, employment, and/or human rights law, and have demonstrated financial need. Barry (B.A. 1976, LL.B. 1979) was born in Hong Kong, and immigrated with his family to Port Alice, British Columbia in 1956. In his forty-year career, Barry was a leader in the areas of

labour, employment, human rights, and administrative law. He was a partner at Harris & Company LLP, and was extensively involved as counsel in the film and construction industry, contributing to the industry's growth with his expertise. In 2018 Barry was appointed by the Minister of Labour to the Review Panel for the British Columbia *Labour Relations Code*. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

William Roy Kuzenko and Jannette Marianne Zimmerman Bursary

Bursaries totalling \$11,400 have been made available through an endowment established by an estate gift from Jannette Marianne Zimmerman (1945-2020), in memory of her husband, William "Bill" Roy Kuzenko (1944-2016), for third- and fourth-year Bachelor of Applied Science students. Bill (B.Sc. 1967, B.A.Sc. 1974) was born in Ontario, before moving to Salmon Arm, British Columbia with his family. Jannette was born in Kamloops, British Columbia to German parents and grew up in Coquitlam, British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Bill MacLagan Award in Law

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William "Bill" S. MacLagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. Superior Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill's dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review's World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who's Who Legal Canada 2020*. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

John and Ankie Piket Fellowship

Fellowships totalling \$16,000 have been made available through an endowment established by an estate gift from John Piket (1923-2021), in memory of his wife, Ankie Piket (1925-1989), for outstanding Master of Business Administration and Master of Science in Business Administration students who have demonstrated an interest in management science. Mr. Piket

was born in Berlin, Germany. He was a survivor of the Auschwitz, Buchenwald and Theresienstadt concentration camps. His mother and younger brother perished in Auschwitz, and his father, who was working in South America during the 1940s, died before Mr. Piket was able to reunite with him. After World War II, Mr. Piket returned to Berlin, before living in France, Switzerland and the Netherlands. In France, he became a confidant of Jean Paul Sartre; in Switzerland, he received an engineering degree from École Polytechnique Fédérale de Lausanne; and in the Netherlands he met his wife, Ankie. They immigrated to Canada in 1952, and moved to West Vancouver, British Columbia in the 1970s, where they spent the rest of their lives. The fellowships are made on the recommendation of the Robert H. Lee Graduate School, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Shoppers Drug Mart Award in Pharmaceutical Sciences for Black Students

Awards totalling \$4,000 have been made available through an endowment established by Shoppers Drug Mart, along with matching funds from the Faculty of Pharmaceutical Sciences, for second-, third- and fourth-year students in the Entry-to-Practice Pharm.D. program who identify as Black, are in good academic standing, and have demonstrated leadership, volunteerism or community service. Shoppers Drug Mart was founded in 1962, and operates over 1,300 stores across Canada. Shoppers Drug Mart and its Associate Pharmacy Owners in British Columbia and the Yukon established this award to support Black students during their pharmacy education. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2022/2023 winter session).

Melvin G. Stevens Bursary

Bursaries totalling \$48,000 have been made available through an endowment established by an estate gift from Melvin G. Stevens (1932-2019) for undergraduate and graduate students in any program or year of study. Mr. Stevens (B.A. 1956) was born in Vancouver, British Columbia. He worked as a teacher, and was a life-long resident of Vancouver's Kitsilano neighbourhood. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Afreen Ahmed Memorial Award in Law

Awards totalling \$2,000 have been made available annually through a gift in memory of Afreen Ahmed (1959-2019) from her daughter, for second- or third-year J.D. students who are from communities that have been historically, persistently and systemically marginalized. Financial need may be considered. Afreen received a Bachelor of Arts from the University of Karachi in Pakistan, where she was a school teacher. Afreen completed several early childhood education courses after immigrating to Canada and became a child caregiver. She

raised and enriched the lives of many children through her work for over twenty years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

George and Iris Brown Humanitarian Award in Law

Awards totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for students entering the J.D. program who have demonstrated an interest in human rights or Indigenous rights, have a history of community service and/or volunteerism and have demonstrated financial need. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This award was established to recognize and support students who are concerned about human welfare. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

George and Iris Brown Scholarship in Medicine

Scholarships totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for outstanding M.D. students who are from communities that have been historically, persistently and systemically marginalized. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This scholarship was established to help academically qualified students achieve their potential, despite various barriers they may have faced earlier in their lives. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2022/2023 winter session).

George and Iris Brown Bursary in STEM

Bursaries totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for women who are undergraduate students enrolled in a STEM program. Preference will be given to students who attended high school in Cranbrook, British Columbia. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This bursary was established to encourage women to follow their dreams to explore academic fields that women face barriers to entering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Edwards, Kenny & Bray Award in Law for IBPOC Students

Awards totalling \$2,000 have been made available annually through a gift from Edwards, Kenny & Bray LLP for First Nations, Inuit, or Métis students of Canada, and/or domestic students who identify as Black or a Person of Colour enrolled in first-year of the J.D. program. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Faculty of Applied Science Leadership Award in Equity and Inclusion

A \$2,000 award has been made available annually through a gift from Dr. Katherina Tarnai-Lokhorst (B.A.Sc., M.B.A., D.Soc.Sci., P.Eng.) for undergraduate and graduate students studying engineering who demonstrate leadership in advancing equity and inclusion. Dr. Tarnai-Lokhorst has advocated for equity, diversity and inclusion in her work as an engineering project manager, adjunct professor, and Board member and past President of Engineers and Geoscientists British Columbia. She is a Fellow of Engineers Canada, and was made an honorary Fellow of Geoscience Canada in recognition of her decades of work as an advocate for inclusion and belonging in engineering. The awards are made on the recommendation of the Faculty of Applied Science, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Leonard Marchand Sr. Entrance Award in Law for Indigenous Students

Awards totaling \$2,000 have been made available annually through a gift from Peter Henein (B.A., LL.B.) and Sue Henein, in honour of Leonard Marchand Sr. (1933-2016), for First Nations, Inuit, or Métis students of Canada entering the J.D. program, who demonstrate community involvement. Leonard (B.Sc. 1959, M.Sc., Ph.D., PC, CM, OBC) was a member of the Okanagan Indian Band and was the first Status Indian to be elected as a Member of Parliament in 1968. He advocated for justice, reconciliation, and stronger roles for Indigenous Peoples in Canadian politics. He was subsequently re-elected twice, and served as a member of Cabinet and as a Senator, before his retirement in 1998. Leonard became a member of the Queen's Privy Council in 1976, was made a Member of the Order of Canada in 1999, and was awarded the Order of British Columbia in 2014. He received an honorary doctorate from Thompson Rivers University, as well as Queen Elizabeth II Silver, Golden and Diamond Jubilee Medals. This award was established to encourage and provide support for Indigenous students pursuing a career in law. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Tony Melone Memorial Scholarship in Civil Engineering

Scholarships totalling \$2,000 have been made available annually through gifts from BGC Engineering Inc., colleagues, friends and family in memory of Tony Melone (1950-2020), for outstanding third- or fourth-year Bachelor of Applied Science students studying Civil Engineering. Preference will be given to students who demonstrate an interest in water resources engineering. Tony (B.Sc., M.Sc., Ph.D. 1986) grew up Chicago, Illinois in an Italian family. He completed his Bachelor of Science in Engineering Mechanics at the University of Illinois, where he was a proud member of the Illinois Evans Scholars Class of 1973. He earned a Master of Science in Civil Engineering at Colorado State University in 1974 and a Ph.D. in Civil Engineering at UBC in 1986. Tony was based in the Pacific Northwest throughout his career as an engineering consultant, and lived in the Lower Mainland from 1975 to 1987 before relocating to Seattle, Washington. He was known for his expertise in hydrology, river engineering and watershed management. The scholarships are made on the recommendation of the Department of Civil Engineering. (First award available for the 2022/2023 winter session).

Rogers Communications Award in Film Production

Awards totalling \$3,000 have been made available annually through the Rogers Multicultural Film Endowment Fund for domestic Bachelor of Fine Arts in Film Production students who are First Nations, Inuit, or Métis, or who identify as Black, entering the program directly from secondary school or transferring from another post-secondary institution. Students will be academically qualified, and demonstrated artistic and creative interests. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are made on the recommendation of the Department of Theatre and Film. (First award available for the 2022/2023 winter session).

School of Nursing Award for Indigenous Students

Awards totalling \$4,000 have been made available annually through a gift from an anonymous donor for undergraduate or graduate First Nations, Inuit or Métis students of Canada in the School of Nursing. The awards are made on the recommendation of the School of Nursing, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Western Grains Research Foundation Scholarship in Land and Food Systems

Scholarships totalling \$15,000 have been made available annually through a gift from Western Grains Research Foundation (WGRF) for outstanding graduate students in the Faculty of Land and Food Systems whose research focuses on field crops including barley, canola, lentil, pea wheat, canary seed, chickpea, corn, fava bean, flax, mustard, oats, soybean, sunflower, or winter cereals. WGRF is a farmer-funded non-profit organization that was founded in 1981. WGRF supports field crop research in variety development and crop production based on the direction of and input from farmers. WGRF strives to grow research capacity in grains and to increase the number of professionals in western Canadian crop production. The scholarships are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

UBC Undergraduate Prize in Library Research

Prizes totalling \$8,000 have been made available annually through gifts from donors to the UBC Library, for undergraduate students on the UBC Vancouver and UBC Okanagan campuses who have demonstrated significant inquiry using the Library, its resources, and collections, as well as significant ability to capture in writing and reflect learning about the use of the Library's resources and the research and information gathering process. First place recipients will receive prizes totalling \$2,000, while second place recipients will receive prizes totalling \$1,000. This prize was established to highlight the critical role the Library plays in student academic success at UBC. The prizes are made on the recommendation of the Library Prize Adjudication Committee. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL**Faculty of Medicine Award in Multidisciplinary Research**

Awards totalling \$320,000 have been made available annually by the Faculty of Medicine for students in the M.D. and direct-entry undergraduate programs at the University of British Columbia, Vancouver and University of British Columbia, Okanagan campuses who are undertaking a multidisciplinary or interdisciplinary summer research project. Recipients who are M.D. students will typically receive awards valued at \$3,200 each, while students in direct-entry undergraduate programs will typically receive awards of at least \$8,400 each. The awards

are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session).

Graduate Award in Engineering for Indigenous and Black Students

Awards totalling \$40,000 have been made available annually by the Dean's Office, Faculty of Applied Science, for domestic graduate students studying engineering who are First Nations, Inuit or Métis, or who identify as Black. Candidates must demonstrate community involvement and/or mentorships with industrial partners and/or academic colleagues. The awards are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Postsecondary Studies in French as a Second Language Program Award

Awards totalling \$108,000, valued at \$3,000 each, have been made available annually by the Association des collèges et universités de la francophonie canadienne (ACUFC) for domestic first-year Bachelor of Arts and Bachelor of Education students whose course load is 50% in or related to French. This award is part of the Postsecondary Studies in French as Second Language Program established by the Government of Canada and the ACUFC to support bilingualism. The awards are made on the recommendation of the Department of French, Hispanics and Italian Studies. (First award available for the 2021/2022 winter session).

Martha Salcudean Prize in Mechanical Engineering

Prizes totalling \$1,000 have been made available annually by the Department of Mechanical Engineering, in memory of Professor Martha Salcudean (FRSC, OC, OBC) (1934-2019) for outstanding Ph.D. students in the Department of Mechanical Engineering who have written a strong doctoral dissertation. Professor Salcudean was born in Romania, and was a survivor of the Bergen-Belsen concentration camp. She emigrated from communist Romania to Canada in 1975, and was a professor at the University of Ottawa before arriving at UBC. Professor Salcudean served as Head of the UBC Department of Mechanical Engineering from 1985 to 1993, and was integral to the growth of the department. She was an internationally distinguished researcher recognized for her contributions to metallurgy and pulp and paper processes. The prizes are made on the recommendation of the Department of Mechanical Engineering. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

1814 – Rashida Ali Award in Dentistry

Rationale for Proposed

Changes

The description has been updated to increase the yearly award value and to clarify that students in the M.Sc. and Ph.D. in Craniofacial Science and Diploma in Orthodontics programs are eligible for the award.

Current Award Description

A \$1,000 award is offered by Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a graduating student in the combined MSc in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The award is made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 award is offered by Awards totalling \$2,000 have made available annually through a gift from Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a for graduating students in the combined M.Sc. or Ph.D. in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The awards is are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1394 – Dream Catcher Scholarship in Theater

Rationale for Proposed Changes

The title of the scholarship has been revised to remove ‘Dream Catcher’.

Current Award Title: Dream Catcher Scholarship in Theater

Current Award Description

A \$1,500 scholarship is offered by UBC alumna and theatre enthusiast Bonnie Mah (BCom'87) to inspire Theatre students to pursue their dreams. This award is given to an outstanding student enrolled in the Bachelor of Fine Arts in Acting or Design and Production, or the Master of Fine Arts in Directing or Design and Production. Financial need will be taken into consideration. The award is made on the recommendation of the Faculty of Art's Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

Proposed Award Title: ~~Dream Catcher~~ Follow Your Dreams Scholarship in Theater Theatre

Proposed Award Description

A \$1,500 scholarship is offered has been made available annually by UBC alumna and theatre enthusiast Bonnie Mah (B.Com. 19'87) to inspire Theatre students to pursue their dreams. This award is given to an for an outstanding student enrolled in the Bachelor of Fine Arts in

Acting or Design and Production, or the Master of Fine Arts in Directing or Design and Production.

Financial need will be taken into consideration. Bonnie is a UBC alumna and theatre enthusiast and created this scholarship to inspire theatre students to pursue their dreams. The award scholarship is made on the recommendation of the Faculty of Art's Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

5925 – Kyla Lee Indigenous Law Students Award

Rationale for Proposed Changes

The description has been updated to so that all Indigenous students in the Peter A. Allard School of Law are eligible for the award.

Current Award Description

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of Indigenous Legal Studies at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or Metis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to for Indigenous students in any year of studies students in any year of Indigenous Legal Studies at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

8739 – Ken James Memorial Bursary

Rationale for Proposed Changes

Lewis James established the Ken James Memorial Bursary in memory of his father in February 2020. The bursary was originally established as an annual award. Lewis passed away in July of 2021, and his wife Teresa wishes to add Lewis's name to the bursary's title, and to move the fund from annual to endowed. The description and title have been updated to include Lewis, and to recognize him alongside his father, as well as to reflect that the bursary is now funded by an endowment.

Current Award Title: Ken James Memorial Bursary

Current Award Description

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

Proposed Award Title: Ken **and Lewis** James Memorial Bursary

Proposed Award Description

Bursaries totalling \$5,500 **6,000** have been made available ~~annually~~ through a gift from an **endowment established by Teresa James (B.A. 1973, M.L.S. 1975) in memory of her husband Lewis James (B.Sc. 1970, M.S. 1949-2021) in memory of and** his father, Ken James (1917-1993), for undergraduate students who are permanent residents of Canada. Ken was born in Lismore, New South Wales, Australia. He **trained as a teacher and** graduated from New England University College in Armidale, New South Wales in 1941 before immigrating to British Columbia. **Ken could not afford to obtain his qualifications as a teacher in British Columbia while supporting his young family, so instead he worked office jobs. He was a skilled woodworker, and** an accomplished musician ~~who played the guitar, clarinet and recorder.~~ **Lewis (B.Sc. 1970, M.S.) grew up in Vancouver, British Columbia and graduated with a degree in mathematics from UBC, where he met his wife, Teresa. He completed his master's degree in computer science at the University of Toronto and pursued a career as a**



systems analyst. Lewis reflected on his father's experience immigrating to British Columbia, and the challenges he faced reestablishing his career without Canadian qualifications, and decided to dedicate his time to helping new immigrants. He taught English and helped many recent immigrants re-imagine their professional careers in Canada. This bursary was established to help make Canadian higher education more accessible to permanent residents. The bursaries are adjudicated by Enrolment Services.



18 May 2022

To: Vancouver Senate

From: Council of Senates Budget Committee - Vancouver Sub-Committee

Re: **Annual Report** (information)

Please find attached the 2021-22 Annual Report summarizing the activities of the Council of Senates Budget Committee - Vancouver Sub-Committee.

If you have any questions, please contact Christopher Eaton at christopher.eaton@ubc.ca.

Respectfully submitted,

Council of Senates Budget Committee - Vancouver Sub-Committee

Council of Senates Budget Committee – Vancouver Sub-Committee

Report to Senate – May 18, 2022

Terms of Reference (abridged)

The Committee shall meet with the President and assist in the preparation of the University budget; and make recommendations to the President and report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background

Officially, the Council of Senates Budget Committee includes representation from both UBC Vancouver and UBC Okanagan. Separate subcommittees have been formed on each campus and these committees meet regularly to discuss budgetary issues affecting the specific campus. This report is from the Vancouver Sub-Committee.

Membership

The Vancouver Sub-Committee's membership for 2020-21 is as follows:

Eshana Bhangu, Chair, Student Member-at-Large
Sebastian Cooper, Vice-Chair, Student Representative (Law)
Dr. Peter Englezos, elected by the Joint Faculties (Applied Science)
Dr. Adlai Fisher, Faculty of Commerce and Business Administration
Dr. Susan Forwell, elected by the Joint Faculties (Medicine)
Dr. Andre Ivanov, elected by the Joint Faculties (Applied Science)
Dr. Kin Lo, Faculty of Commerce and Business Administration
Dr. James Stewart, Peter A. Allard School of Law

Report on Activities

The Committee met regularly over the course of the 2021-22 academic year with the Provost and Vice-President Academic, the Vice-President Finance and Operations, the Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities, the Comptroller, and the Executive Director of Academic Initiatives from the Office of the Provost and Vice-President Academic. In addition, other guests attended individual meetings in order to deliver presentations or provide input on specific issues.

The Committee met seven times in 2020-21. Meetings are held immediately prior to the main Senate meetings. Historically, meetings typically began with a 30-minute meeting of Senators alone, followed by presentations and discussions with representatives of the administration and other guests. The Committee moved away from that format this year and generally did not separate out sections of the meetings. Also new for this year were several informal budget update discussions, without presentations, which encouraged broad budget- and finance-related conversations. The agendas for the meetings of the Vancouver Sub-

Committee are developed in collaboration with the Office of the Provost and Vice-President Academic and the Office of the Vice-President Finance and Operations.

The topics addressed by the Committee during the 2021-22 academic year include the following:

- *Budget Process Overview;*
- *Provost and VP Finance Priorities;*
- *Capital Planning and Prioritization Process;*
- *President's Academic's Excellence Initiative (PAEI);*
- *Freedom of Information and Protection of Privacy Act fees*
- *Enrolment Planning and its Impact on the Budget;*
- *COVID-19's Impact on the University's Finances;*
- *Tuition Allocation Model*
- *UBC Campus Vision 2050*

Concluding Remarks

Working collaboratively with the Office of the Provost and Vice-President Academic, and the Office of the Vice-President Finance and Operations, the Vancouver Sub-Committee of the Council of Senates Budget Committee has had a productive year in which many important issues were openly discussed, debated and investigated. The student and faculty Senators on the Committee provided the president's office and guest presenters with feedback on potential challenges and opportunities that stemmed from topics of importance to the Committee. The Committee appreciates the level of consultation and collaboration with senior administration and the opportunity to provide an important academic perspective on behalf of the Vancouver Senate.

18 May 2022



Vancouver Senate
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 30 of 254
Office of the Senate
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May 18, 2022

To: Vancouver Senate

From: Senate Academic Building Needs Committee

Re: **Annual Report 2021-2022**

Attached please find for your information the 2021-22 Annual Report of the activities of the Senate Academic Building Needs Committee.

Respectfully submitted,

Laia Shpeller, Chair
Senate Academic Building Needs Committee

**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate, 2021–2022**

Committee Activities

The Senate Academic Building Needs Committee (SABNC) undertakes a significant portion of its activities through it being consulted on a wide range of relevant plans, projects, and topics. Such consultations occur in three ways:

1. Through presentations to the SABNC.
2. Through presentations to the Property and Planning Advisory Committee (PPAC). (All SABNC members are members of PPAC; the SABNC Chair is Vice-Chair of PPAC.)
3. Through meetings of the Capital Planning Working Group (CPWG). (The SABNC chair is a member of CPWG.)

Beyond the Committee's roles in being consulted in these ways, the Committee undertook the following activities:

Committee's Role in investigating the academic building landscape

The Committee began the academic year by identifying potential themes for committee activities. Throughout the year, the committee focused its activities on investigating the following:

Preparing for Hybrid. As the COVID-19 pandemic has shifted the ways in which education is provided; what will this mean for the University's academic building requirements as we return to in-person learning? The Committee reviewed the Provost's "Learning and Teaching Beyond COVID: Phase one project report" to prompt discussions on shifting academic building space needs. After various consultations and internal discussions, the decision was made to focus on other themes due to the number of actively moving parts and other university-wide engagements.

Accessible Learning. Students with Disabilities often come across barriers to an equitable post-secondary education; how can the University make academic spaces as accessible, inclusive, and welcoming as possible to all students? The Committee worked with UBC Learning Spaces and the Centre for Accessibility to identify current gaps and provide support in filling them. Some examples of these include identifying collaboration opportunities between IRP Student, the CFA's way-finding project, and the UBC Learning Spaces database, as well as advocating for the expansion of the Rick Hansen Foundation's Accessibility Certification learning-space specific accessibility design guidelines.



Spaces for Collaboration. Safe and active collaboration space is essential to any academic institution; how are students currently using the University's collaboration spaces and where is there room for improvement? Consulting the Senate's Library and Teaching and Learning Committees as well as the University's First Nations House of Learning, the Committee identified key opportunities for growth in this space. These included exploring the need for additional space for Indigenous students on campus as well as investigating capacity tracking technologies to help students find available spaces around campus.

Committee's Role in the Capital Project Prioritization and Approval Process

Prioritization Process. Each year, the University updates a scoring of all potential building project priorities with respect to both strategic priorities and operational priorities; in turn this scoring is taken into account in the development of an updated Five-Year Capital Plan, which lists the highest priority projects for government funding. The Committee participates in this process through its responses to related presentations at Committee and PPAC meetings. As well, the Committee Chair is a member of the Capital Planning Working Group and thereby provides, on behalf of the Committee, additional input to this prioritization process.

Approval Process. For projects valued at over \$5M, the capital project approval process formally requires three levels of Executive approval and three levels of Board approval (see Board Policy 126, Capital Projects, Capital Purchases and Internal Loans). However, the approval of the Committee (via PPAC) is an additional step in this process.



Appendix I – Presentations to the Committee

The following presentations were made to the Committee during the 2021/22 academic year:

16 November 2021 – UBC Learning Spaces Team (Jodi Scott, Senior Learning Space Planner, Infrastructure Development, UBC Facilities)

14 December 2021 – UBC Vancouver Course Scheduling System Update (Robbie Morrison, Associate Registrar & Director, Scheduling, Records & Systems Management, and Odessa Corletto, Change Management Analyst)

15 February 2022 – Centre for Accessibility (Janet Mee, Director, Centre for Accessibility, and AJ Krause, Accessibility Advisor)

15 March 2022 – Campus Vision 2050 (Joanne Proft, Associate Director, Community Planning, Brittany Jang, Community Planner, and Gerry McGeough Director, Planning and Design); Annual Capital Planning Consultation (John Metras, Associate Vice-President, Facilities, and Barbara Gordon, Acting Director, Capital Planning & Strategic Priorities)

Items for Information:

15 February 2021 – Campus Vision 2050 Advisory Committee (Laia Shpeller, Chair)

18 May 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Revised Bachelor of Education Academic Policies and Regulations

The Senate Academic Policy Committee reviewed a proposal from the Faculty of Education to revise Bachelor of Education Academic Policies and Regulations as they pertain to academic appeals. The revisions not only differentiate the appeal processes for courses and practica, but also the role of the Faculty's Committee on Curriculum, Admissions, Standings, and Appeals and that of the Senate

The following is recommended to Senate:

Motion: *"That Senate approve the revised Bachelor of Education Academic Policies and Regulations as presented."*

Respectfully submitted,

Dr. Richard Spencer, Vice-Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Education Department: EDUC Faculty Approval Date: Nov 2021 Effective Session (W or S): Winter Effective Academic Year: 2022/23</p>	<p>Date: November 1, 2021 Contact Person: Marianne McTavish Phone: 604-827-5088 Email: marianne.mctavish@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Academic Policies and Regulations</p> <p>[..]</p> <p>Academic Appeal</p> <p>A student may dispute a grade or appeal a decision of the Faculty on an academic matter, as follows:</p> <p>Courses</p> <p>1. A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. If necessary, the instructor may, at their discretion should they believe the original assigned standing was in error, change the standing by submitting a change to academic record form.</p> <p>If the matter remains unresolved following the initial conversation with the instructor and the student believes that the instructor's academic judgment of some or all of the material contributing to the assigned standing is in error, the student</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,160</p> <p>Present Calendar Entry:</p> <p>Academic Policies and Regulations</p> <p>[..]</p> <p>Academic Appeal</p> <p>An appeal generally falls into one of two categories:</p> <p style="padding-left: 40px;">1. request for review of the standing assigned in a course, or</p> <p style="padding-left: 40px;">2. request for review of a decision relating to practica.</p> <p>In the Faculty of Education, appeals regarding decisions about course requirements should be addressed first to the instructor and if not resolved satisfactorily to the department head or, in the case of practica, the practicum coordinator. If satisfactory resolution has not been achieved and the person wishes to pursue the appeal further, the appeal may then be addressed to the Associate Dean (Teacher Education) for adjudication by the Committee on Curriculum, Admissions, Standings, and Appeals (CCASA).</p> <p>Program Coordinators in the Teacher Education office are available to provide information concerning procedures for initiating an appeal at the Faculty level. Students should also refer to the Bachelor</p>



may apply for a Review of Assigned Standing (RAS).

The RAS may result in a change in the assigned standing (up or down) or no change and is the final academic judgment of the student's achievement in the course in the view of the Department or Area under which the course is held.

2. A student who feels that procedural errors or irregularities contributed to an inaccurate assigned standing may first appeal to the Dean for adjudication by the Committee on Curriculum, Admissions, Standings, and Appeals (CCASA). CCASA has no jurisdiction where the sole question raised in the appeal turns on the exercise of academic judgment. If the student does not accept the decision of CCASA, they may appeal to the Senate Committee on Appeals on Academic Standing.

Practica

1. In the case of practica, there is no Review of Assigned Standing (RAS).
2. A student who feels that procedural errors or irregularities contributed to an inaccurate assigned standing may first appeal to the Associate Dean (Teacher Education) for adjudication by CCASA. CCASA has no jurisdiction where the sole question raised in the appeal turns on the exercise of academic judgment. If the student does not accept the decision of CCASA,

of Education Program Policy and Guidelines and the Faculty of Education Appeal Procedure.

~~For information concerning the procedures for initiating appeal at the UBC Senate level see Senate Appeals on Academic Standing.~~

Type of Action:

Update to language regarding appeal procedures within the Faculty.

Rationale for Proposed Change:

The details pertaining to student appeals have been clarified, and this information will now be communicated accurately in the Calendar.

Additionally, the new language addresses the inclusion of all undergraduate level Education courses, not just those offered within the Bachelor of Education program.



<p>they may appeal to the Senate Committee on <u>Appeals on Academic Standing.</u></p>	
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18 May 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Discontinuing Distance Education (DE)/Guided Independent Study (GIS) Course Designations

The Senate Academic Policy Committee reviewed a proposal to discontinue Distance Education (DE)/Guided Independent Study (GIS) course designations effective 2022W. The designations are no longer required because the Student Information Service Centre (SISC) has changed such that there is now a straightforward way to search for all courses that can be taken without the need to attend in person, and further, in June of 2020 the Board of Governors eliminated fees for nearly all DE courses and exams. The designations had previously identified DE courses and triggered the related fees, neither of which are relevant given changes to teaching and learning, systems, and supports over the years, particularly the last two.

The following is recommended to Senate:

Motion: *“That Senate approve discontinuing Distance Education (DE)/Guided Independent Study (GIS) Course Designations effective 2022W, and that the Academic Calendar be revised as presented.”*

Respectfully submitted,

Dr. Richard Spencer, Vice-Chair
Senate Academic Policy Committee

Distance Education/GIS courses at UBC

Prepared for the UBC Vancouver Senate, May 2022

1. Purpose

This document provides information about the “GIS” (Guided Independent Study) designation in the Student Information System and the purposes it has served, in order to make a case for removing that designation from the SIS. It begins with some historical background on distance education at UBC to explain what the designation has been used for in the past, then discusses more recent changes including what has happened over the last two years during the COVID-19 pandemic. It concludes with information about possible impacts of removing the designation.

Note: “GIS-designated” courses are also often called “Distance Education” or DE courses. However, not all online courses at UBC are GIS/DE courses. There have in the past been some DE courses that are not also designated GIS, but for the purposes of this document we are using the two terms interchangeably.

2. Background

Distance education courses pre-pandemic

Going back to 1949, UBC has offered Distance Education (DE) courses, starting with correspondence-style courses that were delivered via the mail, then later including broadcast formats through the Open Learning Agency. The first online courses were offered in the late 1990's which, by 1997 was done through WebCT, an early learning management system developed at UBC.

Initially, these courses were called Guided Independent Study, or GIS courses—they were designed to be taken at one's own pace, and UBC offered courses across 6 entry points a year to give students flexibility in when they took their courses. As the technology evolved to allow for online based interactions, course offerings were aligned with the academic terms for on-campus courses. This means that now, GIS courses start and must be completed within a particular academic term, though in many such courses the work, or part of it, is done asynchronously.

While all GIS-designated courses at UBC in recent decades were in a fully online format, not all online courses offered at the institution had this designation. Other online courses have been delivered over the years that students could take at a distance (though they were not officially labelled as DE or GIS courses).

The GIS designation signaled courses in which students and faculty would receive different kinds of supports. A key principle for the provision of DE courses was that students who are unable to attend courses on campus should have the ability to access supports for their learning that matched what students received on campus, often with additional consideration for design and delivery of material or interaction at a distance. For example, DE students used to receive course materials, lab kits, and more through the mail, and they could request supports through the library from afar, since they were not expected to have to come to

campus. DE students also had access to support from Enrolment Services relating to enrolment into courses and exams.

These extra supports have been paid for through separate Board-approved fees tied to GIS-designated courses.

GIS fees

In the past, all students taking a GIS-designated course paid an extra course fee (\$53.25 per course in academic year 2019-2020), which helped to cover the additional administrative and support costs associated with the design and delivery of those courses. It has been used to pay for arranging, scheduling, and invigilating DE course exams that happen on campus; providing students access to library resources and support as well as learning technology support; and providing faculty with extra support in designing effective online courses as well as importing course content and managing their courses within the learning management system (e.g., Canvas). Over the years a number of DE course instructors have been sessional faculty members who have not been paid to do the work of importing content into Canvas or updating it from year to year (e.g., changing dates, textbook page numbers). That support was provided centrally by the CTLT and the Learning Technology Hub.

Some students were also charged an additional exam fee for DE courses (\$56.10 in 2019-2020), but only if an in-person, invigilated exam was required and it had to be taken in a different geographic location than on campus. The exam fee paid for printing exams, sending them by courier to the exam location, booking and paying for testing centres, couriating the exams back to campus and distributing them to instructors. In some cases these costs would add up to several hundred dollars, which was far more than students were paying. Extra costs, which were regularly incurred, were covered by the Centre for Teaching, Learning, and Technology.

3. Changes made during the pandemic

As just noted, the GIS designation served a couple of functions: (1) it allowed students to search for course that could be taken entirely remotely, even if they could never come to campus, and (2) it triggered the student fees discussed above for these courses. However, these functions are no longer relevant due to changes made in the last two years.

Changes to the SISC

Starting in Winter 2021, new fields were added to the SISC in order to address academic needs for designating different kinds of course modalities. These changes mean that there is now a straightforward way to search for all courses that can be taken without the need to attend in person, so that the GIS designation no longer needs to serve that function.

In addition to section, activity type (e.g., lecture, discussion, lab), meeting days and times, there are now two other fields:

- **Mode of delivery:** There are four options for this field.
 - “In person” means that the activity type (e.g., a lecture) is taking place in person

- “Online” means that the activity type takes place fully online
- “Hybrid” means there are both in-person and online elements within an activity type.
- “Multi-access” means that the activity type may be undertaken in person or online.
- **Course requires in-person attendance:** This field indicates whether the course as a whole (not just the specific activity type such as a discussion class) requires any in-person attendance. For example, a course could have a lecture that is hybrid but the discussion meetings are in-person so the course as a whole requires in-person attendance.
 - Options for this field are: yes, no, see section comments
 - “See section comments” can be used to indicate more complicated situations, such as a course where there is a fully online pathway but only if certain sections are chosen. For example, there could be a course with online lectures, and some discussion sections are in-person and others are online, so those who wish to take the course fully online would choose one of the latter discussion sections.

Students who are looking for fully online courses, or courses with online pathways, can search for those using the two new fields described above (e.g., search for activity type “online” and “course requires in-person attendance” = “no”).

The activity type “GIS” still exists within the system, but few to no courses are using this code anymore.

Elimination of GIS fees

Another purpose of the GIS designation was to trigger the specific fees discussed above. However, these have now been eliminated, so the designation no longer serves that purpose.

Both the GIS course and exam fees were [eliminated by the Board of Governors in June of 2020](#), shortly after nearly all courses at UBC moved to an online format due to the COVID-19 pandemic.¹ Since nearly all students were now taking courses in an entirely online format, and many supports previously provided to faculty and students in DE courses were now being extended more broadly, it was no longer appropriate to charge additional fees for previously-designated DE courses.

¹ Currently, there is still a DE course administration fee officially on the books; an increase to it was [approved by the Board of Governors in March 2022](#). This fee was exclusively assessed to courses in the Faculty of Education, and the Faculty has confirmed that they no longer have any courses with DE / GIS designation applied. Following approval by their Finance Infrastructure Committee, the Faculty of Education will work with VPAO / Board of Governors Finance Committee to eliminate this fee during the upcoming BoG cycles in Fall 2022.

At the same time, when most courses were moved to an online format during the pandemic, many of the supports that had been provided to faculty and students in DE courses only were expanded to all courses, and these supports are continuing. For example, the Learning Technology Hub (LT Hub) provided support for online exams in DE courses, and now does so for any course using an online exam (whether the course is itself online or in-person). The LT Hub also now provides support for students for use of learning technology tools in any courses, not only DE courses. The Centre for Teaching, Learning, and Technology provides learning design support for faculty for any online, blended, or hybrid courses.

Some supports have changed, however, as a result of the GIS fees being eliminated. The CTLT and the LT Hub no longer provide specialized support for things such as ordering textbooks, importing content into Canvas and updating content from year to year; that work needs to happen through the department or local instructional support unit.

Also, Scheduling Services and the LT Hub no longer administer in-person exams for DE courses. Scheduling Services will still schedule in-person final exams that take place on campus for these courses and include them in the final exam schedule, but administering the exams, including invigilation, is now done by academic units. For in-person exams that take place outside of the UBC campus, academic units are now responsible for scheduling, booking testing centres, paying for invigilation and other administration costs (including printing and sending exams to the testing centres). Some DE courses hold their exams online, and those are scheduled by Scheduling Services and supported by the LT Hub, just as with any other courses that hold exams online.

Information about supports that are expanding, those that are continuing, and those that are changing has been previously shared with Deans offices in briefing documents in 2021.

4. Possible impacts of removing the GIS designation

Given changes to teaching and learning over the years, and particularly during the last two years, it is no longer as clear that courses with the GIS designation serve a different purpose than fully online courses that don't have that designation. Even before the pandemic there were fully online courses that weren't designated as GIS courses, and there continue to be such courses now. Searching the new SISC fields of "online" and "does not require in-person attendance" will yield these courses as well as those that may have had the GIS designation in the past. Ensuring such functionality as the institution transitions to Workday Student will be important.

Given that many of the supports that had been provided for DE/GIS course faculty and students are now being offered more broadly, it's not clear that the GIS designation serves differentiating function in that regard.

However, one consequence of moving away from the GIS designation is that UBC Okanagan students were able to register for those courses directly. Without that designation, UBCO students need to go through their home faculty to register.

Another consequence is that some degree programs have limits on the number of distance education credits that can count towards the degree (e.g., [no more than 60 credits from DE courses may count towards the Bachelor of Arts](#)). These regulations will need to be reviewed if there is no longer a clear distinction between “distance education” and other online courses.

<https://www.calendar.ubc.ca/vancouver/index.cfm?page=deadlines>

Dates and Deadlines

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Course Drop/Withdrawal Dates

Summer Session: Course Drop/Withdrawal Dates 2022

	Last day to drop without a W standing through the Student Service Centre ¹	Student Service Centre available for course withdrawals with a W standing ¹	Student Service Centre unavailable; Faculty approval required ¹
Full-session course (Terms 1 and 2)	May 27, 2022	May 28 – July 8, 2022	After July 8, 2022
Term 1 Course	May 20, 2022	May 21 – June 10, 2022	After June 10, 2022
Term 2 Course	July 8, 2022	July 9 – July 29, 2022	After July 29, 2022
Distance Education Terms A and B	May 27, 2022	May 28 – July 8, 2022	After July 8, 2022
Distance Education Term C	May 20, 2022	May 21 – June 10, 2022	June 10, 2022

¹ Please refer to the online [Course Schedule](#) for specific course drop/withdrawal dates.

Winter Session: Course Drop/Withdrawal Dates 2022/23

	Last day to drop without a W standing through the Student Service Centre ¹	Student Service Centre available for course withdrawals with a W standing ¹	Student Service Centre unavailable; Faculty approval required ¹
Full-year course (Terms 1 and 2) or Distance Education Term B	September 26, 2022	September 27 – November 25, 2022	After November 25, 2022
Term 1 Course or Distance Education Term A	September 19, 2022	September 20 – October 28, 2022	After October 28, 2022
Term 2 Course or Distance Education Term C	January 20, 2023	January 21 – March 3, 2023	After March 3, 2023
Distance Education Term D	January 27, 2023	January 28 – April 7, 2023	After April 7, 2023

¹ Please refer to the online [Course Schedule](#) for specific course drop/withdrawal dates.

Summer Session: Course Drop/Withdrawal Dates 2023

	Last day to drop without a W standing through the Student Service Centre ¹	Student Service Centre available for course withdrawals with a W standing ¹	Student Service Centre unavailable; Faculty approval required ¹
Full-session course (Terms 1 and 2)	May 26, 2023	May 27 – July 7, 2023	After July 7, 2023
Term 1 Course	May 19, 2023	May 20 – June 9, 2023	After June 9, 2023
Term 2 Course	July 10, 2023	July 11 – July 28, 2023	After July 28, 2023
Distance Education Terms A and B	May 26, 2023	May 27 – July 7, 2023	After July 7, 2023

¹ Please refer to the online [Course Schedule](#) for specific course drop/withdrawal dates.

<https://www.calendar.ubc.ca/vancouver/academicyear.cfm?page=2022&view=all>

Academic Year 2022/23

September

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Tuesday, 6 September 2022

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~~Distance Education: Start date for September (Term A and B) courses.~~

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Monday, 19 September 2022

Winter Session Term 1 courses ~~and Distance Education Term A courses~~: Last day for change in registration and for withdrawal from most Winter Session Term 1 courses ~~and Distance Education Term A courses~~ without withdrawal standing of W recorded on a student's academic record. [Student Service Centre](#) remains open for course withdrawals with a W standing. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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Term 1 courses ~~and Distance Education Term A courses~~: Last day for changes between credit and audit for most Winter Session Term 1 courses ~~and Distance Education Term A courses~~. Refer to the online [Course Schedule](#) for specific information.

Term 1 courses ~~and Distance Education Term A courses~~: Last day to elect [Credit/D/Fail](#) grading for eligible courses. Refer to the online [Course Schedule](#) for specific information.

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Monday, 26 September 2022

Winter Session full-year courses (Terms 1 and 2) ~~and Distance Education Term B courses~~: Last day for change in registration and for withdrawal from most Winter Session full-year courses (Terms 1 and 2) ~~and Distance Education Term B courses~~ without withdrawal standing of W recorded on a student's academic record. [Student Service Centre](#) remains open for course withdrawals with a W standing. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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Full-year (Terms 1-2) courses ~~and Distance Education Term B courses~~: Last day for changes between credit and audit for most Winter Session full-year (Terms 1-2) courses. Refer to the online [Course Schedule](#) for specific information.

Full-year (Terms 1-2) courses ~~and Distance Education Term B courses~~: Last day to elect [Credit/D/Fail](#) grading for eligible courses. Refer to the online [Course Schedule](#) for specific information.

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October

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Friday, 28 October 2022

Winter Session Term 1 courses ~~and Distance Education Term A courses~~: Last day for withdrawal using the [Student Service Centre](#) from most Winter Session Term 1 courses ~~and Distance Education Term A courses~~ with withdrawal standing of W recorded on a student's academic record. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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November

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Friday, 25 November 2022

Winter Session full-year courses (Terms 1 and 2) ~~and Distance Education Term B courses~~: Last day for withdrawal using the [Student Service Centre](#) from most full-year courses (Terms 1 and 2) ~~and Distance Education Term B courses~~ with withdrawal standing of W recorded on a student's academic record. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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January

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Monday, 9 January 2023

~~Distance Education: Start date for January (Terms C and D) courses.~~

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Friday, 20 January 2023

Winter Session Term 2 courses ~~and Distance Education Term C courses~~: Last day for change in registration and for withdrawal for most Term 2 courses ~~and Distance Education Term C courses~~ without a withdrawal standing of W recorded on a student's academic record. [Student Service Centre](#) remains open for course withdrawals with a W standing. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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Term 2 courses ~~and Distance Education Term C courses~~: Last day for changes between credit and audit for most Winter Session Term 2 courses ~~and Distance Education Term C courses~~. Refer to the online [Course Schedule](#) for specific information.

Term 2 courses ~~and Distance Education Term C courses~~: Last day to elect [Credit/D/Fail](#) grading for eligible courses. Refer to the online [Course Schedule](#) for specific information.

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Friday, 27 January 2023

~~Distance Education Term D courses: Last day for change in registration and for withdrawal for most Distance Education Term D courses without a withdrawal standing of W recorded on a student's academic record. Student Service Centre remains open for course withdrawals with a W standing. Refer to the online Course Schedule for specific drop/withdrawal dates.~~

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~~Distance Education Term D courses: Last day for changes between credit and audit for most Winter Session Distance Education Term D courses. Refer to the online Course Schedule for specific course drop/withdrawal dates.~~

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March

Friday, 3 March 2023

Winter Session Term 2 courses ~~and Distance Education Term C courses~~: Last day for withdrawal using the [Student Service Centre](#) from most Winter Session Term 2 courses ~~and Distance Education Term C courses~~ with withdrawal standing of W recorded on a student's academic record. Refer to the online [Course Schedule](#) for specific drop/withdrawal dates.

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April

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Friday, 7 April 2023

~~Distance Education Term D courses: Last day for withdrawal from most Distance Education Term D courses with withdrawal standing of W recorded on a student's academic record. Refer to the online [Course Schedule](#) for specific information.~~

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May

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Monday, 15 May 2023

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~~Distance Education: Course start date for Summer Session (Terms A and B). For important deadlines such as last day for withdrawal without a withdrawal standing of W recorded on a student's academic record, last day to elect Credit/D/Fail grading for eligible courses, and last day for withdrawal with withdrawal standing of W recorded on a student's academic record, refer to the online [Course Schedule](#).~~

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Friday, 26 May 2023

Summer Session full-session courses (Terms 1 and 2) ~~and Distance Education Terms A and B courses~~: Last day for changes in registration and for withdrawal from most Summer Session full-session courses (Terms 1 and 2) ~~and Distance Education Terms A and B courses~~ without withdrawal standing of W recorded on a student's academic record. [Student Service Centre](#) remains open for course withdrawals with a W standing. Refer to the online [Course Schedule](#) for specific course drop/withdrawal dates.

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July

Friday, 7 July 2023

Summer Session full-session courses (Terms 1 and 2) ~~and Distance Education Terms A and B courses~~: Last day for withdrawal from most Summer Session full-session courses (Terms 1 and 2) ~~and Distance Education Terms A and B courses~~ with withdrawal standing of W recorded on a student's academic record. Refer to the online [Course Schedule](#) for specific information.

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To: Vancouver Senate
From: Senate Academic Policy Committee
Re: 30 September 2022 (National Day for Truth and Reconciliation)
Date: 18 May 2022

Recommendation:

That Policy V-125 notwithstanding, the Vancouver Senate amend the 2022-2023 Academic Year to close the University on 30 September 2022 in recognition of the National Day for Truth and Reconciliation

Background:

On June 3, 2021, federal Bill C-5 was given Royal Assent, establishing the “National Day for Truth and Reconciliation” on September 30. The bill’s stated purpose is to respond to the Truth and Reconciliation Commission’s call to action #80. However, federal “general holidays” apply only to federal government and federally-regulated workplaces. The statutory holidays which UBC follows are governed provincially, through the Employment Standards Act in BC.

Last year, at the urging of a statement made by the Provincial Government, the Okanagan and Vancouver Senates chose in late summer to make a one-time exception to their standard academic year to recognize the National Day for Truth and Reconciliation as if it were a statutory holiday. Around that time, the Government committed to undertaking a consultation process to determine the future recognition of the National Day for Truth and Reconciliation in British Columbia. To date, the Government has not completed either their consultation or decision making in response, and once again has issued a statement (see <https://www2.gov.bc.ca/gov/content/governments/indigenous-people/national-day-for-truth-and-reconciliation>). Included in this is “the Province has advised public sector employers, including K-12 public schools, that the same process should be followed as last year –September 30 should again be observed as a statutory day for remembrance this year for those employees who are normally entitled to federal and provincial statutory days.”

The National Day for Truth and Reconciliation is the only time when the Province has taken such an action with regards to the University’s academic schedule. As Senators are aware, Section 48 of the University Act prohibits the government from interfering in, inter alia, “the formulation and adoption of academic policies and standards” and the academic calendar has been a matter of academic policy since the formation of the University over a century ago. In the interests of respecting our institutional autonomy, I would thus recommend that the Senate take this public statement as a request rather than as direction, regardless of the merits of recognizing this day in particular.

There is a precedent for UBC closing on a non-holiday. Beyond the decision last year to close on 30 September, in 1924, the-then University Senate resolved to close UBC on the Monday following Easter Sunday, despite this not being either a provincial statutory holiday or a federal general holiday.

The National Day for Truth and Reconciliation is a response to the Truth and Reconciliation Commissions call to action #80:

We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process. (From: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf p. 9).

As Senators may recall from last year, UBC's collective agreements with staff and faculty are inconsistent in their entitlements regarding statutory holidays. A preliminary analysis shows that roughly 5,000 out of ~20,000 staff are entitled to both federal general and provincial statutory holidays, including the National Day for Truth and Reconciliation. This includes BCGEU at the Okanagan campus and most CUPE locals at the Vancouver campus. Even if not declared a statutory holiday under the Employment Standards Act, to not honour this day would be in contravention of those agreements, could incur significant overtime costs to the University should those staff be required to work on the day, and would result in questions around why UBC is not commemorating this important day when the rest of the public sector is recognizing it. Further, The University's Strategic Plan and the Indigenous Strategic Plan both highlight the importance of reconciliation to UBC, and the latter in particular speaks to implementing the Truth and Reconciliation Commission's Calls to Action.

Please note that "university closed" is the standard diction used to indicate a weekday in which classes do not occur and services are limited due to staff not working.

Technical Considerations:

In anticipation of this possibility, both the Okanagan and Vancouver academic years were drafted in such a way to ensure that there were days surplus to requirements in term 1. As a result, recognition of the date will not adversely affect minimum teach day requirements.

For the information of Senators, this year, 30 September falls on a Friday.

6 May 2022

To: Vancouver Senate

From: Senate Admissions Committees

Re: a) Juris Doctor – Changes in Admission Requirements
b) Major and Minor in Behavioural Neuroscience – Suspension of Admission
c) Degree Partnership – UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and University of Sydney, Sydney Law School
d) Degree Partnership Renewal – UBC Peter A. Allard School of Law and University of Melbourne, Melbourne Law School
e) Doctor of Dental Medicine – Indigenous Admission Pathway

a. Juris Doctor – Changes in Admission Requirements (approval)

The Committee has reviewed and recommends to Senate for approval proposed changes to admission requirements for *General* category applicant to the Juris Doctor program. The program will no longer exclude credits from the calculation of an admission average.

Motion: That Senate approve and recommend to Senate for approval changes to admission requirements for applicants to the Juris Doctor program, effective for admission to the 2023 Winter Session and thereafter.

b. Major and Minor in Behavioural Neuroscience – Suspension of Admission (approval)

The Committee has reviewed and recommends to Senate for approval the suspension of admission to the Behavioural Neuroscience Major and Minor. These options will be replaced by a new Bachelor of Science specialization in Neuroscience.

Motion: That Senate approve suspension of admission to the Major and Minor in Behavioural Neuroscience, effective for the 2022 Winter Session and thereafter.

c. Degree Partnership – UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and University of Sydney, Sydney Law School (approval)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and University of Sydney, Sydney Law School. Under the agreement, eligible students enrolled in J.D. or L.L.B. program at the University of Sydney, Sydney Law School may earn a Master of Laws, Common Law (L.L.M. C.L.) degree from UBC following completion of 5 semesters of law study (at least 120 Sydney law credit points) in either the J.D. or L.L.B. program at Sydney Law School. Upon successful completion of LL.M. C.L. at UBC, student will receive either an L.L.B. of JD from Sydney and an LL.M. C.L. from UBC.

Motion: That Senate approve and recommend to the Council of Senates for approval the terms of the affiliation between the UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and the University of Sydney, Sydney Law School, as set out in the “Memorandum of Understanding for a Law Dual Degree Pathway Arrangement between the University of British Columbia, Canada through its Faculty of Graduate and Postdoctoral Studies for a program in the Peter A. Allard School of Law and The University of Sydney, Australia through its Sydney Law School,” and the associated Calendar entry.

d. Degree Partnership Renewal – UBC Peter A. Allard School of Law and University of Melbourne, Melbourne Law School (approval)

The Committee has reviewed and recommends to the Senate for approval the renewal of the terms of the degree partnership between UBC and the University of Melbourne, Melbourne School of Law (MLS). The agreement was approved by the Senate and the Board of Governors in 2014 and allows eligible students enrolled in a JD program at MLS to complete a final term of the program through one of the Master of Laws (LLM) degree programs at UBC. Upon successful completion, the student will receive (as appropriate):

- A JD from MLS and one of an LLM, LLM Common Law (**LLM CL**) or LLM in Taxation (**LLM Tax**) from UBC; or
- A JD from UBC and an LLM from MLS.

Motion: That the Senate approve and recommend to the Council of Senates for approval the renewal of the terms of the affiliation between the University of British Columbia and Melbourne Law School, as set out in the “Amended and Restated Memorandum of Understanding Between the University of British Columbia Peter A. Allard School of Law and the University of Melbourne, Melbourne Law School-JD/LLM AND JD/LLM CL and JD/LLM Tax Program.”

e. Doctor of Dental Medicine – Indigenous Admission Pathway (approval)

The Committee has reviewed recommends to Senate for approval the Indigenous Admission Pathway for the Doctor of Dental Medicine. The pathway will help increase the number of Indigenous applicants to the program and the number of Indigenous graduates of the DMD program.

Motion: That Senate approve the Indigenous Admission Pathway for applicants to the Doctor of Dental Medicine program, effective for entry to the 2022 Winter Session and thereafter.

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee

UBC Admissions Proposal Form Admission Requirements

<p>Faculty: Allard School of Law Faculty Approval Date: 28 April 2022 Effective Session: 2022W Year for Change: 2022</p>	<p>Date: 4 April 2022 Contact Person: Liara Lazarus Phone: 7-0866 Email: lazarus@allard.ubc.ca</p>
<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,326</p> <p>Homepage → Faculties, Colleges, and Schools → Peter A. Allard School of Law → Juris Doctor → Admission</p> <p>Proposed Calendar Entry:</p> <p>Admission</p> <p>General Applicants</p> <p>All courses completed towards an undergraduate degree will be considered for admission. Courses in progress at the time of application will not be used in the calculation of the admission GPA.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,326</p> <p>Homepage → Faculties, Colleges, and Schools → Peter A. Allard School of Law → Juris Doctor → Admission</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>General Applicants</p> <p>All courses completed towards an undergraduate degree will be considered for admission. Courses in progress, during the final year of an undergraduate program, will not be used in the calculation of the admission GPA. For applicants currently in their fourth year of a four year undergraduate degree, the lowest 12 credits (equivalent to four UBC term/semester courses or two year-long courses) will be eliminated from the calculation of the admission GPA. For applicants in the third year of an undergraduate degree program at the time of application, the lowest 6 credits (equivalent to two UBC term/semester courses or one year-long course) will be eliminated from the calculation of the admission GPA.</p> <hr/> <p>Type of Action: change the wording of the Academic Calendar pertaining to the re-calculation of <i>General</i> category applicants' Grade Point Average (GPA).</p>

	<p>Rationale:</p> <p>This change is proposed in order to move towards a holistic - Broad Based Admissions - review of applicants' GPA transcripts.</p> <p>The policy of excluding the lowest credits of an applicant's GPA no longer makes sense given the move to Broad Based Admissions since 2019 and in light of proposed changes moving forward. The policy is extraordinarily time-consuming and inefficient, does not produce any demonstrable difference in candidate offers or class composition, and precludes Allard Law from securing the best applicants by delaying their offers.</p>
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UBC Admission Proposal Form Change to Course or Program

Category: (1)

Faculty: Science Department: Psychology Faculty Approval Date: March 2, 2022 Effective Session (W or S): S Effective Academic Year: 2022	Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Proposed Calendar Entry: Behavioural Neuroscience Admission to the Major and Minor in Behavioural Neuroscience is suspended until further notice. <p>The Department of Psychology offers opportunity for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts, see Arts Psychology. For information on graduate degrees, see graduate Psychology.</p> <p>Students who are entering second year and wish to pursue a Behavioural Neuroscience Major or Honours specialization, including students who have applied to enter the Faculty of Science and expect to have second-year standing upon admission, must apply using the online coordinated admissions process administered by the Faculty of Science. Students can check the Student Service Centre to see if they are eligible to register as a second-year BSc student (and thus able to use the online coordinated admissions process) in June. Students who are entering third year and wish to pursue a Behavioural Neuroscience specialization must apply online through the Department of Psychology's website for admission in June.</p> <p>Students registered in Behavioural Neuroscience specializations must take 6</p>	https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,436 Present Calendar Entry: Behavioural Neuroscience <p>The Department of Psychology offers opportunity for study leading to bachelor's, master's, and doctoral degrees. For information on the Bachelor of Arts, see Arts Psychology. For information on graduate degrees, see graduate Psychology.</p> <p>Students who are entering second year and wish to pursue a Behavioural Neuroscience Major or Honours specialization, including students who have applied to enter the Faculty of Science and expect to have second-year standing upon admission, must apply using the online coordinated admissions process administered by the Faculty of Science. Students can check the Student Service Centre to see if they are eligible to register as a second-year BSc student (and thus able to use the online coordinated admissions process) in June. Students who are entering third year and wish to pursue a Behavioural Neuroscience specialization must apply online through the Department of Psychology's website for admission in June.</p> <p>Students registered in Behavioural Neuroscience specializations must take 6</p>



credits of Faculty of Arts courses other than psychology. Science electives may not be psychology courses. All psychology courses numbered 60 to 89 in the last two digits have science credit. Students may not earn more than a combined 12 credits of Directed Studies in Psychology or Behavioural Neuroscience (PSYC 340, 348, 388, 440, 448, and 488).

Co-operative Education Program in Behavioural Neuroscience

Co-operative Education is a process of education which integrates academic study with related and supervised work experience in co-operating employer organizations.

An optional Co-operative Education Program is available for students in the Behavioural Neuroscience specializations. The Program, which is intended to help prepare interested and qualified students for research careers in industry, university, or government settings, includes at least 16 months of work placement (i.e., at least four work terms) supervised by scientists in industrial, academic or governmental positions. Co-op advisors visit students at their place of work and provide advice on work term reports required of all students in the program. The four work terms are normally taken consecutively beginning in Summer Session after third year and ending in Summer Session after fourth year.

To be eligible, students must be in a Behavioural Neuroscience specialization, and they must have completed at least one academic term in this program. Admission is by application to the Science Co-op Office. Selection of students is based on academic performance and general suitability to the work environment, as determined by resumé and interview. The

credits of Faculty of Arts courses other than psychology. Science electives may not be psychology courses. All psychology courses numbered 60 to 89 in the last two digits have science credit. Students may not earn more than a combined 12 credits of Directed Studies in Psychology or Behavioural Neuroscience (PSYC 340, 348, 388, 440, 448, and 488).

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To be eligible, students must be in a Behavioural Neuroscience specialization, and they must have completed at least one academic term in this program. Admission is by application to the Science Co-op Office. Selection of students is based on academic performance and general suitability to the work environment, as determined by resumé and interview. The



total enrolment is subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for PSYC 398, 399, 498, or 499, as appropriate, and pay the Cooperative Education program fee per course as well as [Co-operative Education Program Fees](#). Graduation in the Co-operative Education Program for Behavioural Neuroscience requires a student to complete PSYC 398, 399, 498, and 499, in addition to the normal academic requirements. Students may choose appropriate timing of their work terms, but some of the four work placements required should not be in the summer.

Detailed information on the program can be obtained from the [Behavioural Neuroscience specialization advisors](#) [\[link to: https://psych.ubc.ca/undergraduate/behavioural-neuroscience-programs/\]](#) or from the Co-operative Education Program.

Specializations

Major (3502): Behavioural Neuroscience (PSYC)

Admission to the Major in Behavioural Neuroscience is suspended until further notice.

Students interested in neuroscience should consider applying to the new Neuroscience specialization [link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1701].

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Faculty of Science Departmental Guidelines for the Minor

B.Sc., Science Minor in Behavioural Neuroscience

total enrolment is subject to the availability of appropriate work placements. The work placements are arranged by mutual agreement between students and employing organizations. Participating students register for PSYC 398, 399, 498, or 499, as appropriate, and pay the Cooperative Education program fee per course as well as [Co-operative Education Program Fees](#). Graduation in the Co-operative Education Program for Behavioural Neuroscience requires a student to complete PSYC 398, 399, 498, and 499, in addition to the normal academic requirements. Students may choose appropriate timing of their work terms, but some of the four work placements required should not be in the summer.

Detailed information on the program can be obtained from the [Behavioural Neuroscience specialization advisors](#) [\[link to: https://psych.ubc.ca/undergraduate/bachelor-of-science-degree-in-behavioural-neuroscience/bachelor-of-science/\]](#) or from the Co-operative Education Program.

Specializations

Major (3502): Behavioural Neuroscience (PSYC)

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Faculty of Science Departmental Guidelines for the Minor

B.Sc., Science Minor in Behavioural Neuroscience



Admission to the Minor in Behavioural Neuroscience is suspended until further notice.

Students interested in neuroscience should consider applying to the new Neuroscience specialization [link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.215.410.1701>].

For a Behavioural Neuroscience minor, students are required to take PSYC 100 or both of PSYC 101 and 102, and at least 18 credits of 300- or 400-level psychology courses numbered 60 to 87 in the last two digits.

B.Sc., Arts Minor in Psychology

For a PSYC Arts minor, students are required to take PSYC 100 or both of PSYC 101 and PSYC 102; 6 credits of 200-level psychology, preferably PSYC 207 and 208 in second year; and at least 18 credits of 300-/400-level psychology courses, excluding PSYC 340, 348, 388, 440, 448, or 488.

For a Behavioural Neuroscience minor, students are required to take PSYC 100 or both of PSYC 101 and 102, and at least 18 credits of 300- or 400-level psychology courses numbered 60 to 87 in the last two digits.

B.Sc., Arts Minor in Psychology

For a PSYC Arts minor, students are required to take PSYC 100 or both of PSYC 101 and PSYC 102; 6 credits of 200-level psychology, preferably PSYC 207 and 208 in second year; and at least 18 credits of 300-/400-level psychology courses, excluding PSYC 340, 348, 388, 440, 448, or 488.

Type of Action:

(e.g., new course, delete course, etc.)

Suspend admission to the Behavioural Neuroscience Major and Minor.
Honours and Co-op will not be suspended at this time; not until the final cohort of Behavioural Neuroscience students graduates

Rationale for Proposed Change:

The new BSc specialization in Neuroscience, which will accept its first cohort of students in 2022W, has incorporated the key elements of the



	<p>current Behavioural Neuroscience specialization and there is a 'Behavioural and Cognitive Neuroscience' area of emphasis in the new Neuroscience specialization. Accordingly, the Behavioural Neuroscience Major and Minor are no longer admitting new students as of 2022W.</p>
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**MEMORANDUM OF UNDERSTANDING
FOR A LAW DUAL DEGREE PATHWAY ARRANGEMENT**

between

UNIVERSITY OF BRITISH COLUMBIA, CANADA
through its **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES** for a program in the
PETER A. ALLARD SCHOOL OF LAW

and

THE UNIVERSITY OF SYDNEY, AUSTRALIA
(ABN 15 211 513 464, CRICOS Provider 00026A)
through its **SYDNEY LAW SCHOOL**

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1. The University of Sydney (**Sydney**) offers a 5-year Combined Law Program (**LLB**) and a 3-year Juris Doctor Program (**JD**). Both the Sydney LLB and JD lead to professional accreditation to practice law in Australia.
 2. The University of British Columbia (**UBC**) offers a 1-year Master of Law (Common Law) program (**LLM CL**).
 3. This memorandum of understanding (**MoU**) (which Sydney calls an “outbound dual degree agreement”) records the mutual understanding of the UBC Faculty of Graduate and Postdoctoral Studies in support of a program in the Peter A. Allard School of Law at UBC and the Sydney Law School at Sydney regarding the introduction, organisation and administration of a law pathway arrangement (**Pathway**) between the Sydney LLB and JD and the UBC LLM CL.
 4. This “2.5 + 1” Pathway will be open to eligible Sydney LLB and JD students and will require the completion of 5 semesters of law study (at least 120 Sydney law credit points) in either the LLB or JD program at Sydney and, subsequent to this, a full academic year (30 UBC law credits) at UBC in the LLM CL program. Upon successful completion of the Pathway, students will receive either an LLB or JD from Sydney and an LLM CL from UBC.
 5. Students will gain admission to the Pathway by applying separately to Sydney and UBC, as follows and as summarised in **Schedule 2**. Students will first apply to Sydney for the LLB or JD

program. Subsequent to successful completion of four semesters of full-time law study (or the equivalent) at Sydney, students may apply during their fifth semester of full-time law study (or the equivalent) for admission to the LLM CL program at UBC following the appropriate UBC admission procedures. Applicants must meet the minimum requirements for admission into UBC's Faculty of Graduate and Postdoctoral Studies.

6. UBC and Sydney will collect and assess applications for their respective programs in accordance with their own admissions policies, procedures and standards as established from time to time. The fact that a student has previously been accepted to the LLB or JD program at Sydney is not an indication or guarantee of admission to UBC.
7. UBC may determine the maximum number of spaces available for students in LLM CL from time to time. Sydney acknowledges and agrees that the LLM CL is a competitive program and not all applicants who meet the minimum requirements for admission into UBC's Faculty of Graduate and Postdoctoral Studies will be admitted to UBC.
8. Sydney LLB and JD students accepted into and completing the Pathway will begin their LLM CL studies at UBC following the successful completion of the 5 semesters of full-time law study (or the equivalent) in the LLB or JD program at Sydney. Students must have completed 120 credit points of law study including all core and compulsory elective units, prior to commencement at UBC.
9. Students will be required to complete the full degree requirements at UBC for the award of the LLM CL.
10. Courses/units undertaken in the LLM CL at UBC will enable students to be granted a maximum of 24 credit points of unspecified credit, which will be counted towards their elective requirements at Sydney. Students' marks at UBC will not be included in the calculation of the Sydney WAM (weighted average mark). Students who successfully complete all courses/units undertaken at UBC will be awarded the LLB or JD by Sydney in accordance with Sydney policy and procedures, without requiring further study at Sydney. In the event that a student is not awarded an LLM CL by UBC, then under this MoU, a student may be granted credit for any courses/units that were successfully completed at UBC. In these circumstances, the level of credit will be determined according to the applicable Sydney Law School rules regarding assessment of credit. Upon request from a student, UBC will provide that student's official transcript to Sydney according to UBC's institutional protocols after the release of results at the end of the UBC academic year.
11. As a precondition to participating in this Pathway, Sydney will require that the students in the Pathway provide a written consent to Sydney and UBC permitting each institution to

provide any information necessary for the Pathway, including with respect to students' transcripts and well-being, to the other institution.

12. Students will be governed by the applicable academic rules, codes of conduct, and the like which are in effect at the institution at which they are studying at any given time.
13. Students will pay regular tuition and other applicable fees to the institution they are attending each semester/term. Students will be entitled to apply for bursaries, scholarships or other financial aid offered by the institution they are attending in a particular semester/term for which they are otherwise eligible.
14. Students in the Pathway will be eligible for all traditional services (such as housing services, careers services, health services and international student services) and entitled to use all student facilities (such as library and study facilities) as are usually available to students of the institution at which they are studying.
15. Sydney and UBC both agree to undertake reasonable efforts to publicise and promote the Pathway, such as identifying the Pathway on its website, in admission brochures, or other materials as it sees fit, and to cooperate in such joint promotion efforts as may be agreed from time to time. Sydney and UBC will each be responsible for their own costs arising as a result of promotion of the Pathway. The names, crests and logos of each institution are intellectual property of the institution, and may not be used without that institution's expressed prior written permission.
16. Each institution is responsible for ensuring that the Pathway is organized and administered in compliance with the appropriate legal, professional accreditation, and governing bodies in its jurisdiction. Any regulatory issues will be resolved prior to the inaugural year of the Pathway. For clarity, the UBC LLM CL degree is not to be understood as qualifying individuals for practice in Canadian or Australian jurisdictions.
17. Australian law requires Sydney, as a provider of education to overseas students, to be registered and to comply with the requirements of the *Education Services for Overseas Students Act 2000* (Cth) and its associated legislative framework (together, the **ESOS Framework**). Sydney is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (**CRICOS**) and Sydney's CRICOS number is 00026A. UBC acknowledges that Sydney must comply with the ESOS Framework and UBC agrees that it will:
 - (a) not give false or misleading information or advice in relation to the Pathway; and

- (b) promptly provide any information or assistance reasonably required by Sydney, at Sydney's expense, to enable Sydney to meet its obligations or seek any approvals under the ESOS Framework.

18. Sydney and UBC will both appoint at least one representative to serve as an administrative point of contact with regard to the Pathway. Details are set out in **Schedule 1** of this MoU.
19. Each institution (**recipient**) must keep any Confidential Information disclosed to it confidential and may only use such Confidential Information for the purposes of performing its obligations under this MoU. This obligation continues beyond the termination or expiry of this MOU, but does not extend to disclosures:
 - (c) required by law; or
 - (d) to a recipient's officers or employees who have a need to know for the purposes of this MoU (but only to the extent that each has a need to know); and who, before disclosure, have been directed by the recipient to keep that Confidential Information confidential.

For the purpose of this MoU, **Confidential Information** means any commercial or sensitive information or data or any personal information identified by the disclosing institution in writing as confidential at the time of disclosure. But Confidential Information does not include information or data which is:

- (a) available in the public domain or subsequently becomes available in the public domain other than by way of a breach of this MoU;
 - (b) lawfully known to the other institution on a non-confidential basis before being disclosed by the institution that owned the confidential information; or
 - (c) rightly acquired from a third party who is not in breach of an agreement to keep such information confidential.
20. Upon execution of this MoU, the Pathway will commence with the 2023-2024 academic year on the UBC calendar and will be in effect for five years. Sydney and UBC, via the administrative points of contact, will review the activities under this MoU after the first year and periodically thereafter, as mutually agreed. Upon completion of the first five-year term, the Pathway may be renewed by mutual written agreement.
 21. If the Pathway is discontinued for any reason whatsoever, Sydney and UBC agree to continue to provide the services under this MoU to students who have already been accepted to and/or are already participating in the Pathway at such time of termination. To the extent applicable, such rights and obligations hereunder shall survive the termination only until the conclusion of the Pathway's then current active offering.

22. Sydney and UBC agree:

- a. they are committed to approaching any matter regarding the interpretation of this MoU, including any dispute, in a collaborative and cooperative manner. In the event of any dispute arising between the institutions over the interpretation or implementation of this MoU (**Dispute**), the institutions must without delay and in good faith attempt to resolve by first referring the matter to the Deans of UBC's Peter A. Allard School of Law and Faculty of Graduate and Postdoctoral Studies and Sydney's Sydney Law School (**Deans**);
- b. if within 30 days of the Deans meeting, or such other period of time as agreed by the institutions, the Dispute is not resolved, any Dean may elevate the matter first to a representative at a vice-president / Deputy Vice-Chancellor or higher position, and notify the other institution, in writing. As soon as practicable thereafter, the institution receiving the notice will designate a representative at a vice-president / Deputy Vice-Chancellor or higher position, and such representatives will meet to resolve the matter; and
- c. notwithstanding the foregoing, neither institution shall be precluded or forced to delay the commencement of legal proceedings.

23. Any claim or dispute arising out of or in connection with this MoU shall be governed by and construed in accordance with the laws of the Province of British Columbia and the laws of Canada applicable in that Province. Each institution irrevocably submits to the jurisdiction of the courts of the Province of British Columbia.

Executed as an agreement

Signed for and on behalf of THE UNIVERSITY OF BRITISH COLUMBIA:	Signed for and on behalf of THE UNIVERSITY OF SYDNEY:
 <hr/> Name <i>Title</i> Date: _____	 <hr/> Professor Adam Bridgeman <i>Deputy Vice-Chancellor (Education)</i> Date: _____
 <hr/> Name <i>Title</i> Date: _____	 <hr/> Professor Simon Bronitt <i>Dean of Sydney Law School</i> Date: _____

Acknowledged by Dean of Allard Law School, The University of British Columbia

Name
Title

Acknowledged by Dean of Faculty of Graduate and Postdoctoral Studies, The University of British Columbia

Name
Title

**SCHEDULE 1
PRIMARY CONTACTS**

The University of Sydney

The University of British Columbia

<p>MANAGEMENT OF THE PATHWAY</p> <p>Peter Finneran Head, Strategic Partnerships and Engagement Sydney Law School Tel: +61 2 9351 0224 E: peter.finneran@sydney.edu.au</p>	<p>MANAGEMENT OF THE PATHWAY</p> <p>Jeremy Schmidt Director, Dean's Office Peter A. Allard School of Law The University of British Columbia Tel: +1 604 822 5649 E: schmidt@allard.ubc.ca</p>
<p>STUDENT SUPPORT</p> <p>Natasha de Zilva Professional Law Programs Manager Sydney Law School Tel: +61 2 9351 0345 E: natasha.dezilva@sydney.edu.au</p>	<p>STUDENT SUPPORT</p> <p>Tania Astorino Director, Graduate Professional Programs Peter A. Allard School of Law The University of British Columbia Tel: +1 604 822 0308 E: walter@allard.ubc.ca</p>
<p>CONTRACT MANAGEMENT (for matters relating to this Agreement)</p> <p>Thommy Gatling Head, International Agreements Sydney Global Mobility Level 4, Jane Foss Russell Building (G02) The University of Sydney NSW 2006 Tel: +61 2 8627 8326 Email: thommy.gatling@sydney.edu.au</p>	

SCHEDULE 2 INDICATIVE APPLICATION AND ENROLMENT TIMELINE FOR LLM CL

Notes:

- This timeline is for guidance purposes only and details are subject to change.
- Due to the alignment of the academic calendar in Australia and Canada, students participating in the Pathway arrangement are only able to commence the LLM CL at UBC in the September intake (and not in the May intake).

	ACTION		TIMEFRAME
1.	Student completes equivalent of 4 semesters or 96 credit points of Sydney law marks in the Sydney LLB or JD.	↓	November
2.	Student applies for LLM CL at UBC. Applicant submits: <ul style="list-style-type: none"> • Formal application to UBC via online application system; • Application fee; • scanned copy of official transcript of 4 semesters or 96 credit points of Sydney law marks completed in the Sydney LLB or JD semesters study in Sydney Degree; • scanned copies of official transcripts from all other postsecondary institutions attended, if needed; • curriculum vitae or professional resume; • personal statement of around 500 words; • contact information for three referees to provide letters of reference; • proof of permanent residency, if needed • proof of meeting English language requirements, if needed 	↓	September to February for International Students and Domestic Student Early decisions. September to April for Domestic student regular deadline.
3.	If successful, UBC to issue conditional offer for LLM CL.	↓	March to May
4.	Student to accept conditional offer to UBC online.		March to May
5.	Student completes 5 semesters or 120 credit points of Sydney law study including all core and compulsory elective units in the Sydney LLB or JD.	↓	June
6.	Student provides transcripts to UBC showing successful completion of 5 th semester in Sydney LLB or JD.	↓	July/August
7.	If successful, UBC to provide unconditional offer for LLM CL.	↓	July/August
8.	Student enrolls and commences studies at UBC.	↓	September
9.	Upon finalising LLM CL at UBC, student provides transcripts to Sydney and applies for credit in order to finalise Sydney LLB or JD.		May - August



UBC Admissions Proposal Form Admission Requirements

Faculty: Law Department: Faculty Approval Date: 1 Sept. 2021 Effective Session: 2022W Year for Change: 2021	Date: 4 Oct. 2021 Contact Person: Dr Jeremy Schmidt Phone: 2-5649 Email: schmidt@allard.ubc.ca
URL for Calendar: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,1560#21958 Homepage→Faculties, Colleges, and Schools→ The Faculty of Law → Juris Doctor→ International Degree Partnership Programs→ UBC-Sydney Law School Degree Partnership Proposed Calendar Entry: UBC-Sydney Law School Partnership Agreement Eligible students enrolled in J.D. or L.L.B. program at the University of Sydney, Sydney Law School (SLS) may earn an L.L.M. (Common Law) degree from UBC following completion of 5 semesters of law study (at least 120 Sydney law credit points) in either the J.D. or L.L.B. program at Sydney Law School. Upon successful completion of LL.M. C.L.at UBC, students will receive either an L.L.B. of JD from Sydney and an LL.M. C.L. from UBC. Eligibility and Admission Students must apply separately to Sydney and UBC for the degree they wish to complete at each institution. 1. Students must first apply to Sydney for the J.D. or L.L.B. program.	URL for Calendar: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,1560#21958 Present Calendar Entry: None. <hr/> Type of Action: New degree partnership agreement Rationale: The Allard School of Law, UBC is proposing to enter into a new agreement with the University of Sydney Law School allowing J.D. and LL.B. students from Sydney the opportunity to complete their law degree via the LL.M. Common Law degree program at UBC.

<p>Subsequent to successful completion of four semesters of full-time law study (or equivalent) at Sydney, students may apply during their fifth semester of full-time study (or equivalent) for admission to the LL.M. C.L. program at UBC following appropriate UBC admission procedures. Students must have completed 120 credit points of law study at Sydney, including all core and compulsory elective units, prior to commencement at UBC.</p> <ol style="list-style-type: none"> 2. Applicants must meet the minimum requirements for admission to the Faculty of Graduate and Postdoctoral Studies. 3. Enrolment in the LL.M. (C.L.) program is limited and competitive; satisfying the minimum entrance requirements does not guarantee admission. <p>Academic Requirements</p> <ol style="list-style-type: none"> 1. Courses/units undertaken in the LL.M. C.L. at UBC will be eligible for a maximum of 24 credit points of unspecified credit, which will be counted towards their elective requirements at Sydney. 2. Students who successfully complete all courses/units undertaken at UBC will be awarded the LLB or JD by Sydney in accordance with Sydney policy and procedures, without requiring further study at Sydney. 3. In the event that a student is not awarded an LL.M. C.L. by UBC, they may be granted credit for any courses/units that were successfully completed at UBC. In these circumstances, the level of credit will be determined according to the applicable Sydney Law School rules regarding assessment of credit. 	
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<p>4. Upon request from a student, UBC will provide that student's official transcript to Sydney according to UBC's institutional protocols after the release of results at the end of the UBC academic year.</p> <p>Registration</p> <p>Students will be governed by the applicable academic rules, codes of conduct and the like which are in effect at the institution at which they are studying at any given time.</p> <p>Students will pay regular tuition and other applicable fees to the institution they are attending each semester/term. Students will be entitled to apply for bursaries, scholarships or other financial aid offered by the institution they are attending in a particular semester/term for which they are otherwise eligible.</p> <p>Graduation</p> <p>Students must complete all program and degree requirements while registered in the LL.M C.L. at UBC to be awarded the LL.M. C.L.</p>	
<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1186#11313</p> <p>Proposed Calendar Entry</p> <p>Master of Laws (Common Law)</p> <p>The LL.M. (Common Law) degree is a one-year, full-time non-thesis degree, with a two-year part-time option. The program is designed to provide academic training introducing accomplished lawyers from other legal systems to Canadian law and to</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1186#11313</p> <p>Present Calendar Entry</p> <p>Master of Laws (Common Law)</p> <p>The LL.M. (Common Law) degree is a one-year, full-time non-thesis degree, with a two-year part-time option. The program is designed to provide academic training introducing accomplished lawyers from other legal systems to</p>

THE UNIVERSITY OF BRITISH COLUMBIA

<p>common law concepts and methods.</p> <p>Admission Requirements</p> <p>To enter the LL.M. (Common Law) program, except in the case of students applying through the <u>UBC-MLS Degree Partnership</u> or the UBC-Sydney Degree Partnership [link to new entry above], students must possess either a foreign or a non-common law Canadian professional law degree.</p>	<p>Canadian law and to common law concepts and methods.</p> <p>Admission Requirements</p> <p>To enter the LL.M. (Common Law) program, except in the case of students applying through the <u>UBC-MLS Degree Partnership</u>, students must possess either a foreign or a non-common law Canadian professional law degree.</p>
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AMENDED AND RESTATED MEMORANDUM OF UNDERSTANDING**BETWEEN:**

THE UNIVERSITY OF BRITISH COLUMBIA, on behalf of its PETER A. ALLARD SCHOOL OF LAW AND FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES, a corporation continued under the University Act, BC RSBC 1996 (UBC)

AND:

THE UNIVERSITY OF MELBOURNE [ABN 84 002 705 224], represented by Melbourne Law School of Parkville, Victoria 3010 AUSTRALIA a body politic and corporate established in 1853 and constituted under the *University of Melbourne Act 2009 (Vic)* (MLS)

Each a Party, and together the Parties.

JD/LLM AND JD/LLM CL and JD/LLM Tax PROGRAM**WHEREAS:**

- A. MLS and UBC, are parties to a Memorandum of Understanding dated March 19, 2015, a copy of which is attached hereto as Schedule A (the **Original MoU**).
- B. The Parties hereby wish to further amend and extend the Original MoU as set forth in this amended and restated memorandum of understanding (**MoU**).

NOW THEREFORE in consideration of the mutual covenants and promises contained herein (receipt and sufficiency of which are hereby acknowledged) and other good and valuable consideration, the Parties agree as follows:

1. This MoU records the mutual understanding of UBC and MLS regarding the introduction, organisation and administration of a degree partnership program (**Program**). For greater clarity, the term “Program” used herein is intended for ease of reference and not to obligate either UBC or MLS to officially designate such law degree partnership program at their respective institutions as a “Program”. Such official designation will be determined individually and separately by UBC and MLS and their respective governing bodies.
2. The Program will be open to eligible JD students from UBC and MLS and will require the completion of:
 - a. at least 250 law credit points in the JD program at MLS and, subsequent to this, a further 30 law credits (minimum) at UBC in the LLM Common Law (**LLM CL**) or LLM in Taxation (**LLM Tax**) degree programs, or 36 law credits (minimum) at UBC in the LLM program; or

- b. at least 77 law credits in the JD program at UBC and, subsequent to this, a further 100 law credit points (minimum) at MLS in the LLM program.
3. Upon successful completion of the Program, students will receive (as appropriate):
 - a. A JD from MLS and either an LLM, LLM CL or LLM Tax from UBC; or
 - b. A JD from UBC and an LLM from MLS.
4. Students will gain admission to the Program by applying separately to MLS and UBC for the degree they wish to complete at each institution, as follows:
 - a. Students wishing to complete their JD at MLS will apply first to MLS. Subsequent to successful completion of three semesters of full-time study (or the equivalent) at MLS, students may apply in their fourth semester of full-time study (or the equivalent) for admission to the LLM, LLM CL or LLM Tax program at UBC following the appropriate UBC admission procedures. Applicants must meet the minimum requirements for admission into UBC Faculty of Graduate and Postdoctoral Studies. Decisions regarding admission will be made by UBC only after receipt of all grades for JD law courses taken at MLS, which must equal a minimum of 200 credit points (normally, corresponding to 4 semesters of full-time study in the JD program). Students must complete all MLS JD compulsory subjects at MLS prior to enrolling at UBC.
 - b. Students wishing to complete their JD at UBC will apply first to UBC. Subsequent to successful completion of four terms of full-time study (or the equivalent) in the JD program at UBC, students may apply in their fifth term of full-time study (or the equivalent) for admission to the LLM program at MLS with a Letter of Permission from UBC and otherwise following the appropriate MLS admission procedures. Decisions regarding admission will be made by MLS only after receipt of all grades for JD law courses taken at UBC, which must equal a minimum of 77 credits (normally, corresponding to 5 terms of full-time study in the JD program). Students must complete all mandatory course requirements for the UBC JD program at UBC prior to enrolling at MLS, with the exception of the seminar requirement, which can be waived with the approval and at the discretion of UBC.
5. UBC and MLS will collect and assess applications for their respective programs in accordance with their own admissions policies, procedures and standards as established from time to time. The fact that a student has previously been accepted to the JD program at MLS is not an indication or guarantee of admission to UBC, and the fact that a student has previously

been accepted to the JD program at UBC is not an indication or guarantee of admission to MLS.

6. MLS JD students accepted into and completing the Program will begin their LLM, LLM CL or LLM Tax studies at UBC following the successful completion of the 5th semester of the JD program at MLS.
7. UBC JD students accepted into and completing the Program will commence their LLM studies at MLS following the successful completion of the 5th term of the JD program at UBC.
8. MLS and UBC will, where reasonable, recognise courses at the other institution for the purposes of program credit requirements, co-requisites, pre-requisites, or waivers. In particular:
 - a. Successful completion of the equivalent of 50 MLS credit points in the LLM, LLM CL or LLM Tax programs at UBC by MLS JD students will normally be accepted by MLS in fulfilment of the total 300 credit point requirement for the MLS JD Program. Coursework undertaken at UBC by MLS JD students that is substantially similar to courses already taken at MLS will not be eligible to be counted as credit towards the MLS JD degree. MLS JD students accepted into the LLM, LLM CL or LLM Tax programs at UBC under the terms of this Program are required to consult with the MLS Associate Dean (JD) prior to registering in courses at UBC.
 - b. Successful completion of the equivalent of 15 UBC credit points worth of courses in the LLM program at MLS by UBC JD students will normally be accepted by UBC in fulfilment of the total 92 credit requirement for the UBC JD program. Coursework undertaken at MLS by UBC JD students that is substantially similar to courses already taken at UBC will not be eligible to be counted as credit towards the UBC JD degree. UBC JD students accepted into the LLM program at MLS under the terms of this Program are required to consult with the UBC Assistant Dean Students prior to registering in courses at UBC.
9. Students will be governed by the applicable academic rules, codes of conduct, and the like which are in effect at the institution at which they are studying at any given time.
10. Students will pay regular tuition and other applicable fees to the institution they are attending each semester/term. Students will be entitled to apply for bursaries, scholarships or other financial aid offered by the institution they are attending in a particular semester/term for which they are otherwise eligible.
11. Students in the Program will be eligible for all traditional services (such as housing services, careers services, health services and international student services) and entitled to use all

student facilities (such as library and study facilities) as are usually available to students of the institution at which they are studying.

12. MLS JD students will be entitled to receive a JD degree from MLS upon successful completion of the equivalent of 50 MLS credit points in the LLM, LLM CL or LLM Tax degree (as appropriate) at UBC, subject to the conditions specified in the terms of this MoU. The JD degree must be awarded by MLS before the LLM, LLM CL or LLM Tax degree is awarded by UBC, even if the LLM, LLM CL or LLM Tax degree has otherwise been earned.
13. UBC JD students will be entitled to receive a JD degree from UBC upon successful completion of the equivalent of 15 UBC credit points in the LLM program at MLS, subject to the conditions specified in the terms of this MoU. The JD degree must be awarded by UBC before the LLM degree is awarded by MLS, even if the LLM degree has otherwise been earned.
14. Neither the degree undertaken at MLS nor the degree undertaken at UBC may be combined with any other degree program offered by either MLS or UBC.
15. MLS and UBC both agree to undertake reasonable and appropriate efforts to publicise and promote the Program, including identifying the Program on its website, in admission brochures, or other materials as it sees fit, and to cooperate in such joint promotion efforts as may be agreed from time to time. MLS and UBC will each be responsible for their own costs arising as a result of promotion of the Program. The names, crests and logos of UBC and MLS are intellectual property of UBC and the MLS respectively, and a Party's intellectual property may not be used by the other Party without expressed prior written permission from the Party who owns the intellectual property.
16. Both MLS and UBC will take responsibility to deal with the appropriate legal, professional, and governing bodies in their jurisdiction in order to ensure the Program is organised and administered to meet the necessary accreditation standards in respect of JD degrees. Any regulatory issues will be resolved prior to the inaugural year of the Program. For clarity, neither the UBC LLM, LLM CL and LLM Tax degrees nor the MLS LLM degree are to be understood as qualifying individuals for practice in Canadian or Australian jurisdictions, respectively.
17. Intentionally Deleted.
18. Australian federal law requires providers of education and training courses to overseas students to be registered and comply with the requirements of the *Education Services for Overseas Students Act 2000 (Cth) (ESOS Act)* and the National Code made pursuant to the Act. The University of Melbourne is registered on the Commonwealth Register of

Institutions and Courses for Overseas Students (**CRICOS**). Its CRICOS provider code is 00116K. For the purposes of compliance with the ESOS Act and National Code, UBC agrees to:

- a. Distribute information about the Program at MLS only in the form provided by MLS to students;
 - b. Ensure that MLS' name and CRICOS Provider Code are clearly identified on all material distributed to students about the Program, including electronic forms.
19. MLS and UBC will both appoint at least one representative to serve as an administrative point of contact with regard to the Program.
20. This amended and restated MoU will commence on the Effective Date and will be in effect until August 31, 2027 (the **Term**). MLS and UBC, via the administrative points of contact, will review the activities under this MoU after the first year and periodically thereafter, as mutually agreed. Upon completion of the Term, the Program may be renewed by mutual agreement.
21. If the Program is discontinued for any reason whatsoever, MLS and UBC agree to continue to provide the services under this MoU to students who have already been accepted to and/or are already participating in the Program at such time of termination. To the extent applicable, such rights and obligations hereunder shall survive the termination only until the conclusion of the Program's then current active offering.
22. Each Party must obtain the prior written consent of prospective and participating students in the Program to the disclosure of their personal information (that is, any personal, health or identifying information collected, including with respect to students' transcripts and well-being) (**Personal Information**) to the other Party for purposes related to a Program.
23. Each Party agrees that any Personal Information collected by that Party about students will be:
- a. collected, managed, held, used, disclosed and transferred in accordance with the relevant privacy laws and policy applicable to that Party; and
 - b. provided to the other Party if permitted by law.

The Parties agree that the relevant policies concerning Personal Information will be distributed to the other Party from time to time during the term of the MoU upon request by the other Party.

24. Each Party (**recipient**) must keep any Confidential Information disclosed to it confidential and may only use such Confidential Information for the purposes of performing its

obligations under this MoU. This obligation continues beyond the termination or expiry of this MoU, but does not extend to disclosures:

- a. required by law; or
- b. to a recipient's officers or employees who have a need to know for the purposes of this MoU (but only to the extent that each has a need to know); and who, before disclosure, have been directed by the recipient to keep that Confidential Information confidential.
- c. For the purpose of this MoU, **Confidential Information** means any commercial or sensitive information or data or any Personal Information identified by the disclosing Party in writing as confidential at the time of disclosure.
- d. But Confidential Information does not include information or data which is:
 - i. available in the public domain or subsequently becomes available in the public domain other than by way of a breach of this MoU;
 - ii. lawfully known to the other institution on a non-confidential basis before being disclosed by the institution that owned the Confidential Information;
 - or
 - iii. rightly acquired from a third party who is not in breach of an agreement to keep such information confidential.

25. The Parties agree:

- a. they are committed to approaching any matter regarding the interpretation of this MoU, including any dispute, in a collaborative and cooperative manner. In the event of any dispute arising between the Parties over the interpretation or implementation of this MoU (**Dispute**), the Parties must without delay and in good faith attempt to resolve the matter by first referring the matter to the Deans of UBC's Peter A. Allard School of Law and Faculty of Graduate and Postdoctoral Studies and MLS (**Deans**);
- b. if within 30 days of the Deans meeting, or such other period of time as agreed by the Parties, the Dispute is not resolved, any Dean may elevate the matter first to a representative at a vice-president or higher position, and notify the other Party, in writing. As soon as practicable thereafter, the Party receiving the notice will designate a representative at a vice-president or higher position, and such representatives will meet to resolve the matter; and
- c. notwithstanding the foregoing, neither Party shall be precluded or forced to delay the commencement of legal proceedings.

26. Any claim or Dispute arising out of or in connection with this MoU shall be governed by and construed in accordance with the law of the country in which the Party which is the defendant is located. The Parties irrevocably submit to the jurisdiction of the courts of the country in which the Party which is the defendant is located.
27. This MoU constitutes the entire agreement between UBC and MLS and supersedes all prior agreements and understandings, both oral and written, between UBC and MLS with respect to the subject matter of this MoU.
28. This MoU may be signed in counterparts and delivered electronically.

[Signature page follows]

IN WITNESS WHEREOF the Parties hereto have caused this MoU to be executed as of _____, 2022 (the **Effective Date**).

Signed for and on behalf of:
The University of British Columbia
by its duly authorised officer/s

Signed for and on behalf of:
The University of Melbourne
by its duly authorised officer/s

Name and Title of authorised officer

Professor Matthew Harding
Dean, Melbourne Law School:

Date

Date

Name and Title of authorised officer

Date



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Dentistry Department: Dean's Office Faculty Approval Date: March 3, 2022 Effective Session (W or S): Winter Effective Academic Year: 2022/23</p>	<p>Date: February 10, 2022 Contact Person: Vicki Koulouris Phone: 604.822-4486 Email: vkoulouris@dentistry.ubc.ca</p>
<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151</p> <p>Proposed Calendar Entry:</p> <p><i>Admission</i></p> <p>NOTE: The Faculty of Dentistry is not accepting applications to the International Dental Degree Completion Program (IDDCP) at this time until further notice.</p> <p>Internationally-trained dentists holding Canadian Citizenship or valid permanent residency permits in Canada are eligible to apply to the 4-year DMD program provided all admissions requirements are met.</p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests, problem based learning (PBL) assessment, and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted.</p> <p>Domestic applicants must supply evidence of Canadian citizenship or permanent residency of Canada.</p> <p>Domestic Applicants from the Yukon, Nunavut or Northwest Territories will be considered in-province candidates.</p> <p><u>Indigenous Applicants</u></p> <p>The Faculty of Dentistry welcomes applications from qualified Indigenous applicants from Canada and the United</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151</p> <p>Present Calendar Entry:</p> <p><i>Admission</i></p> <p>NOTE: The Faculty of Dentistry is not accepting applications to the International Dental Degree Completion Program (IDDCP) at this time until further notice.</p> <p>Internationally-trained dentists holding Canadian Citizenship or valid permanent residency permits in Canada are eligible to apply to the 4-year DMD program provided all admissions requirements are met.</p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests, problem based learning (PBL) assessment, and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted.</p> <p>Domestic applicants must supply evidence of Canadian citizenship or permanent residency of Canada.</p>



States (Status Indian, Non-Status Indian, Métis, and Inuit). The Indigenous admission process of the Faculty has a limited number of reserved seats in the first year DMD Undergraduate program.

Applicants in the Indigenous category are required to provide evidence of their Indigenous identity; this can be a photocopy of an enrolment card, an ancestry document, or any other document from the federal, provincial, territorial or Indigenous government that supports the applicant's self-identification.

Applicants who identify as Non-Status, should contact the Admissions Office at admissions@dentistry.ubc.ca

The application will also be automatically considered under the General Category.

For further information please contact admissions@dentistry.ubc.ca

A limited number of international applicants may be admitted to the D.M.D. program.

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A limited number of international applicants may be admitted to the D.M.D. program.

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Type of Action:

Revision of eligibility to the program.

Rationale for Proposed Change:

Indigenous peoples remain heavily underrepresented in health professions, both in educational programs and in practice. Since the establishment of UBC's Faculty of Dentistry in 1964, there have been very few self-identified Indigenous graduates in the DMD program and the clinical specialty programs. This underrepresentation contributes to ongoing health disparities and barriers to accessing oral healthcare. Therefore, identifying strategies to increase representation of Indigenous peoples in dental education and practice is a primary goal of the Faculty of Dentistry. Increasing the number of potential applicants who self-identify as Indigenous and creating pathways that remove legitimate barriers to their success would allow a consideration of a larger



	<p>number of Indigenous applicants, students and graduates in all of our programs.</p> <p>The proposed changes are the result of year-long discussions within Dentistry's Indigenous Working Group that includes member representation from UBC dentistry faculty and students, UBC at large, and the community. The proposal has been approved by the DMD Admissions Committee and supported by Dentistry's Faculty Council.</p>
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18 May 2022

To: Vancouver Senate

From: Senate Admissions Committee

Re: Annual Report on Appeals and Matters of Delegated Authority (2020-2021)
(information)

1. Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2020 Winter Session, grades presented for admission were adjusted upwards by 4%.

2. Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

From 1 May 2020 until 30 April 2021, the Admissions Committee has approved student mobility agreements with the following institutions:

- University of St. Andrews, Scotland (all UBC Vancouver Faculties)
- Washington State University, United States of America (UBC Faculty of Land and Food Systems)
- Hainan University, China (UBC Faculty of Forestry, Asia Forestry Research Centre)

3. Nominal Changes to Admission Requirements and Editorial Changes to Calendar Language

In May 2013, Senate delegated to the Committee the final right of approval over nominal changes in admission requirements and editorial changes to Calendar language. From 1 May 2020 until 30 April 2021, the Committee has approved 27 proposals under delegated authority.

4. Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2020 and 30 April 2021, the Admissions Committee heard 112 appeals. As outlined in the Calendar, the Committee may allow an appeal where it decides that a Faculty or School may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the Faculty or School's published procedures.

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee

18 May 2022

To: Vancouver Senate

From: Senate Admissions Committee

Re: Annual Report on Appeals and Matters of Delegated Authority (2021-2022)
(information)

1. Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2021 Winter Session, grades presented for admission were adjusted upwards by 4%.

2. Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

From 1 May 2021 until 30 April 2022, the Admissions Committee has approved student mobility agreements with the following institutions:

- ESADE at Ramon Llull University, Spain (UBC Faculty of Arts)
- Queen Mary University of London, United Kingdom (UBC Faculty of Arts and UBC Faculty of Commerce and Business Administration)
- Ashoka University, India (UBC Faculty of Arts)
- Austral University, Argentina (UBC Faculty of Arts)

3. Editorial Changes to Admission Requirements

Senate has delegated to the Senate Admissions Committee to approve editorial changes to existing admission requirements. From 1 May 2021 until 30 April 2022, the Committee has approved 30 proposals under delegated authority.

4. Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2021 and 30 April 2022, the Admissions Committee heard 139 appeals. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee



18 May 2022

To: Vancouver Senate

From: Senate Awards Committee

Re: New Awards and Changes to Existing Awards (approval)

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of new and revised awards.

Motion: *“That the Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval and that letters of thanks be sent to the donors.”*

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

May 2022

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

T. D. Barnett Award in Medicine

Awards totalling \$6,000 have been made available through an endowment in memory of T. D. Barnett (B.A., M.A., B.Th.), for M.D. students who are in good academic standing with unmet financial need. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2022/2023 winter session).

Lily O. P. Wong Chan and Paul T. L. Chan Award in Social Work

Awards totalling \$3,700 have been made available through an endowment established by Lily Wong Chan (B.S.W. 1962) and Paul Chan (B.A.Sc. 1962, M.A.Sc. 1965), along with funds from the Faculty of Arts, for female students in the Master of Social Work program who are making satisfactory academic progress and who are First Nations, Inuit, or Métis students of Canada, or who identify as Black, or a Person of Colour. The awards are made on the recommendation of the School of Social Work, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Dr. Madeline Chung Memorial Award in Obstetrics & Gynaecology

Awards totalling \$2,000 have been made available through an endowment established by friends, family and colleagues, in memory of Dr. Madeline Chung (1925-2021), for outstanding fourth- and fifth-year residents in the Department of Obstetrics & Gynaecology. Recipients will have demonstrated a commitment to women's health advocacy by improving the care of women from underserved or marginalized populations through clinical service, research or scholarly work. Dr. Chung was born in Shanghai, China and graduated from Yale Medical Mission in Hunan, China in 1948. She completed her residency at the Mayo Clinic in Rochester, New York. She moved to Vancouver, British Columbia in 1953 with her husband, where she practiced at Vancouver General Hospital and Grace Hospital. Dr. Chung was the first female obstetrician in British Columbia, as well as the first of Chinese descent. She faced significant barriers because of her gender and ethnicity throughout her career, including being denied business loans and promotions. This award was established in recognition of Dr. Chung's accomplishments as a physician and commitment to advocating for women's health. The awards are made on the

recommendation of the Department of Obstetrics & Gynaecology. (First award available for the 2022/2023 winter session).

Brett Kilb Memorial Award in Orthopaedic Surgery

Awards totalling \$13,200 have been made available through an endowment established by friends, family and colleagues in memory of Dr. Brett Kilb (1987-2016), for outstanding orthopaedic surgery residents who undertake a leave from their training to complete an advanced degree (master's or doctoral) and a significant research project. Brett (B.Sc., M.D., M.Sc.) received his undergraduate and medical degrees from the University of Calgary. He joined the UBC Department of Orthopaedics as a resident in 2012, and passed away unexpectedly in 2016. This award was established in recognition of Brett's contributions to the Department of Orthopaedics. The awards are made on the recommendation of the Department of Orthopaedics. (First award available for the 2021/2022 winter session).

Susanne Lester Award in Gender, Race, Sexuality and Social Justice

Awards totalling \$2,000 have been made available through an endowment established by CUPE 2950 in memory of Susanne Lester (1949-2020), for outstanding fourth-year Bachelor of Arts students majoring in Gender, Race, Sexuality and Social Justice who have demonstrated an interest in labour movements, women's history, Indigenous rights, or intersectional feminisms. Susanne was one of UBC's longest-standing employees with fifty years of service, and began her career in 1969 as a reference assistant in Koerner Library. Susanne was passionate about women's rights, social justice, and equality and was one of the founding organizing committee members instrumental in creating the Association of University and College Employees (AUCE) Local 1. Susanne played an integral part in the first collective agreement negotiations by AUCE Local 1 that resulted in the first fully-funded maternity leave top-up in Canada, setting a precedent across the country. AUCE Local 1 later joined CUPE and became CUPE 2950. Susanne worked closely with the CUPE 2950 executive while raising her three children, and served in multiple leadership positions over several decades. She canvassed, campaigned, protested and marched for many worthy causes and was always committed to stand-up for and work towards social justice for all. The awards are made on the recommendation of the Institute for Gender, Race, Sexuality and Social Justice. (First award available for the 2022/2023 winter session).

Clifford Alexander Robson and Else Loella Robson Memorial Scholarship

Scholarships totalling \$59,300 have been made available through an endowment established by an estate gift from Else Loella Robson (1924-2018), in memory of her husband Clifford Alexander Robson (1916-1957), for outstanding graduate students with disabilities entering the fifth or sixth year of a Ph.D. program. Clifford (B.Com. 1938) was born in New Westminster, British Columbia, and worked as a sales manager at a lumber mill. Else (née Panum) was born in Aabenraa, Denmark, and immigrated to Canada in the 1950s. Clifford and Else were married in

1952, and resided in Burnaby, British Columbia. Else experienced macular degeneration later in her life and was supported by ophthalmologists in the UBC Faculty of Medicine. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies, in consultation with the Centre for Accessibility. (First award available for the 2022/2023 winter session).

Marilyn and Raymond Rousseau Memorial Bursary in Pharmaceutical Sciences

Bursaries totalling \$2,000 have been made available through an endowment established by estate gifts from Marilyn Irving Rousseau (1931-2021) and Raymond Joseph Rousseau (1926-2021), for undergraduate students in the Faculty of Pharmaceutical Sciences. Marilyn (B.Sc. (Pharm) 1955) was born in New Westminster, British Columbia, and was encouraged to work hard in her life's pursuits by her parents. This instilled in her a deep appreciation for education, and she received her Bachelor of Science in Pharmacy degree in 1955 from UBC, where her class was the sixth to graduate from the Faculty of Pharmaceutical Sciences. She worked as a pharmacist at Felburn and Queen's Park Hospitals in the Lower Mainland before moving to Osoyoos, British Columbia. Raymond was born in Fleurus, Belgium and joined the Belgian Army at the age of 18. He immigrated to Quebec in 1951 and became a member of the Royal Canadian Army. Raymond received numerous promotions and recognition for his service in Korea and Canada, including the United Nations Service Medal. He relocated to San Francisco, California after leaving the army and worked as a vintner. Raymond later moved back to Canada, where he met and married Marilyn and settled in Osoyoos. Marilyn and Raymond were generous longtime supporters of the Faculty of Pharmaceutical Sciences. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Evan Smith Memorial Bursary in Engineering

Bursaries totalling \$2,400 have been made through an endowment established by gifts from friends and family in memory of Evan Smith (2003-2021) for students in the Bachelor of Applied Science program. In his 18 years, Evan lived a life of great spirit and drive. His insatiable curiosity, passion for science, and love of the great outdoors led him to pursue engineering in the UBC Faculty of Applied Science. Evan made incredible friends in residence during his few short weeks at UBC, and was excited to participate in his first design project. He was an avid rock climber, camper and canoeist. Evan was involved with Scouts Canada, which allowed him to serve his community by helping those in need during the holidays and cleaning up parks and conservation areas. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

3M Oral Care Student Clinical Award for Excellence

A \$1,000 award has made available annually through a gift from 3M Company for fourth-year students in the D.M.D. program who have demonstrated excellence and superior aptitude in the use of conservative restorative materials. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

Cadillac Fairview Award in Real Estate for Indigenous Students

Awards totalling \$5,000 have been made available annually through a gift from Cadillac Fairview (CF), for First Nations, Inuit, and Métis students of Canada who are in the Bachelor of Commerce program, have achieved good academic standing and have demonstrated an interest in commercial real estate. Preference will be given (1) to students who are Musqueam, Squamish or Tsleil-Waututh, or (2) to Indigenous students who live in Metro Vancouver. Cadillac Fairview is a Canadian company that owns, invests in and manages commercial real estate in Canada, the United States, Latin America, Asia-Pacific, Europe and the United Kingdom. They strive to make a positive impact on the communities they operate in by designing and operating properties that promote social connection, growth, and a sustainable future. Cadillac Fairview established this award to encourage Indigenous students to enter the commercial real estate industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2022/2023 winter session).

Entrance Award in Law for Indigenous Students

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (LL.B. 1997), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B. 1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Grosvenor Award for IBPOC Students

Three \$15,000 awards have been made available annually through a gift from Grosvenor for domestic Bachelor of Commerce students who are First Nations, Inuit, or Métis students of Canada or who identify as Black or as a Person of Colour. Recipients will be in good academic standing and have demonstrated an interest in real estate. Grosvenor is an international property owner established in 1677 in London, England, and has owned and developed property in Canada and the United States for over seventy years. The firm has a long-standing commitment to social responsibility and a belief in equal access to education and employment. Guided by environment, social and governance principles, Grosvenor advocates for supply chain diversity, volunteers to support those in need, and runs employee-led equity, diversity and inclusion

committees to help foster inclusive work environments. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2022/2023 winter).

Ray Kruck & Jennifer Vancini Entrance Award in Climate Action Leadership

Two \$10,000 entrance awards have been made available annually through a gift from Ray Kruck (M.B.A. 1992) and Jennifer Vancini (M.B.A. 1993) for outstanding students entering the Master of Business Administration program who wish to pursue a career in sustainability and climate action-related work. Students must demonstrate their commitment to effectively addressing the climate crisis through past work experience, responsible leadership and community involvement, and future career ambitions. Ray and Jennifer are entrepreneurs based in San Francisco, California who have stayed closely connected with UBC since their graduations. They have given their time to programs offered by the UBC Sauder School of Business, including the Creative Destruction Lab – Vancouver. Ray is the CEO and Founder of Tugboat Logic and Jennifer is a General Partner at Mighty Capital. Ray and Jennifer established this award to support M.B.A. students as they pursue their education and help the UBC Sauder School of Business attract future leaders who will make a positive impact in the world. The awards are made on the recommendation of the Robert H. Lee Graduate School. (First award available for the 2022/2023 winter session).

Sandy Lapsky Award in Geography

A \$4,000 award has been made available annually through a gift from Sandra “Sandy” Lapsky (B.A. 1980) for international graduate students in good academic standing in the Department of Geography. Sandy has been an Administrator in the Department of Geography at UBC since 1989. This award was established in recognition of Sandy’s deep affinity to the Department of Geography. The awards are made on the recommendation of the Department of Geography, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Dr. Alan A. Lowe Entrance Award in Dentistry

A \$2,500 award has been made available annually through a gift from Dr. Alan A. Lowe (D.M.D. 1972, Ph.D.) for a student entering the D.M.D. program who has demonstrated UBC pre-dentistry academic achievements and community service. Dr. Lowe is a Professor Emeritus in the UBC Faculty of Dentistry. He completed his D.M.D. at UBC and his orthodontic and Ph.D. training at the University of Toronto before returning to UBC as a full-time faculty member in the Faculty of Dentistry. Dr. Lowe developed the Faculty’s undergraduate orthodontic program and provided training to two thousand dentistry students at UBC. He served as Division Chair of Orthodontics, Department Chair of Oral Health Sciences and Chair of Admissions during his UBC academic career. Dr. Lowe was one of the founding members of the American Academy of Dental Sleep Medicine. His extensive research contributions on the use of

oral appliances for the treatment of snoring and Obstructive Sleep Apnea and their effects on airway size and tongue muscle activity have been recognized worldwide. He holds Canadian, American and worldwide independent patents for three technologies related to his research endeavors. This academic award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

McMillan LLP Award in Law for Indigenous Students

Awards totalling \$5,000 have been made available annually through a gift from McMillan LLP for First Nations, Inuit, or Métis students of Canada in second- or third-year of the J.D. program. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

A. James Rasteh Award for Indigenous Students

Awards totalling \$2,000 have been made available annually through a gift from A. James Rasteh (B.Sc. 1997) for First Nations, Inuit or Métis undergraduate students of Canada in good standing who demonstrate community involvement or leadership skills. Financial need may be considered. James established this award to help support Indigenous students pursuing higher education. The awards are made on the recommendation of the First Nation House of Learning and Enrolment Services. (First award available for the 2021/2022 winter session).

David and Robin Whetter Award in Community and Regional Planning

Awards totalling \$2,000 have been made available annually through a gift from Cornerstone Planning Group in honour of David Whetter (B.Arch. 1970, M.Sc. (Bus Admin) 1976) and Robin Whetter, for first-year graduate students in the Master of Arts in Planning, Master of Science in Planning, or the Master of Community and Regional Planning programs in the School of Community and Regional Planning. Preference will be given to students with an interest in process management and/or decision-making for implementing ideas and monitoring results. David Whetter is a Partner Emeritus at Cornerstone Planning Group and has been a planning consultant since 1971. He began researching general systems theory and organizational decision-making analysis while studying under Professor Andrew Gruft at the UBC School of Architecture and Landscape Architecture. David completed a Master of Science in International Business at UBC and developed a systems framework for functional facilities planning with colleagues at Cornerstone. This award was established in recognition of the impact of David's approach to planning, as well as the contributions of his wife Robin to his work through their fifty years of extensive global travel. The awards are made on the recommendation of the School of Community and Regional Planning, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Centre for Excellence in Indigenous Health Award

Awards have been made available annually by the Centre for Excellence in Indigenous Health for students enrolled in course(s) in an Indigenous Public Health Training Institute who demonstrate financial need. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. (First award available for the 2022 summer session).

Department of Earth, Ocean and Atmospheric Sciences Graduate Scholarship

Scholarships totalling \$40,000 have been made available annually through the Department of Earth, Ocean and Atmospheric Sciences for outstanding graduate students in the Department of Earth, Ocean and Atmospheric Sciences. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**Endowed Awards****5935 – Kim-Bautista Award in Law****Rationale for Proposed Changes**

Through conversations with the Equity and Inclusion Office and University Counsel, we are facilitating the donors' intent to create an award to support students with Asian heritage, which was not achievable when the award was established in early 2020, rather than IBPOC students more broadly. Since late 2020, UBC has created a number of awards for IBPOC students, as well as awards restricted to Black or Indigenous students, including several for the Peter A. Allard School of Law.

Current Award Description

Awards totalling \$1,200 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school and have demonstrated academic excellence and community service. Preference will be given to students who identify as Black, or as a person of colour. Financial need may be considered. Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at

UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

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

6711 – Faculty Women's Club 100 Year Legacy Graduate Scholarship

Rationale for Proposed Changes

The description has been updated so that the scholarship can be offered to more than one student each year, and so that the scholarship will be adjudicated by the Faculty of Graduate and Postdoctoral Studies.

Current Award Description

Awards totalling \$7,100 have been made available through an endowment established by the Faculty Women's Club in commemoration of their 100th anniversary as a service organization at UBC (1917- 2017). The scholarships are designated to support female Canadian citizens pursuing graduate studies in a health-related field which could have a significant impact on the future well-being of society. The recipients will be in their second or subsequent year of graduate study, with demonstrated academic and leadership qualities; financial need may also be considered. Preference will be given to students in Audiology & Speech Sciences, Epidemiology (School of Population & Public Health), Microbiology & Immunology, Occupational Therapy, Physical Therapy, or Rehabilitation Sciences. Recommendations are made by the Office of the Vice-Provost Health, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

~~Awards~~ **Scholarships** totalling \$7,100 have been made available through an endowment established by the Faculty Women's Club in commemoration of their 100th anniversary as a service organization at UBC (1917- 2017). The scholarships are designated to support female Canadian citizens pursuing graduate studies in a health-related field which could have a

significant impact on the future well-being of society. The recipients will be in their second or subsequent year of graduate study studies, with demonstrated academic and leadership qualities; financial need may also be considered. Preference will be given to students in Audiology & Speech Sciences, Epidemiology (School of Population & Public Health), Microbiology & Immunology, Occupational Therapy, Physical Therapy, or Rehabilitation Sciences. The awards Recommendations are made on the recommendation of by the Office of the Vice Provost Health, in consultation with the Faculty of Graduate and Postdoctoral Studies.

6543 - Faculty Women's Club Katharine Borgen Graduate Scholarship in Mathematics Education

Rationale for Proposed Changes

The description has been revised so that multiple scholarships may be offered each year.

Current Award Description

A \$1,000 scholarship is offered by the family and friends of Dr. Katharine Borgen for an outstanding graduate student in mathematics education within the Department of Curriculum and Pedagogy. Financial need may be considered. Katharine Borgen (MA '98, PhD '06) was passionate about teaching mathematics. After over 25 years as a high school teacher and completion of graduate studies, she became an Adjunct Professor in the Department of Curriculum and Pedagogy at UBC and a contributing author to a series of mathematics textbooks that are now used by several provinces and territories across Canada. Katharine was a member of the Faculty Women's Club for many years and served as President from 2004 to 2005. Throughout all of her professional and community involvements, the center of her focus was on her family and friends. She will be remembered as a strong and independent woman who was known for her enjoyment of life and her professional and personal generosity and love. The award is made on the recommendation of the Department of Curriculum and Pedagogy in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 Scholarships totalling \$4,300 have been made available through an endowment established offered by the family and friends of Dr. Katharine Borgen for an outstanding graduate students in mathematics education within the Department of Curriculum and & Pedagogy. Financial need may be considered. Katharine Borgen (MA '98, PhD '06) was passionate about teaching mathematics. After over 25 years as a high school teacher and completion of graduate studies, she became an Adjunct Professor in the Department of Curriculum and & Pedagogy at UBC and a contributing author to a series of mathematics textbooks that are now used by several provinces and territories across Canada. Katharine was a member of the Faculty Women's Club for many years and served as President from 2004 to

2005. Throughout all of her professional and community involvements, the ~~center~~ centre of her focus was on her family and friends. She will be remembered as a strong and independent woman who was known for her enjoyment of life and her professional and personal generosity and love. The awards ~~is~~ ~~are~~ made on the recommendation of the Department of Curriculum ~~and~~ & Pedagogy in consultation with the Faculty of Graduate and Postdoctoral Studies.

8247 – Porte Realty Ltd. Bursary

Rationale for Proposed Changes

The description has been updated so that the bursary can be offered to more than one student each year. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment which is to support bursaries for students in the Urban Land Option in the Faculty of Commerce and Business Administration.

Current Award Description

A \$1,450 bursary has been endowed by Porte Realty Ltd. for a student specializing in Real Estate in the Faculty of Commerce.

Proposed Award Description

A Bursaries totalling \$1,450 bursary ~~have~~ has been endowed by Porte Realty Ltd. for a student specializing in Real Estate in the Faculty of Commerce and Business Administration.

Annual Awards

Award Number – Angela Sio Van Choi Memorial Bursary in Electrical Engineering

Rationale for Proposed Changes

The description has been updated to correct two small typos.

Current Award Description

Bursaries totalling \$3,000 have been made available annually by the Chui Family in memory of Angela Sio Van Choi (1962-2015) for women in third- or fourth-year of a Bachelor of Applied Science studying Electrical Engineering. Angela (B.A.Sc. 1985, M.A.Sc. 1990) was born in Macau, and moved to Vancouver, British Columbia in 1980 to pursue a degree in electrical engineering at Langara College, and later transferred to the UBC Faculty of Applied Science. She returned to UBC to complete a M.A.Sc. in Electrical Engineering. She spent her entire career in the electrical engineering industry. This bursary was established by her family to support women pursuing a career in engineering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Proposed Award Description

Bursaries totalling \$3,000 have been made available annually by the Chui Family in memory of Angela Sio Van Choi (1962-2015) for women in third- or fourth-year of a the Bachelor of Applied Science program studying Electrical Engineering. Angela (B.A.Sc. 1985, M.A.Sc. 1990) was born in Macau, and moved to Vancouver, British Columbia in 1980 to pursue a degree in electrical engineering at Langara College, and later transferred to the UBC Faculty of Applied Science. She returned to UBC to complete a M.A.Sc. in Electrical Engineering. She spent her entire career in the electrical engineering industry. This bursary was established by her family to support women pursuing a career in engineering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

8612 – Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary in Law

Rationale for Proposed Changes

Alexander Won Cumyow was the first person of Chinese descent to be born within present-day Canada. His son, Gordon Won Cumyow, was a court interpreter, the first Chinese notary public in Canada, and the first Chinese-Canadian student to study law at UBC. He was refused admission to the Law Society of British Columbia, which restricted membership to those who could vote. The bursary has been revised to be an award that will be administered by the Peter A. Allard School of Law to students of Chinese heritage, to help ameliorate the discrimination faced by law students and lawyers of Chinese descent in the legal professional.

Current Award Title: Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary in Law

Current Award Description

A \$2,000 bursary is offered annually by Pamela Won Cumyow Smith and Brian Smith in honour of Alexander Won Cumyow and Gordon Won Cumyow for a J.D. student at the Peter A. Allard School of Law who is in need of financial assistance to complete their education. The award is adjudicated by Enrolment Services.

Proposed Award Title: Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary Award in Law

Proposed Award Description

Awards totalling \$2,000 bursary is offered have been made available annually by Pamela Won Cumyow Smith and Brian Smith in honour of Alexander Won Cumyow and Gordon Won Cumyow for a domestic J.D. students of Chinese heritage at the Peter A. Allard School of Law who is are in need of financial assistance to complete their education. The awards is are made on the recommendation of the Peter A. Allard School of Law adjudicated by Enrolment Services.

8099 – Coastal Silviculture Committee Bursary

Rationale for Proposed Changes

The description has been updated to honour a member of the Coastal Silviculture Committee.

Current Award Title: Coastal Silviculture Committee Bursary

Current Award Description

Two bursaries of \$600 each are offered to undergraduate students majoring in Forest Resource Management in the Faculty of Forestry. Preference is given to students concentrating in silviculture.

Proposed Award Title: Ronald Elder Coastal Silviculture Committee Bursary

Proposed Award Description

Two bursaries of \$600 \$1,000 each have been made available annually through a gift from Coastal Silviculture Committee, in Memory of Ronald “Ron” Elder (1943-2021), are offered to for undergraduate students majoring in Forest Resource Management in the Faculty of Forestry. Preference is will be given to students concentrating in silviculture. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in British Columbia as a silviculture forester for over fifty years, and was a respected mentor. In the latter part of his career he travelled throughout British Columbia training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990, and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber’s Award by the Forest Nursery Association of BC. The bursaries are adjudicated by Enrolment Services.

1436 – Crowe MacKay LLP Scholarship in Accounting

Rationale for Proposed Changes

The description has been amended to remove references to a long-past forty anniversary.

Current Award Description

One \$1,500 scholarship is offered annually by Crowe MacKay LLP to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the Sauder School of Business. This award was established to mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay

and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

Proposed Award Description

One \$1,500 scholarship is offered annually by Crowe MacKay LLP to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the UBC Sauder School of Business. This award was established to mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the UBC Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

5741 – Maija Leivo and Ian Herring Midwifery Entrance Award**Rationale for Proposed Changes**

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

Current Award Title: Maija Leivo and Ian Herring Midwifery Entrance Award

Current Award Description

A \$10,000 entrance award has been made available annually through a gift from Maija Leivo and Ian Herring for a student entering the Bachelor of Midwifery program. Preference will be given to candidates who are (1) from rural or remote areas, (2) First Nations, Inuit, or Métis students of Canada, (3) from a group that is underrepresented within the Midwifery student population or (4) first-generation post-secondary students in their family. Candidates will demonstrate a desire to practice midwifery in under-served communities in BC. Financial need may be considered. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the Bachelor of Midwifery degree is obtained (whichever is the shorter period). Maija and Ian are BC-based documentary filmmakers who established this award to give back to the midwifery community as an expression of their gratitude for the excellent care midwives provided their family. This award is made on the recommendation of the Midwifery Program in the Faculty of Medicine.

Proposed Award Title: Maija Leivo and Ian Herring Midwifery Entrance Award in Midwifery

Proposed Award Description

A \$10,000 Entrance awards totalling \$4,800 has have been made available annually through an gift from endowment established by Maija Leivo and Ian Herring for a students entering the Bachelor of Midwifery program. Preference will be given to candidates who are (1) from rural or remote areas, (2) First Nations, Inuit, or Métis students of Canada, (3) from a group that is underrepresented within the Midwifery student population or (4) first-generation post-secondary students in their family. Candidates will demonstrate a desire to practice midwifery in under-served communities in BC. Financial need may be considered. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the Bachelor of Midwifery degree is obtained (whichever is the shorter period). Maija and Ian are BC-based documentary filmmakers who established this award to give back to the midwifery community as an expression of their gratitude for the excellent care midwives provided their family. This The awards is are made on the recommendation of the Midwifery Program in the Faculty of Medicine.

2028 – Native Northwest Award in Education for Indigenous Students

Rationale for Proposed Changes

The description has been updated to include to include information about the donors' work that was inadvertently omitted.

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students enrolled in the Indigenous Teacher Education Program (NITEP) program who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students studying early childhood education. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products featuring the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the Indigenous Teacher Education Program. (First award available for the 2021/2022 winter session).

Proposed Award Description

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students enrolled in the Indigenous Teacher Education Program (NITEP) program who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students studying early childhood education. Native Northwest was founded by Larry Garfinkel (B.A.

1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products **and books for children that feature** ~~featuring~~ the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the Indigenous Teacher Education Program. (First award available for the 2021/2022 winter session).



18 May 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new courses, revised program and deletion of options brought forward by the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Education, Medicine, and Science), Land and Food Systems, and Science be approved.”*

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

FACULTY OF APPLIED SCIENCE

New courses

LARC 415 (3) Plant Design; **MECH 400 (3)** Professionalism and Ethics in Engineering; **MINE 200 (7)** Mineral Resources Engineering I; **MINE 201 (3)** Mineral Resources Engineering II

Revised program

Bachelor of Applied Science > Electrical Engineering

Delete options

Bachelor of Applied Science > Software Engineering Option, Electrical Energy Systems Option, Nanotechnology and Microsystems Option

FACULTY OF ARTS

New courses

ANTH 311 (3) Ethnography of the Middle East; **ANTH 430 (3)** Indigenous Governance, British Columbia; **ANTH 437 (3)** Gardens of Culture: The Anthropology of Food Systems; **CHIN 486 (3)** Staging Drama in Modern China; **CHIN 489 (3)** Reading Modern Sinophone Literature; **HIST 330 (3)** History of the Global Financial Order; **SPAN 103 (3)** Intensive Beginners' Spanish; **SPAN 203 (3)** Intensive Elementary Spanish

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New course

VGRD 699 (0) Joint Doctoral Research Scholar

Applied Science

New course

EECE 501 (3) Mathematical Methods for Electrical and Computer Engineering

Education

New courses

EPSE 560 (1-12) d Laboratory in School and Applied Child Psychology; **EPSE 582 (3)** Social and Emotional Learning Through the Lens of Mental Health and Wellness; **EPSE 588 (3)** Indigenous Pathways Through Social and Emotional Learning; **EPSE 635 (3-9) d** Special Topics in Advanced Intervention in School and Applied Child Psychology; **KIN 575 (3)** Principles of Applied Sports Analytics

Medicine

New courses

OBST 509 (3) Critical Appraisal of Research in Reproductive and Children's Health Sciences; **OBST 512 (3)** Overview of Gynecologic Oncology; **OBST 581 (3)** Knowledge Translation and Implementation Sciences

Science

New course

BIOL 533 (3) Plant Genetics

FACULTY OF LAND AND FOOD SYSTEMS

New courses

APBI 405 (3) Plant-Water Relations for Sustainable Agriculture; **APBI 463 (3)** Insects in Agroecosystems; **FNH 160 (3)** Integrated Physiology for Human; **FNH 161 (3)** Integrated Physiology for Human Nutrition II; **FNH 404 (3)** Food Safety and Quality Management; **FNH 414 (3)** Sustainability in the Food Industry

FACULTY OF SCIENCE

New courses

BIOL 180 (2) Thinking Like a Life Scientist; **BIOL 451 (3)** Comparative Neurobiology; **BIOL 453 (4)** Insect Physiology; **CAPS 431 (3)** Advanced Laboratory in the Physiology of Human Health and Disease; **CPSC 447 (3)** Introduction to Visualization; **ENVR 201 (1)** Climate Action Lab 1; **ENVR 301 (1)** Climate Action Lab 2; **ENVR 302 (2)** Climate Action Lab 1 and 2; **ENVR 401 (1)** Climate Action Lab 3; **ENVR 402 (3)** Climate Studies and Action Capstone; **ISCI 351 (3)** Why the Big Brain? The Evolution of Human Cognition; **ISCI 434 (3)** Non-Animal Methods in Biomedical Science; **MICB 211 (3)** Foundations of Microbiology; **MICB 212 (3)** Introductory Immunology & Virology; **MICB 471 (3)** Laboratory Research in Microbiology and Immunology; **MICB 475 (3)** Data Science Research in Microbiology and Immunology; **NSCI 488 (1-6)** Topics in Neuroscience; **SCIE 100 (1)** First-Year Focus Seminar



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: March 10, 2022 Effective Session (W or S): W Effective Academic Year: Sept 2022	Date: January 30, 2022 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca																																																																								
Proposed Calendar Entry: Electrical Engineering <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Third Year</th> <th></th> </tr> </thead> <tbody> <tr><td>ELEC 301</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 311</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 315</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 321 or STAT 321</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 341</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 342</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 391</td><td style="text-align: right;">6</td></tr> <tr><td>Breadth Electives¹</td><td style="text-align: right;">4</td></tr> <tr style="background-color: yellow;"> <td>Complementary Studies Electives²</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: right;">40</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Fourth Year</th> <th></th> </tr> </thead> <tbody> <tr><td>APSC 450</td><td style="text-align: right;">2</td></tr> <tr><td>ELEC 481</td><td style="text-align: right;">3</td></tr> <tr><td>ELEC 491</td><td style="text-align: right;">10</td></tr> <tr><td>Electives¹</td><td style="text-align: right;">15</td></tr> <tr><td>MATH elective¹</td><td style="text-align: right;">3</td></tr> <tr style="background-color: yellow;"> <td>Science elective¹</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Total Credits</td> <td style="text-align: right;">36</td> </tr> </tbody> </table> <p>¹ To be chosen based on Department-approved list of Electrical Engineering electives.</p> <p>² See <u>Complementary Studies courses</u></p>	Third Year		ELEC 301	4	ELEC 311	4	ELEC 315	4	ELEC 321 or STAT 321	4	ELEC 341	4	ELEC 342	4	ELEC 391	6	Breadth Electives ¹	4	Complementary Studies Electives²	6	Total Credits	40	Fourth Year		APSC 450	2	ELEC 481	3	ELEC 491	10	Electives ¹	15	MATH elective ¹	3	Science elective¹	3	Total Credits	36	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 Present Calendar Entry: Electrical Engineering <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Third Year</th> <th></th> </tr> </thead> <tbody> <tr><td>ELEC 301</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 311</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 315</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 321 or STAT 321</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 341</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 342</td><td style="text-align: right;">4</td></tr> <tr><td>ELEC 391</td><td style="text-align: right;">6</td></tr> <tr><td>Breadth Electives¹</td><td style="text-align: right;">4</td></tr> <tr> <td>Total Credits</td> <td style="text-align: right;">40</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Fourth Year</th> <th></th> </tr> </thead> <tbody> <tr><td>APSC 450</td><td style="text-align: right;">2</td></tr> <tr><td>ELEC 481</td><td style="text-align: right;">3</td></tr> <tr><td>ELEC 491</td><td style="text-align: right;">10</td></tr> <tr><td>Electives²</td><td style="text-align: right;">18</td></tr> <tr><td>MATH elective²</td><td style="text-align: right;">3</td></tr> <tr> <td>Total Credits</td> <td style="text-align: right;">36</td> </tr> </tbody> </table> <p>¹ See <u>Complementary Studies courses</u></p> <p>² To be chosen based on Department-approved list of Electrical Engineering electives.</p> <p>Type of Action: Add science elective. Correct missing reference to Complementary studies in year 3 (note that credits add to 40 but the line item was missing in the calendar).</p>	Third Year		ELEC 301	4	ELEC 311	4	ELEC 315	4	ELEC 321 or STAT 321	4	ELEC 341	4	ELEC 342	4	ELEC 391	6	Breadth Electives ¹	4	Total Credits	40	Fourth Year		APSC 450	2	ELEC 481	3	ELEC 491	10	Electives ²	18	MATH elective ²	3	Total Credits	36
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**Rationale for Proposed Change:**

Science elective: A recent accreditation site visit indicated that the amount of natural science in the Electrical Engineering program was below the required minimum. We propose to adjust the distribution of elective credits to require students to take one Science elective course. This change will be credit neutral for students as we are reducing the number of general electives by 3 credits to accommodate the change.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: 11 February 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: 11 April 2022 Contact Person: Theresa Juba, Academic Coordinator Phone: 2.0205 Email: academicservices@sala.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LARC 415 (3) Plant Design An introduction to the design of enhanced environments through the use of plants. This course is not eligible for Credit/D/Fail grading. Prerequisite: UFOR 316</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LARC</p> <p>Present Calendar Entry:</p> <p>LARC 415 (3) A Behavioural Approach to Planting Design Functional, ecological, and behavioural theory and practice applied to planting design at different scales. [2-2] Prerequisite: LARC 316</p> <p>Type of Action:</p> <ul style="list-style-type: none"> . modify course content, title, description and pre-requisite . delete course vectors <p>Rationale for Proposed Change: LARC 415 is a core course for Bachelor of Urban Forestry students. LARC 415 was formerly cross-listed with LARC 515, a graduate course in the MLA program.</p> <p>As LARC 415 is no longer being cross-listed with LARC 515, this has provided an opportunity to revisit the course content to best align with the objectives for undergraduate Urban Forestry students.</p> <p>Vectors are deleted in order to allow flexibility in course delivery.</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: LARC 415 is a core course for and restricted to Bachelor of Urban Forestry students.</p>



	<input type="checkbox"/> Pass/Fail or grading <input type="checkbox"/> Honours/Pass/Fail
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: ECE Faculty Approval Date: 03/10/2022 Effective Session (W or S): Winter Effective Academic Year: Sept. 2022	Date: January 30, 2022 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry:	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 Present Calendar Entry: <p>Software Engineering Option (enrolment suspended)</p> <p>The Software Engineering Option, in Computer Engineering, puts a greater emphasis on methods and process for the design of software-intensive computer systems, including requirements elicitation, software design, software quality, user-interface, and software project management.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Computer Engineering (Software Engineering Option).</p> <p>Third Year (for students who enter the program)</p> <p>CPEN 314</p> <p>CPEN 324</p> <p>CPEN 334</p> <p>CPEN 394</p> <p>CPSC 224</p> <p>CPSC 304</p> <p>CPSC 320</p> <p>One of MATH 318, STAT 251, MATH 302, STAT 302</p> <p>Complementary Studies electives¹</p> <p>Total Credits</p>

	<p>Third Year (for students who enter the program in September 2014 or</p> <p>CPEN 311</p> <p>CPEN 321</p> <p>CPEN 331</p> <p>CPEN 391</p> <p>CPSC 221</p> <p>CPSC 304</p> <p>CPSC 320</p> <p>ELEC 221</p> <p>One of MATH 318, STAT 251, MATH 302, STAT 302</p> <p>Complementary Studies electives¹</p> <p>Total Credits</p> <p>Fourth Year</p> <p>APSC 450</p> <p>CPEN 421</p> <p>CPEN 422</p> <p>CPEN 481</p> <p>CPEN 492</p> <p>Science elective²</p> <p>Electives²</p> <p>Total Credits</p> <p>¹ See Complementary Studies courses.</p> <p>² To be chosen based on Department-approved list of Software Engineering ele</p> <p>Type of Action: Delete option.</p> <p>Rationale for Proposed Change: No longer offering this option.</p> <p>X Not available for Cr/D/F grading</p>	
<p>Proposed Calendar Entry:</p>	<p>Present Calendar Entry:</p> <p>Electrical Energy Systems Option (enrolment suspended)</p> <p>The Electrical Energy Systems Option in Electrical Engineering will provide students with theoretical and practical experience in the electric energy related fields. Students will be admitted at the third-</p>	

	<p>year level. Those who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Electrical Energy Systems Option):</p> <p>Third Year</p> <p>ELEC 301</p> <p>ELEC 311</p> <p>ELEC 321 or STAT 357</p> <p>ELEC 341</p> <p>ELEC 342</p> <p>ELEC 352</p> <p>ELEC 391</p> <p>Breadth Elective</p> <p>Complementary Studies electives¹</p> <p>Total Credits</p> <p>Fourth Year</p> <p>APSC 450</p> <p>ELEC 451</p> <p>ELEC 453</p> <p>ELEC 454</p> <p>ELEC 481</p> <p>ELEC 492</p> <p>Electives^{2,3}</p> <p>Total Credits</p> <p>¹ See Complementary Studies courses.</p> <p>² To be chosen based on Department approved list of EI</p> <p>³ Students who have not completed EECE 392 or EECE credits) and at least 5 credits of electives.</p> <p>Type of Action: Delete option.</p> <p>Rationale for Proposed Change: No longer offering this option.</p> <p>X Not available for Cr/D/F grading</p>
Proposed Calendar Entry:	<p>Present Calendar Entry:</p> <p>Nanotechnology and Microsystems Option (enrolment suspended)</p>

	<p>The Nanotechnology and Microsystems Option, in Electrical Engineering, allows students course concentration and practical project experience in electronics including emerging nanodevices; micro/nanoscale mechanisms and methods (physical, chemical, mechanical, biological and numerical); micro/nano-system design and analysis; micrometer and nanometer scale fabrication and instrumentation; and electromagnetics at small length scales.</p> <p>Students will be admitted at the third-year level. See the Department website for application information.</p> <p>Students who satisfactorily complete the following program will be given recognition as receiving the Bachelor of Applied Science in Electrical Engineering (Nanotechnology and Microsystems Option).</p> <p>Third Year</p> <p>ELEC 301</p> <p>ELEC 311</p> <p>ELEC 315</p> <p>ELEC 321 or STAT 357</p> <p>ELEC 361</p> <p>ELEC 391</p> <p>Breadth Electives¹</p> <p>Complementary Studies Electives²</p> <p>Total Credits</p> <p>Fourth Year</p> <p>APSC 450</p> <p>ELEC 461</p> <p>ELEC 462</p> <p>ELEC 463</p> <p>ELEC 481</p>
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	<p>ELEC 493</p> <p>Electives¹</p> <p>Total Credits</p> <p>¹ To be chosen based on Department-approved list of Nanotechnology and Micro</p> <p>² See Complementary Studies courses.</p> <p>Type of Action: Delete option.</p> <p>Rationale for Proposed Change: No longer offering this option.</p> <p>X Not available for Cr/D/F grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: APSC Department: MECH Faculty Approval Date: 03/10/2022 Effective Session (W or S): S Effective Academic Year: 2022</p>	<p>Date: Jan 26, 2022 Contact Person: Antony Hodgson Phone: 604-822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>MECH 400 (3) Professionalism and Ethics in Engineering</p> <p>Professionalism, ethical frameworks, decolonization, equity, diversity, inclusion, law. Obligations of the engineer. Prerequisite: 4th Year Standing in B.A.Sc. This course is not eligible for Credit/D/Fail grading</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=MECH</p> <p>Present Calendar Entry: (Cut and paste from the current web Calendar.)</p> <p>(none)</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p> <p>In our last accreditation visit, it was identified that the program was not an exemplar in graduate attributes related to Professionalism, Impact of Engineering on Society and the Environment, Ethics and Equity, and Lifelong Learning. This course aims to provide a culminating experience in these areas and enhance our achievement of these attributes.</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 (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>Core course in mechanical engineering that is only open to senior engineering students who require it for graduation.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

Cat 1

Faculty: Applied Science Department: Mining Engineering Faculty Approval Date: 03/10/2022 Effective Session: W Effective Academic Year: 2022	Date: January 6, 2022 Contact Person: Scott Dunbar Phone: 822-4725 Email: wsd@mining.ubc.ca
Proposed Calendar Entry: MINE 200 (7) Mineral Resources Engineering I Introduction to the mining life cycle and the design, planning, operation, and closure of mining systems, with a focus on rock and mineral formation, mineralogy, mining methods, mineral processing, community engagement, and social license to operate. <i>This course is not eligible for Credit/D/Fail grading [6-2-0]</i>	URL: www.calendar.ubc.ca/vancouver/courses.cfm?code=MINE Present Calendar Entries: Type of Action: Create new course. Rationale for Proposed Change: Integrating second year experience – MINE 224, 291, and 292 integrated into a two course – scheduled as a two term series. This curriculum proposal is a result of a significant project to revise the second year mining engineering program. This course will strengthen the student foundation for mining engineering as well as the student experience as a cohort. Beyond technical knowledge, the MINE 200 course structure will also spotlight the impact of the industry in society in an authentic way through case studies. The course descriptions for the courses being replaced are copied below. They will remain available in 2022W for current 2 nd and 3 rd year students who are missing either MINE291 or MINE224. MINE 224 (4) Mineralogy for Mining Engineering Fundamentals of the rock and minerals formation. Exploring main techniques used to understand implications of mineralogy in mining and mineral processing. <i>This course is not eligible for Credit/D/Fail grading. [3-2-0]</i> MINE 291 (3) Introduction to Mining Leading practices and technologies employed in the design, planning, and operation of mining systems. Life cycle of surface and underground mining systems. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i>
Proposed Calendar Entry: MINE 201 (3) Mineral Resources Engineering II The design, planning, and operation, and closure of mining operations, with a focus on mineral processing technologies, plant design, waste and tailings management, and the future of mining. <i>This course is not eligible for Credit/D/Fail grading [3-2-0] Prerequisite: MINE 200</i>	URL: www.calendar.ubc.ca/vancouver/courses.cfm?code=MINE Present Calendar Entries: Type of Action: Create new course. Rationale for Proposed Change:

	<p>Integrating second year experience – MINE 224, 291, and 292 integrated into a two course – two term series. MINE 201 will allow us to refocus MINE 292 on better telling the mine life cycle story while still covering the important content from the existing MINE 292 course.</p> <p>MINE 292 (3) Introduction to Mineral Processing Overview; extracting a mineral or final product from an ore. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-2-0] <i>Prerequisite:</i> MINE 224.</p>
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Undergraduate Proposals – Courses

ANTH: Department of Anthropology

ANTH 311 (3) *Ethnography of the Middle East*

<p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: Mar. 17, 2022 Effective Session: W Effective Academic Year: 2022-23</p>	<p>Date: Received Nov. 5, 2021 Contact Person: Amir Shiva (Course author) and Sabina Magliocco (AUSC Chair) Phone: Email: amir.shiva@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ANTH 311 (3) Ethnography of the Middle East Critical analysis of colonial experience and cultural representations of the Middle East, particularly visions of orientalism and geopolitical discourses. Draws on ethnographic literature to consider contemporary life and subjectivities.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/proof/edit/courses.cfm?page=code&code=ANTH</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Department of Anthropology is proposing this course to provide an opportunity for students to critically examine representations of the Middle East in the Western world and have a more complex understanding of the region by giving insights into the social structure, political formations, everyday life, and local and global forces shaping Middle Eastern societies at the present time. This proposed course embraces an ethnographic approach to area studies and should be appealing to our students, many of which have a heritage connection to the Middle East. This course has been taught previously under the special topics course ANTH 303, (3/6) d Ethnography of Special Areas to great student interest.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for</p>



	<p>Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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ANTH 430 (3) Indigenous Governance, British Columbia

<p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Nov. 5, 2021 Contact Person: Charles Menzies (hagwil hayetsk), course author; Sabina Magliocco, department curriculum chair Phone: Email: Charles.Menzies@ubc.ca and sabina.magliocco@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ANTH 430 (3) Indigenous Governance, British Columbia Indigenous perspectives on governance, authority, and jurisdiction as applied to British Columbia First Nations. Recommended: ANTH 220.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=anth</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course builds upon the longstanding history of research and scholarship within the Department of Anthropology into matters of Indigenous governance. Faculty and students have developed an internationally recognized practice based on supporting and collaborating with First Nations in BC on issues of governance (including, but not limited to, contemporary treaty making, political processes involving inter-governmental relations, traditional use and aboriginal rights and title, and historical studies of cultural practices). Currently aspects of this scholarship informs teaching in a range of our department's courses, but to date we have no specific course on this critical issue.</p>



	<p>This course is focused on BC to reflect the unique (and widely acknowledged) situation in which Aboriginal Rights and Title exist under Canadian law for BC, but the nature of those rights (excepting a handful of treaty areas) remains undefined. This creates a slightly different context for the articulation of Indigenous authority and jurisdiction in BC relative to other areas of Canada.</p> <p>There are a number of faculty in the Department of Anthropology (Indigenous and Settler) who are able to teach this course including, but not limited to, Indigenous colleagues <i>hagwil hayetsk</i> (Charles Menzies), Kristen Barnett and settler colleagues Carole Blackburn, Bruce Miller, Patrick Moore, and Leslie Robertson.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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ANTH 437 (3) Gardens of Culture: The Anthropology of Food Systems

<p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: Mar. 17, 2022 Effective Session: W Effective Academic Year: 2022-23</p>	<p>Date: Received Nov. 5, 2021 Contact Person: Tracey Heatherington (Course author) and Sabina Magliocco (AUSC Chair) Phone: 604-761-2111 Email: tracey.heatherington@ubc.ca and sabina.magliocco@ubc.ca</p>
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**Proposed Calendar Entry:****ANTH 437 (3) Gardens of Culture: The Anthropology of Food Systems**

Anthropological approaches to foodways and agricultural sustainability, particularly small-scale producers and communities. Includes ethnographic analysis of food movements, food systems and the socio-economic contexts of food provisioning and food production.

Recommended: Third year status.

Prerequisite: Second year standing

URL:

<https://www.calendar.ubc.ca/vancouver/courses.cfm?code=anth>

Present Calendar Entry: None

Type of Action: New Course

Rationale for Proposed Change:

Anthropological research at the nexus of culture, agriculture, food and environment is important for our program because it bears on ongoing socio-cultural processes and transformations. This course draws on a well-established literature in the ethnography of culture and agriculture, which also has a specialized journal. The course supports our offerings related to environmental sustainability and enables us to train students prepared to participate in interdisciplinary studies of farming and food systems. The title is designed to engage student interest, and also reflects the aim of the course, to understand that culture and agriculture reciprocally produce one another.

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

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

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

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



CHIN: Department of Asian Studies (ASIA)
CHIN 486 (3) Staging Drama in Modern China

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Oct 21, 2021 Contact Person: Andrew Fong & Jessica Main Phone: Email: andrew.fong@ubc.ca; jessica.main@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHIN 486 (3) Staging Drama in Modern China Development, performance, intercultural interactions, and multi-media adaptations of modern Chinese drama. <i>Prerequisite:</i> One of CHIN 437, CHIN 443, CHIN 444, CHIN 447, CHIN 448. Or placement approval.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHIN</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course complements the existing advanced Chinese content courses (CHIN450+) that the Department of Asian Studies offers in terms of genre coverage, multi-media variety, and interdisciplinary approaches. The currently offered literature courses focus on such genres as poetry, fiction, and cinema, but rarely touch on the equally important genre of drama. Thus, the course will first and foremost supplement the genre coverage of the current curriculum by revolving around modern Chinese drama and its cross-media staging. Furthermore, the course's attention to the multi-media versions of the dramatic works will not only diversify the text-oriented focus of most existing advanced content courses, but also complement the film courses by presenting a more varied mediascape. Third, the current curriculum primarily adopts literary approaches to the course materials, whereas the proposed course will considerably enhance its interdisciplinarity by foregrounding visual and theatrical cultures as well as media, translation, and performance studies.</p> <p>The proposed course will benefit the students' learning and strengthen the department curriculum in the following ways: With its</p>



	<p>focus on drama literature and theatrical culture, the course will deeply immerse students in the stimulating mediascape of modern Chinese theatre, enhancing their cultural and multi-media literacy and proficiency. Moreover, the course situates modern Chinese drama in the contexts of world literature thanks to the international influences upon modern Chinese theatrical culture. Drawing upon refined Chinese translations of renowned plays worldwide, the course will also increase students' cross-cultural awareness and highlights the important role of translation in intercultural communication. In this way, the students will broaden their horizon and become more prepared for courses on other cultures. Lastly, the proposed course possesses significant potential for enriching students' lives by engaging broader communities, including student drama societies on campus and theatrical troupes beyond the university.</p> <p>All CHIN courses in the Academic Calendar are taught in Chinese. Since the course is designed as an advanced content course, it will be delivered in Chinese and native or near native fluency in Chinese will be required.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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*CHIN 489 (3) Reading Modern Sinophone Literature*

Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23	Date: Received Oct 21, 2021 Contact Person: Andrew Fong & Jessica Main Phone: 2-0019 Email: andrew.fong@ubc.ca ; jessica.main@ubc.ca
Proposed Calendar Entry: CHIN 489 (3) Reading Modern Sinophone Literature Sinophone literature produced beyond mainland China after 1949 as a dynamic part of understanding cultural “Chineseness” in its local, communal and global context. <i>Prerequisites:</i> One of CHIN 437, CHIN 443, CHIN 444, CHIN 447, CHIN 448. Or placement approval.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHIN Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: The significance of sinophone literature produced beyond mainland China after 1949 is getting more and more academic acknowledgment and appreciation in the field. To keep abreast of the most updated research in the field, an undergraduate course with a focus on sinophone literature is needed to provide knowledge and perspective for students to comprehend sinophone literature that used to be marginalized and even ignored in the past curriculum. The Department of Asian Studies is proposing this advanced Chinese content language and literature course to provide an opportunity for students to read the sinophone literature written in its original language. It will expand students’ intellectual horizon in gaining knowledge about language, space, people, and cultural formation from a perspective that is inclusive and appreciative of sinophone writings by writers located in places and communities beyond mainland China such as Hong Kong, Macau, Taiwan, Singapore, Malaysia, France, and Canada. The students will be exposed to the diversity and dynamic of the large corpus in this area, and they will be required to look closely



	<p>into the concept and disciplinary term of cultural Chineseness in a local, communal and global context. Ultimately, they will assess and analyze the selected sinophone literature in a critical manner well informed with a dynamic and inclusive understanding of cultural identity formation. As such, the topics of gender, identity, center and marginal, authentic, authority and many others will be introduced into the course and will inspire the students to consider the world they live in in a more sophisticated and more open-minded way. All CHIN courses listed in the Academic Calendar are taught in Chinese. As the course is designed as an advanced content course, it will be delivered in Chinese and native or near native fluency in Chinese will be required.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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HIST: Department of History

HIST 330 (3) History of the Global Financial Order

<p>Category: 1 Faculty: Arts Department: History Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: 1 November 2021 Contact Person: Hicham Safieddine (course author) and Steven Lee (department curriculum chair) Phone: 604 822 2099 Email: hsafiedd@mail.ubc.ca and sh.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=hist</p>



<p>HIST 330 (3) History of the Global Financial Order Origins and transformation of the global financial order (18th century onward) in relation to war, state-building, international political economy, and colonialism.</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The Department of History currently offers several courses on global history but none on financial history. The global financial crisis of 2008 has triggered heightened interest in the modern financial order among young generations of students who have felt its impact. Financial literacy is also on the rise to manage new forms of money like cryptocurrency. Financial history is also becoming a rich field of research as International Financial Institutions like IMF, governments and central banks, as well as non-state actors struggle to find solutions to mounting financial troubles. In addition to history majors, students enrolled in economics, commerce or pursuing IR studies will find it relevant.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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SPAN: Department of French, Hispanic, and Italian Studies (FHIS)
SPAN 103 (3) Intensive Beginners' Spanish

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies (FHIS) Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W</p>	<p>Date: Received Oct 13, 2021 Contact Person: Brianne Orr-Álvarez (Course Author); Min Ji Kang (Administrative Support) Phone:</p>
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Effective Academic Year: 2022-23	Email: minji.kang@ubc.ca
<p>Proposed Calendar Entry:</p> <p>SPAN 103 (3) Intensive Beginners' Spanish Fundamentals of the Spanish language. Ideal for students with Spanish 12 or expertise in another Romance language. Aligned with CEFR level A1 objectives. Credit will be granted for SPAN 103 or both SPAN 101, SPAN 102.</p> <p><i>Prerequisite:</i> Placement test for students with Grade 12 Spanish or for native or near-native speakers of other Romance Languages.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=span</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: In 2018 and 2019, the Department of French, Hispanic & Italian Studies updated its French, Spanish and Italian language courses descriptions to include reference to the proficiency levels described in the <i>Common European Framework of Reference for Languages</i> (CEFR). While the CEFR provides the consistency of the course sequence with a scale of progression from A1 to B2 level, that is recognized internationally, it has been also evident that there is inconsistency of the levels of the students who have “previous experience” in the language. As a consequence, there have been a gap between two groups of the students in SPAN 101: 1) complete beginners of the language AND 2) students with previous experience but also with a lapse of time that required them to drop the level.</p> <p>SPAN 103 is a 3-credit Intensive Beginners' Course that combines learning goals of two existing courses, SPAN 101 and 102. This 3-credit intensive course is designed for the students who are extremely motivated with previous experience in Spanish 12 or expertise of other Romance languages to offer the opportunity to review the linguistic, cultural and communicative topics of the language in a more appropriate pace. This new course not only benefits the students who have previous experience to have a more expedite/intensive way to review the language but also benefits the complete beginners of the level to learn in a more relaxing environment.</p> <p>This change is to create a new six-credit sequence of Intensive Spanish (numbered SPAN 103 and SPAN 203) for highly motivated and “bilingual” learners with previous experience in Spanish or other Romance languages. Given students' existing foundation (via hours of contact, languages spoken, or courses taken), these intensive courses aim to offer a selective emphasis on the linguistic, cultural, and communicative learning outcomes for the A1-A2 levels</p>



	<p>Students who have taken 6 credits of SPAN 101 and 102 will not be permitted to take SPAN 103 for credit. Also, students who have completed SPAN 103, will not be permitted to take either SPAN 101 or SPAN 102 for credit.</p> <p>Like SPAN 101 and SPAN 102, this course focuses on the fundamentals of the Spanish language and is designed to develop linguistic skills through integrated and interactive practice in reading, writing, listening and speaking. The course also promotes intercultural learning and the development of an international awareness.</p> <p>This change does not have an impact on degree progression for Minor or Major because they are lower-year level courses that can be exempt or waived case by case. Whether they take 6 credits (SPAN 103 and 203) or 12 credits (SPAN 101, 102, 201, 202), the program requirement does not change.</p> <p>Notes:</p> <ul style="list-style-type: none"> • This proposal is accompanied by a Category 1 proposal for SPAN 203. • Category 2 proposals to add credit exclusion statements to SPAN 101 and 102 have been submitted in the March Category 2 Arts Curriculum Report. <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>
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	<p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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SPAN 203 (3) Intensive Elementary Spanish

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies (FHIS) Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Oct 13, 2021 Contact Person: Brianne Orr-Álvarez (Course Author); Min Ji Kang (Administrative Support) Phone: Email: brianne.orr@ubc.ca and minji.kang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPAN 203 (3) Intensive Elementary Spanish Continuation of SPAN 103. Aligned with CEFR level A2 objectives. Credits will be granted for SPAN 203 or both SPAN 201, SPAN 202.</p> <p><i>Prerequisite:</i> One of SPAN 103, SPAN 102 or placement test for native or near-native speakers of other Romance Languages.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=span</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: In 2018 and 2019, the Department of French, Hispanic & Italian Studies updated its French, Spanish and Italian language courses descriptions to include reference to the proficiency levels described in the <i>Common European Framework of Reference for Languages</i> (CEFR). While the CEFR provides the consistency of the course sequence with a scale of progression from A1 to B2 level, that is recognized internationally, it has been also evident that there is inconsistency of the levels of the students who have “previous experience” in the language. As a consequence, there has been a gap between two groups of the students in SPAN 201: 1) students that have been processing from SPAN 101; AND 2) students with previous experience but also with a lapse of time that required them to drop the level.</p> <p>SPAN 203 is a 3-credit Intensive Elementary Course that combines learning objectives of two existing courses, SPAN 201 and 202. This 3-credit intensive</p>



	<p>course is designed for the students who are highly motivated with previous experience in Spanish or other Romance languages to offer the opportunity to review the linguistic, cultural and communicative topics of the language in a more appropriate pace. This new course will benefit the students who have previously completed Grade 12 or AP/IB Spanish to have a more expedite and intensive way to review the CEFR level A2 objectives so that they can advance to B1 level.</p> <p>This change is to create a new six-credit sequence of Intensive Spanish (tentatively numbered SPAN 103 and SPAN 203) for highly motivated and “bilingual” learners with previous experience in Spanish or other Romance languages. Given students’ existing foundation (via hours of contact, languages spoken, or courses taken), these intensive courses aim to offer a selective emphasis on the linguistic, cultural, and communicative learning outcomes for the A1-A2 levels.</p> <p>Like SPAN 201 and SPAN 202, this course focuses on the expansion of the fundamentals of the Spanish language and is designed to present more elaborate structures in a variety of tenses and modes of Spanish. The course also promotes intercultural learning and the development of an international awareness.</p> <p>Students who have taken SPAN 201 and 202 will not be permitted to take SPAN 203 for credit. Also, students who have completed SPAN 203, will not be permitted to take either SPAN 201 or SPAN 202 for credit. Students who feel confident after SPAN 103 could either move into SPAN 203 or complete the 6-credit sequence (SPAN 201 and SPAN 202) and then flow into Spanish 301 as a starting point for further study.</p> <p>This does not have an impact on degree progression for Minor or Major because they are lower-year level courses that can be exempt or waived case by case. Whether they take 6 credits (SPAN 103 and 203) or 12 credits (SPAN 101, 102, 201, 202), the program requirement does not change.</p>
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	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">A1 SPANISH 101-102 [6 credits, 2 terms]</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">A2 SPANISH 201-202 [6 credits, 2 terms]</div> <div style="background-color: red; color: white; padding: 5px; margin-bottom: 5px;">B1 SPANISH 301-302 [6 credits, 2 terms]</div> <div style="background-color: red; color: white; padding: 5px;">B2 SPANISH 401-402 [6 credits, 2 terms]</div> </div> <div style="width: 45%;"> <div style="background-color: blue; color: white; padding: 5px; margin-bottom: 5px;">A1 SPANISH 103 [3 credits, 1 term]</div> <div style="background-color: blue; color: white; padding: 5px;">A2 SPANISH 203 [3 credits, 1 term]</div> </div> </div> <pre> graph TD A1R[A1 SPANISH 101-102] --> A2R[A2 SPANISH 201-202] A2R --> B1R[B1 SPANISH 301-302] B1R --> B2R[B2 SPANISH 401-402] A1B[A1 SPANISH 103] --> A2B[A2 SPANISH 203] A1B --> A2R A2B --> B1R </pre>
	<p><i>Notes:</i></p> <ul style="list-style-type: none"> • This proposal is accompanied by a Category 1 proposal for SPAN 103. • Category 2 proposals to add credit exclusion statements to SPAN 101 and 102 have been submitted in the March Category 2 Arts Curriculum Report.
	<p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>
	<p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p>
	<p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

Course Outline

Category: (1)

<p>Faculty: Science Department: Botany & Zoology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>BIOL 533 (3) Plant Genetics</p> <p>Emphasis on molecular aspects. Systems and techniques for genetic analysis in plants; isolation and regulation of plant genes; genetic dissection of plant-specific processes; transposable elements; gene transfer in plants; cytoplasmic inheritance; genetic engineering. Please consult the Faculty of Science Credit Exclusion Lists: [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414]. [3-0-0]</p> <p>Prerequisite: BIOL 335.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The Botany Graduate program lacks a graduate course in plant molecular genetics. Many graduate students take BIOL 433, which restricts the other courses that they can take. By elevating the course to 500-level by adding graduate student-specific elements, it will not only make course planning easier for students, but also tailor the course to their specific needs.</p> <p>Directing students to the Faculty of Science credit exclusion list is the best way for students to know which courses are credit excluded.</p> <p>Supporting Documents: SCI-21-2-BIOL 533</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: ECE Faculty Approval Date: 03/10/2022 Effective Session (W or S): W Effective Academic Year: Sept 2022</p>	<p>Date: January 30, 2022 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 501 (3) Mathematical Methods for Electrical and Computer Engineering [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>With the growing interest in the M.Eng. program in Electrical and Computer Engineering, we see the urgent need to provide a broad refresher in mathematical methods to students that may be coming to graduate school after some years in industry. This course emphasizes key abstractions that are essential for graduate-level study in electrical and computer engineering. In the absence of such a course, students may need to take multiple courses in other departments to regain comfort with these ideas but that would limit their ability to dive into more advanced courses earlier in their program. This course regularizes a course that has been piloted as a “special topics” course.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> <p>Not relevant for graduate courses</p> <p style="text-align: center;"><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on aP/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: ECPS Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022-2023</p>	<p>Date: January 9, 2022 Contact Person: Laurie Ford/Thomas Schanding Phone: 2-0091/7-1553 Email: laurie.ford@ubc.ca / Thomas.schanding@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 560 (1-12) d Laboratory in School and Applied Child Psychology Pass/Fail. Admission to the SACP program required. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None at present- new course</p> <p>Present Calendar Entry: None at present- new course</p> <p>Type of Action: Create new course, EPSE 560 (1-12). Laboratory in School and Applied Child Psychology</p> <p>Rationale for Proposed Change: A number of courses in the SACP Program have a laboratory component in addition to the didactic instruction to practice skills learned in class. These laboratory sessions have been run outside of the typical class meeting and add additional hours of instruction for the instructor. It also means that the credits for the course do not adequately reflect the true workload for the student as participation is central to success in the course. Structured laboratory sessions allow students to practice clinical skills reviewed in class, with supervision and feedback before they move to applying skills under supervision with actual clients in practicum and internship. We plan to formally credit this extra class time with credit for laboratories. Laboratories will be paired with practice courses such as EPSE 554 Cognitive Assessment, EPSE 555 Social and Emotional Assessment, EPSE 551 School-Based Consultation, EPSE 557 Social and Emotional Interventions with Children and Youth. Any of these courses will have a 1 credit lab allowing EPSE 560 to be taken multiple times in for different courses (up to 12 credits). The specific syllabi and objectives will vary with the course content. A sample syllabi attached.</p>

	X Not available for Cr/D/F grading (undergraduate courses only)
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**Rationale for not being available for
Cr/D/F:**

N/A

XX Pass/Fail or ☐ Honours/Pass/Fail grading



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: ECPS Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: February 10, 2022 Contact Person: Shawna Faber Phone: 604-822-8004 Email: shawna.faber@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 582 (3) Social and Emotional Learning Through the Lens of Mental Health and Wellness</p> <p>Theories of both Social Emotional Learning (SEL) and mental health and how the confluence of these impact overall wellbeing.</p> <p><i>Prerequisites:</i> A graduate or upper level undergraduate course in Social and Emotional Learning (SEL).</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create New Course</p> <p>Rationale for Proposed Change:</p> <p>The increased focus on mental health (MH) has led to an interest from those working in the educational field to find ways to leverage social and emotional learning (SEL) in culturally responsive ways to have an impact on preventing mental health issues and maintaining mental wellness. This course is in response to this need, and thus will focus on explicating students' current understanding of SEL and MH by looking at these through a variety of lenses, including culture, anti-oppressive, and antiracist lenses, so-as-to broaden both theoretical and practical understanding.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>N/A</p>



	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: ECPS Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022	Date: February 11, 2022 Contact Person: Shawna Faber Phone: 604-822-8004 Email: shawna.faber@ubc.ca
Proposed Calendar Entry: EPSE 588 (3) Indigenous Pathways Through Social and Emotional Learning An exploration of Indigenous knowledges and methodologies in social and emotional learning. <i>Prerequisites:</i> A graduate course in SEL and/or a graduate level course in Indigenous Knowledge/Methods	URL: N/A Present Calendar Entry: N/A Type of Action: Create New Course Rationale for Proposed Change: Indigenous peoples have rich histories and cultures that must be recognized by educators interested in promoting social and emotional wellness. Colonization, racism, and inequity disproportionately affect Indigenous Peoples' current political, health, educational, and social circumstances. To address these disparities, it is crucial that social and emotional learning attend to United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), Canada's Truth and Reconciliation Calls to Action and National Inquiry to MMIWG Calls to Justice. In response to, and aligning with UBC's Indigenous Strategic Plan and Faculty of Education's Task Force on Race, Indigeneity and Social Justice, this course will be guided by Indigenous pedagogies and methodologies to better understand social and emotional learning. It will explore Indigenous ways of knowing on the interconnection among individuals, families, communities, and



Nations impact on social and emotional wellness and academic achievement. This course will be grounded in Indigenous knowledges in SEL that involves Two-Eyed Seeing, storytelling, experiential and place-based learning. This course will guide students to build an understanding of Indigenous Pathways Through Social and Emotional Learning.

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

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

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

N/A

☐

Pass/Fail or

☐

Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: ECPS Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022-2023</p>	<p>Date: January 27, 2022 Contact Person: Laurie Ford/Thomas Schanding Phone: 2-0091/7-1553 Email: laurie.ford@ubc.ca Thomas.schanding@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 635 (3-9) d Special Topics in Advanced Intervention in School and Applied Child Psychology Admission to the SACP Ph.D. program required. <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisites: All of CNPS 362, EPSE 552, EPSE 557.</p>	<p>URL: None at present- new course</p> <p>Present Calendar Entry: None at present- new course</p> <p>Type of Action:</p> <p>Create new course, EPSE 635 (3-9). Advanced Intervention in School and Applied Child Psychology</p> <p>Rationale for Proposed Change:</p> <p>Sample syllabus and schedule for new course, EPSE 635 (3-9) (attached)</p> <p>The proposed course curriculum change, request for new course, results from a systematic review of the PhD program in School and Applied Child Psychology in the last 5 years and the review resulting from our recent CPA reaccreditation. The curriculum changes that result from this revision of the research-stream curriculum of the MA and PhD programs have also allowed the program faculty to revise the goals and content of the PhD program. This has resulted in the need for advanced coursework in intervention. In the past we have offered several advanced practice courses as “special topics” (EPSE 565) courses.</p> <p>It will be better for program graduates to have their transcript reflect the advanced training in intervention in the course title and not under the more generic EPSE 565</p>



Special Topics. We would also like this distinguished as doctoral level course with a 600 number.

The proposed new course provides for an advanced intervention course in the program yet allows some flexibility of specific focus depending on student interest and faculty availability. In recent years we have offered special topics (EPSE 565) courses including: Neuropsychological Assessment and Interventions, Cognitive Behavioural Interventions in Schools, and Autism Spectrum Disorders. We anticipate these will continue as options in addition to the syllabus attached possibilities such as Advanced Academic Interventions in Schools, Cognitive and Behavioural Interventions, and Early Childhood Mental Health. The variable credit will allow students to take more than one version of the course if it meets their professional goals.

We have provided a sample syllabus for one of the topics, our special topics planned for this 2022-2023: Feminist, Multicultural, Social Justice Theory and Practice in School and Applied Child Psychology

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

Rationale for not being available for Cr/D/F:
N/A

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
N/A



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: School of Kinesiology Faculty Approval Date: March 24, 2022 Effective Session (W or S): Winter Effective Academic Year: 2022	Date: Feb. 2022 Contact Person: Maria Gallo Phone: 604-822-5084 Email: maria.gallo@ubc.ca
<p>Proposed Calendar Entry:</p> <p>KIN 575 (3) Principles of Applied Sports Analytics Technical and applied knowledge in data science and analytics related to high performance sports.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=KIN</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>In order to maximize performance at the highest level of sport, robust monitoring and data analytics has become a feature informing better decision making and interventions in sport. With emerging technologies such as sensors, video capture, monitoring of training and performance, there is a need for performance coaches and technical leaders to have knowledge and skills in data acquisition, analytics and management.</p> <p>This course will empower students to 1) critically think about how data can help them in their practice, 2) feel more comfortable and confident when collecting, handling, and reporting data, and 3) make more data-informed decisions. They will develop techniques in data collection, data cleaning and processing, filtering, extracting subject-/sport-specific metrics, and interpreting data related to their own sporting context. Students will develop their skills in Microsoft Excel and learn basic competencies in the programming language R so that they feel more</p>



	<p>comfortable with sport related data in their applied practice. A key outcome will also facilitate students gaining a conceptual understanding of basic statistical methods and data visualization methods.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Obstetrics and Gynaecology Faculty Approval Date: 01/18/21 Effective Session (W or S): W Effective Academic Year: 2022 - 2023</p>	<p>Date: October 20, 2021 Contact Person: Dr. Sarka Lisonkova Email: slisonkova@cw.bc.ca</p>
<p>Proposed Calendar Entry:</p> <p>OBST 509 (3) Critical Appraisal of Research in Reproductive and Children's Health Sciences Principles of critical thinking and appraisal of medical literature with respect to study design and causal inference.</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: A correct understanding of research methodology is essential in any scientific endeavor. In recent years, standard guidelines have been developed and required for reporting results of medical research, including, for instance, STROBE (STrengthening the Reporting of OBservational studies in Epidemiology), CONSORT (Consolidated Standards of Reporting Trials), and STREGA (STrengthening the REporting of Genetic Association studies) guidelines. These reporting standards rely on proper understanding of clinical and population research terminology and principles of statistical inference. The new course will address the need for such understanding by providing guidance to critically appraise the medical literature and fill an important gap in the curriculum of the current RDS/WACH program. Further, this course will differ from other currently available UBC courses in its focus on critical thinking and appraisal of literature that is particularly important in reproductive, maternal and child health research, the main thematic foci of the RDS/WACH program. The unique challenges and opportunities inherent in research in this</p>

	<p>substantive area will be highlighted. This course is not intended to provide in-depth knowledge of epidemiology and/or biostatistics or any substantive area of reproductive sciences or maternal/child health. Rather, it will provide students with a guidance to evaluate scientific papers in medical literature, especially in the area of reproductive medicine, maternal-child health and women's health. The aim of the course is to facilitate improved communication between RDS/WACH students and other researchers regarding study designs, data analyses and statistical issues.</p> <p>All classes will take place at the BC Children's Hospital Research Institute, allowing RDS/WACH students to incorporate this course into their schedule.</p> <p>Pass/Fail or Honours/Pass/Fail grading(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Obstetrics & Gynaecology Faculty Approval Date: 03/15/22 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: 12/07/2021 Contact Person: Gillian Hanley and Aline Talhouk Email: Gillian.hanley@vch.ca, a.talhouk@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>OBST 512 (3) Overview of Gynecologic Oncology Molecular biology, epidemiology, prevention, and treatment of gynecologic cancers, including uterine cancer, vulvar/vaginal cancer, cervical cancer, ovarian cancer, and how to incorporate the patient experience into research.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Gynecologic cancers, including uterine cancer, cervical cancer, ovarian cancer and vaginal/vulvar cancers, continue to impact many individuals around the world. There continues to be many research advances in their prevention, diagnostics, treatment, and survivorship.</p> <p>In the area of ovarian cancers, the key finding that high- grade serous ovarian cancer arises in the fallopian tubes has enabled an ovarian cancer prevention strategy using opportunistic salpingectomy and genetic testing for BRCA1 and BRCA2 mutations. Recent research findings in uterine cancers have also changed the landscape of clinical management with the development of the ProMisE molecular classifier. Cervical cancer research in the areas of HPV vaccination and screening has also been changing practice and policy worldwide. There are also learnings that apply from one gynecologic cancer to another, and thus having a basic understanding of all gynecologic cancers can be very useful to trainees working in one specific cancer subtype.</p> <p>Most current OBST courses are focused on maternal-fetal issues in pregnancy, with a</p>

	<p>relative lack of learning opportunities in women's health. Faculty members at UBC have been leading a lot of cutting-edge research in gynecologic cancer, and thus we have the expertise to teach this course, as well a large number of trainees researching gynecologic cancer in their theses.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>Pass/Fail or Honours/Pass/Fail grading(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Obstetrics & Gynaecology Faculty Approval Date: 03/15/22 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: November 30, 2021 Contact Person: Sarah Munro Phone: 604-710-3025 Email: sarah.munro@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>OBST 581 (3) Knowledge Translation and Implementation Sciences Investigation of strategies to promote the uptake of innovations and evidence in healthcare from bench to bedside to populations.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Graduate students and faculty are conducting knowledge translation and implementation projects in women's health; this course will provide formal learning opportunities in this area. Most OBST courses in the curriculum of the current RDS program (2020) are focused on maternal-fetal issues in pregnancy, with less focus on research methodologies and applications of research. The new course will address this gap by providing students with skills to apply principles and common methodological approaches for bridging knowledge-to-action gaps. Further, this course will differ from other currently available UBC courses in its focus on knowledge translation at all stages of the research pipeline. This course will differ from SPPH 581N, which focuses on social movements and knowledge mobilization at a population level. It will differ from MED 503, which focuses on translational research from pre-clinical, lab-based settings to industry. This new course will take an integrated, interdisciplinary, methods-focused approach well suited to the diverse research foci of students engaged in reproductive, maternal and child health research.</p>



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

Rationale for not being available for

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

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

Category: 1

<p>Faculty: Graduate and Postdoctoral Studies Curriculum Committee Approval Date: January 14, 2022 Faculty Approval Date: March 10 2022 Effective Session (W or S): S Effective Academic Year: 2022-23</p>	<p>Date: March 2 2022 Contact Person: Dr. Jenny Phelps Email: jenny.phelps@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>VGRD 699 (0) Joint Doctoral Research Scholar</p> <p><i>On the advice of Senate and Curriculum Services, no Calendar Entry is recommended for this course, as it holds no credit value and eligible students will be registered in the course by an administrator. This follows the same approach used for other Visiting Graduate Students under the Visiting International Research Student (VIRS) classification (i.e. VGRD 500 – Visiting Masters Student; VGRD 600 – Visiting Doctoral Student). The course will be entered in the curriculum management system but suppressed in the Academic Calendar. DO NOT SET TO PUBLISH.</i></p>	<p>Present Calendar Entry:</p> <p>none</p> <p>Type of Action: new non-credit activity represented as a course</p> <p>Rationale for Proposed Change:</p> <p>VGRD 699 will serve as a record for a unique type of Visiting Graduate Student/Visiting International Research Student (VIRS) – the Joint Doctoral Research Scholar (JDRS). JDRSs are distinguished from other visiting doctoral students by the fact that they have a formal UBC faculty co-supervisor for their doctoral research and are engaged in substantive collaborative research between UBC and their home institution, typically necessitating a visit to UBC of at least 6 months. Other doctoral level VIRS who have a more short-term or informal research visit to UBC will continue to be registered in VGRD 600.</p> <p>VGRD 699 will also be used as a UBC record for UBC PhD students who have a formal faculty co-supervisor at another institution and are engaged in substantive collaborative research between that institution and UBC, typically necessitating a visit to the other institution of at least 6 months.</p> <p>No grade or standing will be entered for the VGRD 699 non-credit activity.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 14th, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: May 18th, 2021 Contact Person: Thorsten Knipfer Phone: 604-827-0929 Email: thorsten.knipfer@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 405 (3) Plant-Water Relations for Sustainable Agriculture</p> <p>Plant water requirements for production and survival, physiological stress thresholds, soil-plant-atmosphere interactions, structure-function relationships, cutting-edge and traditional monitoring tools, precision agriculture, application for sustainable water management.</p> <p>Prerequisites: One of APBI 210, BIOL 210</p>	<p>URL: NA</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course will strengthen the Faculty of LFS in its mission for sustainable agriculture and food security. The course will fill an important knowledge gap concerning the implementation of sustainable irrigation management strategies on the basis of plant physiological function. Moreover, this course will provide for an extended, in-depth and foremost applied perspective of plant-water relations as taught in BIOL 351/APBI 351/ FRST 311 at a basic level.</p> <p>Ongoing climate change is causing unprecedented challenges for agriculture. To ensure food security, modern farmers require information on plant water requirements to avoid losses in yield and crop quality. This course will focus on plant-water relations, utilizing cutting-edge and traditional tools to determine physiological stress thresholds in both a laboratory and field setting. The course will outline concepts for implementing sustainable crop management strategies and improving genotype selection.</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.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2022	Date: Dec 12, 2020 Contact Person: Juli Carrillo Phone: 604-827-5039 Email: juli.carrillo@ubc.ca
Proposed Calendar Entry: APBI 463 (3) Insects in Agroecosystems Insect ecology and evolutionary biology of pests, predators, pollinators and other insect groups in agroecosystems. Application to biodiversity management and sustainable agricultural practices. Prerequisites: One of APBI 327, BIOL 327; One of BIOL 300, GEOG 374, FRST 231, LFS 252, STAT 200.	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course Rationale for Proposed Change: <p>This is a new course that is in an area of expertise for the Faculty of LFS. This course will fill a key gap in understanding the varied roles of insects in managed agroecosystems.</p> <p>There are currently no other agriculturally focused courses on insect ecology and ecosystem function. Other insect-focused courses offered at UBC are more general (e.g., APBI 427/BIOL 411: Insect Ecology, APBI 327/BIOL 327: Introduction to Entomology) or focused on the management of a particular group of insects (e.g., APBI 428 99C: Integrated Pest Management, FRST 308 99C: Forest Entomology).</p> <p>This course specifically focuses on the varied types of insects in agricultural systems, including beneficial insects, pests, and detritivores, all which contribute to ecosystem functioning with applications for management. Real world case examples will be used to develop critical thinking and skills in managing</p>

	<p>insect biodiversity in agro-ecosystems; these topics and learning outcomes are not currently offered in any other faculties.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land & Food Systems Department: Faculty Approval Date: December 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: November 5, 2021 Contact Person: Elizabeth Novak Phone: 604-827-1085 Email: enovak@mail.ubc.ca</p>
<p>Proposed Calendar Entry: FNH 160 (3) Integrated Physiology for Human Nutrition I Basic principles in human physiology, including function of the nervous, endocrine, musculoskeletal and digestive systems, integration across systems, maintenance of homeostasis, and application to human nutrition</p> <p>Prerequisite: One of CHEM 11, CHEM 12, <u>CHEM 100</u>, <u>CHEM 110</u>, <u>CHEM 111</u> and one of BIOL 11, ATPH 12, BIOL 12, <u>BIOL 111</u>.</p> <p>FNH 160 and 161 together are credit-excluded with BIOL 153 and 155.</p>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: There is currently no human physiology course offered in Land & Food Systems, yet this is fundamental knowledge necessary for understanding and succeeding in higher level food and nutrition courses. Existing courses do not meet the needs of Food Science and Nutrition students as they include a greater focus on anatomy and do not adequately explore the connection between physiology and nutrition. We believe that offering this course in LFS will also be beneficial in engaging students in their home faculty in first year.</p> <p>FNH 160 & 161 would be designed to meet the learning needs of first year Land and Food Systems students, covering fundamental concepts in human physiology, with a focus on topics and disorders relevant to understanding the interaction between nutrition and health. Because of the breadth of material covered, the course will be divided into two semesters, as is typical for human physiology and anatomy courses.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is</p>



	percentage.)
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**Proposed Calendar Entry:**

FNH 161 (3). Integrated Physiology for Human Nutrition II

Basic principles in human physiology, including function of the cardiovascular, immune, respiratory, urinary and reproductive systems, integration across systems, maintenance of homeostasis, and application to human nutrition

Prerequisite: FNH 160

FNH 160 and 161 together are credit-excluded with BIOL 153 and 155.

URL:**Present Calendar Entry:****Type of Action:**

New course

Rationale for Proposed Change:

There is currently no human physiology course offered in Land & Food Systems, yet this is fundamental knowledge necessary for understanding and succeeding in higher level food and nutrition courses. Existing courses do not meet the needs of food and nutrition students as they include a greater focus on anatomy and do not adequately explore the connection between physiology and nutrition. We believe that offering this course in LFS will also be beneficial in engaging students in their home faculty in first year.

FNH 160 & 161 would be designed to meet the learning needs of first year Land and Food Systems students, covering fundamental concepts in human physiology, with a focus on topics and disorders relevant to understanding the interaction between nutrition and health. Because of the breadth of material covered, the course will be divided into two semesters, as is typical for human physiology and anatomy courses.

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

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

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

☐

Pass/Fail or

☐

Honours/Pass/Fail grading

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Land & Food Systems Department: Faculty Approval Date: Dec 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: November 18, 2021 Contact Person: Chris Scaman Phone: 604-822-1804 Email: christine.scaman@ubc.ca
Proposed Calendar Entry: FNH 404 (3) Food Safety and Quality Management Food production plant sanitation, environmental monitoring, global food safety standards, and food plant internal audits Prerequisite: FNH 403	URL: Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: The topics covered in this course are essential knowledge and skills for the food industry and are required for accreditation of the Food Science Major by the Institute of Food Technologists. <div style="margin-top: 20px;"> <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) <small>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</small> </div> <div style="margin-top: 20px;"> Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. </div> <div style="margin-top: 20px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading <small>(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.)</small> </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land & Food Systems Department: Faculty Approval Date: Dec 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: November 18, 2021 Contact Person: Chris Scaman Phone: 604-822-1804 Email: christine.scaman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FNH 414 (3) Sustainability in the Food Industry</p> <p>Regenerative sustainability and the sustainability nexus; health and environmental impacts of the food industry; environmental performance indicators and management systems; approaches to enhance sustainability in the food industry.</p> <p>Prerequisites: One of FNH 309 or FNH 313</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: There is currently little to no content in the current curriculum on the environmental impact of the food industry and approaches for sustainability despite increasing importance of this area. This course will fill in this important knowledge gap in the Food Science curriculum and meet the numerous learning objectives set by the Institute of Food Technologists (IFT), the accreditation body for the Food Science Major.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

BIOLOGY

Category: (1)

Faculty: Science

Department: Botany & Zoology

Faculty Approval Date: March 2, 2022

Date: March 2, 2022

Contact Person: Norm Hutchinson

Phone: 604-822-8188

Email: norm@cs.ubc.ca

Effective Date for Change: 22S

Proposed Calendar Entry:

BIOL 180 (2) Thinking Like a Life Scientist

Science as a process, the skills of scientists, and the exploration of a current biological challenge with a practicing UBC scientist. [2-0-1]

Prerequisite: One of Biology 11, Biology 12, BIOL 111.

Present Calendar Entry:

Action: Create a new course.

Rationale: The Biology Program seeks to extend the opportunity to engage in authentic scientific practices to first year students. An understanding of the process of science as it relates to society is fundamental for success and retention in science specializations across campus and, more broadly, is an important component of any UBC student's general education. The use of primary literature and instructors who are themselves UBC researchers, allows this course to shed light on the diversity and relevance of the biological sciences to our students' everyday lives while also providing sufficient support to cultivate the skills of scientists. The course presents students an opportunity to both engage in the practices and cultivate the skills of research scientists early in their journey through the University. In addition, the course directly connects students with UBC researchers making science and scientists accessible.

Consultations with program alumni, faculty, and students identified a core set of transferrable skills that were highly valued. The most valued transferrable skills together with affective goals known to increase student's science self-efficacy, sense of belonging, and intrinsic motivation to learn guided the design of this course over the past year.

Further, gains in student's science self-efficacy were significant across instructors of all ranks (research faculty, teaching faculty, post-docs) and were not dependent on the extent of an instructor's teaching experience suggesting the framework and structure that we have designed will allow a range of biology instructors to rotate through the course and effectively achieve the team's shared goals. This ability of a wide range of instructors to teach in the course makes the model sustainable and allows us to introduce our students to a diversity of research in the biological sciences in the course.

To maximize accessibility for all students, the course will be offered both online and in-person.

☐ **Not available for Cr/D/F grading.**
(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F):

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

Supporting Documents: SCI-21-2-BIOL 180

Category: (1)

<p>Faculty: Science Department: Botany & Zoology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>BIOL 451 (3) Comparative Neurobiology</p> <p>Advanced investigations of the evolution of animal nervous systems, integrating studies of diverse species to understand fundamental neurobiology. [3-0-0]</p> <p>Pre-requisite: One of BIOL 371, 372, CAPS 301, PSYC 304, PSYC 367, PSYC 370.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: Neuroscience is a rapidly growing and exciting field of study, and UBC undergraduate students have shown an increased interest in neurobiology courses. In response to this increased demand, the Department of Zoology has expanded offerings in neurobiology. We now have two third-year courses, BIOL 371(Principles of Neurobiology I) and BIOL 372 (Principles of Neurobiology II), which provide a foundation in all of the major topics in the field.</p> <p>The next component of curriculum development is to expand our offerings in fourth-year courses that allow the students to engage in more specialized topics. We currently offer four fourth-year courses: BIOL 455 (Comparative Neurobiology) focuses on the evolutionary diversification of nervous systems; BIOL 458 (Developmental Neurobiology) focuses on the molecular and cellular determinants of neuron development; BIOL 459 (Neurobiology of Sensory and Motor Systems) focuses on integration of circuits in systems neuroscience; BIOL 460 (Neurobiology of Vision) focuses on multidimensional discussions of animal vision.</p> <p>The Department of Zoology has migrated the previous content of BIOL 455 (taught prior to 2020WT2) to the new BIOL 372. BIOL 455 is focused on the comparative, evolutionary relationships between diverse organisms and</p>

how these relationships are reflected in specialized neural function. It has been proposed that these topics should be placed into a new course (now BIOL 451) to avoid conflicts with students who had taken BIOL 455 prior to its re-alignment with comparative and evolutionary themes. BIOL 451 will replace BIOL 455. Moreover, introductory lectures in neuroscience are taught in four course codes on campus: BIOL, CAPS, COGS, and PSYC. This advanced course offering has the potential to bring students together from different perspectives but with a shared interest in comparative neurobiology.

The format for this course includes a combination of lectures, interactive discussions, review paper writing, and student presentations. This format is modeled on a current and highly successful fourth-year course (BIOL 454). The 40 students will learn about major research themes within comparative neuroscience, through a combination of lectures, discussions, and developing review papers, which are then presented in both oral and written format. The course will therefore provide advanced training in both neurobiology concepts and neurobiology practice. The skill building components will meet the needs for enhanced training in scientific presentation and practice. These skills have been identified as a top priority by undergraduates in the Biology Specializations and are emphasized in UBC's strategic plan (#13).

☐ **Not available for Cr/D/F grading.**

(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F):

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

Supporting Documents: SCI-21-2-BIOL 451

Category: (1)

<p>Faculty: Science Department: Botany & Zoology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>BIOL 453 (4) Insect Physiology</p> <p>Physiological adaptations used by insects, including adaptations used to survive in extreme environments. Homeostatic mechanisms, neurophysiology, and experimental techniques. [3-3-0]</p> <p>Prerequisite: One of BIOL 204, BIOL 205, BIOL 327, APBI 327 and one of BIOL 361, BIOL 364, BIOL 370, BIOL 371, APBI 311.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: Insects are arguably the most important animals on the planet. They are the most numerous and speciose, as well as being integral to the functioning of all terrestrial and freshwater ecosystems. For humans, insects can be beneficial (e.g., pollinators and decomposers) or detrimental (vectors of disease, crop pests). Their evolutionary success in even the harshest environments can be attributed to their highly robust and adaptable physiology.</p> <p>A solid understanding of insect physiology is necessary for students undertaking study in many fields of the life sciences. It is important for applied fields such as agriculture and medicine, as well as for many fields of fundamental research. Insect model systems are widely used in such disciplines as genetics, embryology, and neurobiology, and the vast genetic toolkit available for <i>Drosophila</i> has ensured that many life sciences labs work on little else. Thus, all students entering these fields will benefit greatly from understanding how a whole insect functions, how their physiology has been shaped by their environment, as well as how many aspects of their physiology differ radically from that of a vertebrate.</p>

	<p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-BIOL 453</p>
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CELLULAR, ANATOMICAL & PHYSIOLOGICAL SCIENCES

Category: (1)

<p>Faculty: Science Department: Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>CAPS 431 (3) Advanced Laboratory in the Physiology of Human Health and Disease</p> <p>Techniques relevant to human genetics and physiology in the assessment of human health and disease. [1-4-0]</p> <p>Pre-requisite: CAPS 303.</p>	<p>Present Calendar Entry:</p> <p>Action: Create a new 3-credit laboratory course that will replace CAPS 430 as a required course in the CAPS specialization.</p> <p>Rationale: Our graduates predominantly have clinical career trajectories in human health and disease. CAPS 431(3) will provide a specific focus on human health and disease. This has been requested by our current and former students. It will serve their career trajectories better than CAPS 430(6). It only contains the integrated and coherent human-related content from CAPS 430 held in custom-built teaching laboratories, which students state is a good learning experience. It removes redundant and superfluous basic science content from the CAPS 430 course that proved to be a poor learning experience. This superfluous lab content was held in research labs, which causes unacceptable learning challenges for students. CAPS 431 lab material will now be better aligned to content in other requires 4th year CAPS courses. CAPS 431 will improve instructional consistency. It will have only 3-4 instructors and 3 TA's throughout the course, to ensure better consistency in assessment and student expectations. CAPS 430 typically had most instructors and TA's teach only 1-3 labs each, which caused student anxiety about consistency and expectations.</p> <p>CAPS 431(3) will now be required for the CAPS specialization and CAPS 430(6) will no longer</p>

	<p>be required. This frees up 3 elective credits so that the specialization still requires the same number of credits overall. This improves the breadth of student learning.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>Supporting Documents: SCI-21-2-CAPS 431</p>
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COMPUTER SCIENCE

Category: (1)

[illegible]

	<p>seven weeks.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>Supporting Documents: SCI-21-2-CPSC 447</p>
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Category: (1)

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	<p>credit option, which can replace ENVR 201 and ENVR 301, for students who join the CCSA in third year or later. Students in ENVR 302 will join the CAL students and complete the workshops and assignments for both ENVR 201 and 301 as well as an additional individual action assignment.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading The course will be graded as Pass/Fail. The rubrics used will not generate a percentage grade that could be used to determine Cr/D/F.</p> <p>Supporting Documents: SCI-21-2-ENVR 201</p>
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Category: (1)

<p>Faculty: Science Department: Earth, Ocean & Atmospheric Sciences Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>ENVR 301 (1) Climate Action Lab 2</p> <p>Community-engaged climate action projects; skill building for climate action. [0-2-0]</p> <p>Prerequisite: ENVR 201.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The Climate Action Labs (CALs) are a core component of the proposed Certificate in Climate Studies and Action (CCSA) and a direct response to the UBC climate emergency declaration. Creating justice centered, action oriented, accessible, interdisciplinary and hopeful climate education opportunities was one of six strategic priorities in the UBC Climate Emergency Final Report and Recommendations. The CALs create an opportunity for learning the action component of this priority; the labs offer an experiential learning opportunity to generate a response to a community generated climate challenge and develop important skills in climate action. The CALs also function as backbone to the CCSA, creating a gathering space for the program and fostering community amongst students studying climate at UBC.</p> <p>The CALs are a series of three one credit labs (ENVR 201, 301, 401) that will be offered together in a single multi-year classroom. As a part of the CCSA, students will be expected to complete all three labs. This allows students to develop skills and build competencies over time. Students in all three labs will work together in teams on the climate action proposals, but will participate in year-specific workshops to develop targeted skills. The ENVR 401 students will facilitate workshops for the ENVR 201 students.</p> <p>ENVR 302 is an exception to the ENVR 201, 301, 401 pathway. With approval from the</p>

	<p>CCSA Program Administrator, ENVR 302 is a 2 credit option, which can replace ENVR 201 and ENVR 301, for students who join the CCSA in third year or later. Students in ENVR 302 will join the CAL students and complete the workshops and assignments for both ENVR 201 and 301 as well as an additional individual action assignment.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (The course will be graded as Pass/Fail. The rubrics used will not generate a percentage grade that could be used to determine Cr/D/F.</p> <p>Supporting Documents: SCI-21-2-ENVR 301</p>
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Category: (1)

<p>Faculty: Science Department: Earth, Ocean & Atmospheric Sciences Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>ENVR 302 (2) Climate Action Lab 1 and 2</p> <p>Community-engaged climate action projects; skill building for climate action. [0-3-0]</p> <p>Prerequisite: 3rd year standing and approval from the Climate Studies and Action Certificate Program Administrator.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The Climate Action Labs (CALs) are a core component of the proposed Certificate in Climate Studies and Action (CCSA) and a direct response to the UBC climate emergency declaration. Creating justice centered, action oriented, accessible, interdisciplinary and hopeful climate education opportunities was one of six strategic priorities in the UBC Climate Emergency Final Report and Recommendations. The CALs create an opportunity for learning the action component of this priority; the labs offer an experiential learning opportunity to generate a response to a community generated climate challenge and develop important skills in climate action. The CALs also function as backbone to the CCSA, creating a gathering space for the program and fostering community amongst students studying climate at UBC.</p> <p>The CALs are a series of three one credit labs (ENVR 201, 301, 401) that will be offered together in a single multi-year classroom. As a part of the CCSA, students will be expected to complete all three labs. This allows students to develop skills and build competencies over time. Students in all three labs will work together in teams on the climate action proposals, but will participate in year-specific workshops to develop targeted skills. The ENVR 401 students will facilitate workshops for the ENVR 201 students.</p>

	<p>ENVR 302 is an exception to the ENVR 201, 301, 401 pathway. With approval from the CCSA Program Administrator, ENVR 302 is a 2 credit option, which can replace ENVR 201 and ENVR 301, for students who join the CCSA in third year or later. Students in ENVR 302 will join the CAL students and complete the workshops and assignments for both ENVR 201 and 301 as well as an additional individual action assignment.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (The course will be graded as Pass/Fail. The rubrics used will not generate a percentage grade that could be used to determine Cr/D/F.</p> <p>Supporting Documents: SCI-21-2-ENVR 302</p>
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Category: (1)

<p>Faculty: Science Department: Earth, Ocean & Atmospheric Sciences Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>ENVR 401 (1) Climate Action Lab 3</p> <p>Community-engaged climate action projects; skill building for climate action. [0-2-0]</p> <p>Pre-requisite: ENVR 301 or ENVR 302.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The Climate Action Labs (CALs) are a core component of the proposed Certificate in Climate Studies and Action (CCSA) and a direct response to the UBC climate emergency declaration. Creating justice centered, action oriented, accessible, interdisciplinary and hopeful climate education opportunities was one of six strategic priorities in the UBC Climate Emergency Final Report and Recommendations. The CALs create an opportunity for learning the action component of this priority; the labs offer an experiential learning opportunity to generate a response to a community generated climate challenge and develop important skills in climate action. The CALs also function as backbone to the CCSA, creating a gathering space for the program and fostering community amongst students studying climate at UBC.</p> <p>The CALs are a series of three one credit labs (ENVR 201, 301, 401) that will be offered together in a single multi-year classroom. As a part of the CCSA, students will be expected to complete all three labs. This allows students to develop skills and build competencies over time. Students in all three labs will work together in teams on the climate action proposals, but will participate in year-specific workshops to develop targeted skills. The ENVR 401 students will facilitate workshops for the ENVR 201 students.</p> <p>ENVR 302 is an exception to the ENVR 201, 301, 401 pathway. With approval from the</p>

	<p>CCSA Program Administrator, ENVR 302 is a 2 credit option, which can replace ENVR 201 and ENVR 301, for students who join the CCSA in third year or later. Students in ENVR 302 will join the CAL students and complete the workshops and assignments for both ENVR 201 and 301 as well as an additional individual action assignment.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (The course will be graded as Pass/Fail. The rubrics used will not generate a percentage grade that could be used to determine Cr/D/F.</p> <p>Supporting Documents: SCI-21-2-ENVR 401</p>
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INTEGRATED SCIENCE**Category: (1)**

<p>Faculty: Science Department: Integrated Science Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>ISCI 351 (3) Why the Big Brain? The Evolution of Human Cognition</p> <p>Evolutionary causes, consequences and constraints of human cognition; enhanced encephalization and mentalizing capabilities throughout the Primate Order; and the emergence of cognitive faculties that define the human species. [3-0-0]</p> <p>Prerequisite: Third-year or higher standing in the Faculty of Science.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This course is intended to expose students to theories, empirical approaches, and current knowledge gaps in the field of human cognitive evolution. It will employ a broad and multidisciplinary lens to explore concepts related to the causes, consequences, and constraints of primate brain evolution, and the aspects of our mentalizing capabilities that makes us uniquely human.</p> <p>This course was developed to increase the Integrated Sciences offering in the life sciences, while meeting the Integrated Sciences curriculum goals of providing courses focused on science integration and topics of broad interest to students across the Faculty of Science and beyond. It has been offered as a Special Topics course in Integrated Sciences (ISCI 330A) since 2019.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p>

	<p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-ISCI 351</p>
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Category: (1)

<p>Faculty: Science Department: Integrated Science Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>ISCI 434 (3) Non-Animal Methods in Biomedical Science</p> <p>Interdisciplinary non-animal methods (e.g., organoids, organ-on-a-chip, 3D bioprinting) for research, testing, and education; the regulatory landscape. [3-0-0]</p> <p>Prerequisite: Third-year standing.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The legislative and policy landscape (both national and international) is rapidly changing, and the replacement of animals in science is a key focus of emerging laws and policy decisions. Furthermore, under the internationally accepted Three Rs principles (replacement, reduction, and refinement – as put forth by Russell and Burch in 1959) that guide the ethical use of animals in science, researchers are required to consider non-animal methods as a first step; however, this needs to be better facilitated. Thus, tertiary-level education about the availability and efficacy of non-animal methods in research, testing and education, how non-animal methods are developed, validated, and adopted, and the science and technology behind them, should be made a priority so that students are aware of both the fast-emerging technologies that are replacing animals, and their ethical (and often legal) responsibilities to replace animals in science wherever possible.</p> <p>The proposed course, which will be the first undergraduate course of its kind in Canada, will connect students to the latest information about non-animal methods in biomedical sciences, as well as the international community of interdisciplinary scholars, industry experts, and policy makers working in this exciting, emerging field. Overall, the course will serve to best-</p>

	<p>prepare students for the changing world of biomedical science after they graduate, and potentially identify whole new career paths that they hadn't yet considered.</p> <p>This course has been offered as a Special Topics course in Integrated Sciences (ISCI 330B) since 2019.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-ISCI 434</p>
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MICROBIOLOGY & IMMUNOLOGY

Category: (1)

<p>Faculty: Science Department: Microbiology & Immunology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>MICB 211 (3) Foundations of Microbiology</p> <p>Prokaryotic diversity and the impact and applications of microbial metabolic, genetic, and growth processes in environmental contexts. Bacteria-human interactions in health and disease, mode of action of antibiotics and antibiotic resistance, virulence factors of bacteria, and host response to infection. [3-0-1]</p> <p>Prerequisites: (a) BIOL 112 and CHEM 121 or (b) one of BIOL 200, BMEG 245, SCIE 001.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This is part of a coordinated replacement of MICB 201 (Introductory Environmental Microbiology) and MICB 202 (Introductory Medical Microbiology and Immunology) in order to modernize the content and delivery of these introductory courses.</p> <p>MICB 201 was structured with several connected modules; cell structure, genome (gene expression, horizontal gene transfer), sensing and responding to the environment (changes in gene expression, biofilm formation etc.), growth, nutrition and metabolism, applications of microbial metabolisms in farming, food preservation and spoilage, bioremediation, and the mode of action of antibiotics and antibiotic resistance.</p> <p>The bacterial diseases module of MICB 202 focused on bacterial cell structure, gene expression, biofilm formation, microbiota of humans, the mode of antibiotics and antibiotic resistance, and the virulence factors of bacterial pathogens. There were several topics that overlapped with MICB 201.</p>

	<p>MICB 211 (Foundations in Microbiology) will include the most of content of MICB 201 (the number of examples of microbial metabolisms will be reduced, and the food preservation and spoilage module will be removed) and all of the bacterial disease module of MICB 202.</p> <p>MICB 211 will replace MICB 201. MICB 201 will not be offered after 2021W.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-MICB 211</p>
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Category: (1)

<p>Faculty: Science Department: Microbiology & Immunology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>MICB 212 (3) Introductory Immunology & Virology</p> <p>Innate and adaptive immune responses to bacterial and viral pathogens, autoimmunity, allergies and graft rejection; virus structure, replication cycles, pathogenesis and vaccines; data analysis of foundational immunology and virology experiments. [3-0-1]</p> <p>Prerequisites: One of BIOL 112, BIOL 200, BMEG 245, SCIE 001.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This is part of a coordinated replacement of MICB 201 and MICB 202 in order to modernize the content and delivery of these introductory courses.</p> <p>The MICB 202 (Introductory Medical Microbiology and Immunology) course was structured in three modules; immunology, virology and bacterial diseases. The immunology module focuses on the structure and organization of the immune system, how the immune system recognizes the presence of bacterial or virus pathogens in the body, and the appropriate immune responses that are generated to eliminate the pathogens. An application of antibodies in the field of medicine and research is also discussed. The virology module focuses on the general features of virus structure and virus replication (and reinforces concepts of cell biology with respect to gene expression). The replication cycles and pathogenesis of three selected viruses are studied in more detail. The bacterial diseases module focuses on bacterial cell structure, gene expression, biofilm formation, microbiota of humans, the mode of antibiotics and antibiotic resistance, and the virulence factors of bacterial pathogens.</p>

MICB 212 (Introductory Immunology and Virology) will include the immunology and virology modules of MICB 202. The updated immunology module will include discussions on harmful immune responses (such as autoimmune conditions, hypersensitivities, and graft rejection) and the therapeutic of monoclonal antibodies. The updated virology module will include an additional example of a virus replication cycle. An expanded module on vaccine development and the use of vaccines to prevent infection will bridge the immunology and virology modules.

Many of the concepts of the MICB 202 bacterial diseases module overlapped with MICB 201 (Introductory Environmental Microbiology) and will be moved into the new course MICB 211 (Foundations of Microbiology).

MICB 212 will replace MICB 202. MICB 202 will not be offered after 2021W.

☐ **Not available for Cr/D/F grading.**
(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F:

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

Supporting Documents: SCI-21-2-MICB 212

Category: (1)

<p>Faculty: Science Department: Microbiology & Immunology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>MICB 471 (3) Laboratory Research in Microbiology and Immunology</p> <p>A team-based laboratory research experience in microbiology and immunology. [2-4-0]</p> <p>Prerequisite: MICB 323.</p>	<p>Present Calendar Entry:</p> <p>Action: Create a new course.</p> <p>Rationale: This is part of a coordinated replacement of MICB 401, MICB 421, and MICB 447 to expand the number of undergraduate research experiences in Microbiology and Immunology.</p> <p>In 2019, Drs. David Oliver and Marcia Graves received funding from the Program for Undergraduate Research Experience to support the expansion of course-based undergraduate research experiences (CUREs) within the department. This proposed change is a product of that project. Currently, MICB 421 and MICB 447 provide students with the opportunity to pursue research projects in the areas of molecular microbiology and biotechnology respectively. MICB 471 will consolidate all the wet lab research experiences and expand the number of research disciplines that students can pursue including the addition of immunology, applied environmental microbiology, and synthetic biology.</p> <p>MICB 471 will replace MICB 421 and MICB 447 in order to expand the available research topics and consolidate them under one course. MICB 447 and MICB 421 will not be offered after 2021W.</p> <p>■ Not available for Cr/D/F grading.</p>

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p>MICB 471 is a required course and is used to determine if a student will graduate with distinction.</p> <p>The use of percent-based grade can also motivate students to participate fully in team-based projects.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-MICB 471</p>
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Category: (1)

<p>Faculty: Science Department: Microbiology & Immunology Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S Proposed Calendar Entry:</p> <p>MICB 475 (3) Data Science Research in Microbiology and Immunology</p> <p>A team-based data science research experience in microbiology and immunology. [3-0-0]</p> <p>Prerequisite: MICB 322 and one of MICB 325 or BIOL 335.</p>	<p>Present Calendar Entry:</p> <p>Action: Create a new course.</p> <p>Rationale: This is part of a coordinated replacement of MICB 401, MICB 421, and MICB 447 to expand the number of undergraduate research experiences in Microbiology and Immunology.</p> <p>MICB 401 is structured as an environmental microbiology lab course. This proposed change aims to convert the traditional lab into a course-based undergraduate research experience (CURE) where students can pursue a research project.</p> <p>In 2019, Drs. David Oliver and Marcia Graves received funding from the Program for Undergraduate Research Experience to support the expansion of course-based undergraduate research experiences (CUREs) within the department. This proposed change is a product of that project. MICB 475 will provide students with an opportunity to conduct microbial ecology projects using computational tools. This new course will address the need for data science skills in the field of life sciences research.</p> <p>MICB 475 is intended to replace MICB 401. It is a data science-focused environmental microbiology research experience that better aligns with our undergraduate program's</p>

	<p>initiative to support data science training. MICB 401 will not be offered after 2021W.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p>MICB 471 is a required course and is used to determine if a student will graduate with distinction.</p> <p>The use of percent-based grade can also motivate students to participate fully in team-based projects.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Supporting Documents: SCI-21-2-MICB 475</p>
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NEUROSCIENCE

Category: (1)

Faculty: Science Department: Psychology, Zoology, Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2022	Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 22S Proposed Calendar Entry: NSCI 488 (1-6) d Topics in Neuroscience Selected topics in a specific area within Neuroscience. May be taken more than once for credit with permission of the department. [3-0-0] Prerequisite: Third year standing in a Neuroscience specialization, and permission of an Advisor for the Undergraduate Program in Neuroscience.	Present Calendar Entry: Action: Create new course. Rationale: The purpose of this senior undergraduate course is to allow faculty members with expertise in neuroscience, to offer a course on selected topics in their area of expertise. Students will be able to count this course, when offered, towards their degree requirements. <input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F): <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Supporting Documents: SCI-21-2-NSCI 488

SCIENCE

Category: (1)

Faculty: Science Department: Gateway Programs Faculty Approval Date: March 2, 2022	Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 22S Proposed Calendar Entry: SCIE 100 (1) First-Year Focus Seminar Seminar for First-Year Focus option focused on discipline-specific learning strategies for academic success and community and scholarly engagement. This course is restricted to first-year students in the First-Year Focus option. [1*-0-1*]	Present Calendar Entry: Action: Create new course. Rationale: Seminar course to create intentional structured time for students to connect with one another and engage in the co-curricular learning, which has been a challenge of the First-Year Focus (FYF) option. Course designed to help achieve and facilitate the main objectives of FYF, including fostering a sense of belonging, building academic skills to foster success, and connecting students to specific FYF-focus discipline. <input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F): <input checked="" type="checkbox"/> X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Supporting Documents: SCI-21-2-SCIE 100



18 May 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May Certificate Proposal (information)

Please find attached the following new certificate for your information:

FACULTY OF ARTS

New certificate

Certificate in Climate Studies and Action

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

<p>Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: 10 October 2021 Contact Person: Nina Hewitt Email: nina.hewitt@ubc.ca</p>
<p>Calendar Navigation: Homepage > Faculties, Colleges, and Schools > The Faculty of Arts > Certificate in Climate Studies and Action</p> <p>Proposed Calendar Entry: Certificate in Climate Studies and Action This certificate is a direct response to the climate emergency (at UBC and beyond). It is delivered as an interdisciplinary collaboration between the UBC's Department of Geography (Faculty of Arts) and the Department of Earth, Ocean and Atmospheric Sciences (Faculty of Science), and offered on the traditional and unceded territory of the xʷməθkʷəy̓əm (Musqueam) First Nation. The program is open to and designed for all undergraduate students across UBC, providing students with an opportunity to integrate an interdisciplinary climate change credential into their undergraduate program.</p> <p>Increasing capacity for climate action is the focus of the certificate. Early classes cover climate science, the crises that led to declaring an “emergency” and the various strategies that already exist to address it. Upper level classes take a deeper look at climate justice, the social, economic, political and cultural processes that underlie climate change and include an elective class for students to deepen knowledge in a specific area. Community-</p>	<p>URL: Create new page linked to https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,0,0</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New certificate program</p> <p>Rationale for Proposed Change: This certificate is a response to the climate emergency. Creating justice-centered, action-oriented, accessible and interdisciplinary climate education opportunities was one of six strategic priorities in the UBC Climate Emergency Final Report and Recommendations (https://climateemergency.ubc.ca/). This certificate advances those priorities by providing a core of undergraduate climate education that can serve as a base upon which other academic units may build, for example, by developing a diverse offering of minors and majors that matches the scale and complexity of the climate emergency. It will complement and build on existing strengths in environmental policy and sustainability at UBC that include the Environment and Sustainability Program in Geography (Faculty of Arts), the Environmental Science specialization in Earth Ocean and Atmospheric Sciences (Faculty of Science) and the Bachelor of Science in Natural Resources Conservation (Faculty of Forestry).</p> <p>By centering justice, empowering climate action and employing community-engaged</p>

<p>engaged learning, with a climate action focus, is embedded throughout the program, culminating in a capstone project.</p> <p>For more information see the certificate website: https://geog.ubc.ca/undergraduate/climate-certificate/</p> <p>Admissions info To apply, complete the form on the certificate website: https://geog.ubc.ca/undergraduate/climate-certificate/</p> <p>Students from all undergraduate programs can apply. Students are encouraged to apply at the end of their first year, but there is flexibility for students coming to the certificate late (e.g. transfer students) to enrol in their 3rd year.</p> <p>Program requirements To complete the certificate, students must complete 18 credits across 5 categories:</p> <p>NOTE: FORMAT AS TABLE WITH FOOTNOTES BELOW</p> <ul style="list-style-type: none"> - Climate Science^{1,2} (3) <ul style="list-style-type: none"> - One of: EOSC 112, GEOS 102 OR EOSC 340 - Climate Emergency^{1,2,3} (3) <ul style="list-style-type: none"> - GEOG 202 OR GEOG 312 - Climate Justice (3) <ul style="list-style-type: none"> - GEOG 302 - Elective² (3) <ul style="list-style-type: none"> - One of: CONS 310, CONS 425, ENVR 410, EOSC 340, GEOG 312, GEOS 408, NURS 290, POLI 351 - Climate Action (6) 	<p>scholarship and interdisciplinarity, this certificate moves other strategic priorities forward as identified in one or more of the UBC Climate Emergency Final Report and Recommendations, UBC 20-Year Sustainability Strategy, UBC Strategic Plan, UC3 Strategic Plan, UBC Indigenous Strategic Plan and UBC Inclusion Action Plan. With this certificate, UBC will take action towards these commitments.</p> <p>The certificate format (as opposed to Minor/Major) was selected so that (1) the program would be accessible to all undergraduate students and multidisciplinary in its enrollment and (2) it could be act as a core set of classes that could be built out into Minors/Majors in other academic units. We recognize that most (all) disciplines have contributions to make to climate education at UBC and that one certificate cannot fulfill the climate education offering envisioned in the University's strategic plans. The certificate is intended as a beginning that works toward a diverse set of offerings where students can study climate intensively, within the context of their degree program.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Category 1 proposals for GEOG 202 and 302 have been submitted from the Faculty of Arts to the Senate office and are under review for the May/June Calendar publication • The Category 1 proposal for GEOG 402 is included in this report. • Category 1 proposals for ENVR 201, 301, 302, 401 and 402 have been approved by the Faculty of Science Curriculum Committee and will proceed to Senate. If approved at Senate, they will appear in time for the May/June Calendar publication. • The program website listed in the Calendar entry will be active in time for
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<p>- All of ENVR 201 (1), ENVR 301 (1) and ENVR 401⁴ (1)</p> <p>- One of: GEOG 402 OR ENVR 402⁵ (3)</p> <p>FOOTNOTES - INSERT BELOW TABLE</p> <p>1. 300-level options are included to accommodate upper level students that need to meet upper level credit degree requirements. If 300-level courses are used see [2].</p> <p>2. Credits can only be applied to one category. If EOSC 340 or GEOG 312 are used to fulfill either the Climate Science or the Climate Emergency categories, they cannot be used as Electives.</p> <p>3. Students in the Faculty of Forestry may also use CONS 210 to fill the Climate Emergency credit. Students using this option need to notify the Certificate Administrator.</p> <p>4. ENVR 201, ENVR 301 and ENVR 401 are intended to be taken as three 1-credit courses over three years. Students demonstrating need to complete the certificate in two years instead of three, can, with permission from the Certificate Administrator, register in ENVR 302, a 2-credit option combining elements from both ENVR 201 and ENVR 301. Students in ENVR 302 will fully participate with the Climate Action Labs (CAL) cohort.</p> <p>5. The ENVR and GEOG sections of the capstone course are course equivalents. Both sections are made available to create flexibility for students' degree requirements.</p>	<p>the intended May/June Calendar publication.</p> <ul style="list-style-type: none"> Anticipated first offering of all the new courses, except the capstone (ENVR/GEOG 402) is W 2022/23. The first offering of the capstone will be W 2023/24.
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Proposal for New Certificate in Climate Studies and Action

Prepared for the UBC Faculty of Arts Curriculum Committee, January 2022

Jessica Dempsey (GEOG), Tara Ivanochko (EOAS), Nina Hewitt (GEOG), Hanno Southam (RA), Rachel Cheang (RA), Holly Denson-Camp (Worklearn), Brendan O'Callahan (Worklearn)

1. Program Description

This certificate is an interdisciplinary collaboration between the UBC Department of Geography (GEOG) and the Department of Earth, Ocean and Atmospheric Sciences (EOAS), supported by University Sustainability Initiative fellowships and based on the traditional and unceded territory of the Musqueam First Nation. It is designed for undergraduate students across UBC Faculties, providing them with the opportunity to obtain a credential focused on formulating science and justice-based interdisciplinary actions to address the climate emergency. Students are required to fulfill 18 course credits to complete the certificate which includes three core courses, one elective course, a series of climate action labs and a climate action capstone project. The courses offer opportunities for community-based learning and engagement, as well as academic literature, lectures and discussion that integrate climate science, justice, policy and action. This certificate seeks to advance the University's Climate Emergency Recommendations by expanding climate education opportunities and resources for the UBC community and broader public and fostering a culture of engagement and advocacy on climate action. The certificate is already being cited as an example of strong institutional climate action (e.g. Board of Governors, April 2021 meeting).

As an action-oriented offering, this certificate aims to support and build future generations of students, researchers and community leaders by providing practical learning and community-based experiences alongside more traditional academic learning. These experiences will allow participants to not only understand the social, economic, political and cultural processes that underlie climate change, but also assess the efficacy and equity of various climate solutions, experiment with strategies to identify leverage points for change and engage in public dialogue about climate change. We also hope that the courses designed for this certificate can serve as a base for the development of other specializations (i.e. a minor or a major) in other faculties and departments (e.g. a minor in Climate Studies in the Faculty of Arts and in the Faculty of Science).

2. Rationale for the Program

This certificate is a response to the climate emergency¹. Creating justice centered, action oriented, accessible, interdisciplinary and hopeful climate education opportunities was one of six strategic priorities in the UBC Climate Emergency Final Report and Recommendations². This certificate advances this priority by providing a core of undergraduate climate education that can serve as a base upon which

¹ UBC Declaration on the Climate Emergency, <https://president.ubc.ca/homepage-feature/2019/12/05/climate-emergency-declaration/>

² UBC Climate Emergency Final Report and Recommendations, <https://climateemergency.ubc.ca/>

other academic units can develop a diverse offering of minors and majors that matches the scale and complexity of the climate emergency.

The principles of centering justice, empowering climate action, community engaged scholarship and interdisciplinarity were identified as critical components of a climate education offering in the community generated feedback from UBC's climate emergency process. The certificate is shaped around these principles and in applying them advances other strategic priorities in the UBC Climate Emergency Final Report and Recommendations, UBC 20-Year Sustainability Strategy³, UBC Strategic Plan⁴, UC3 Strategic Plan⁵, UBC Indigenous Strategic Plan⁶ and UBC Inclusion Action Plan⁷. It moves climate justice priorities forward by centering climate justice, intersectionality and BIPOC scholarship and worldviews in the curriculum and by actively supporting BIPOC enrolment through the creation of a BIPOC-focused pot of funding. It moves interdisciplinarity priorities forward by crafting a partnership between two distinct departments, by teaching interdisciplinary thinking explicitly and by adhering to the principle accessibility to students in all undergraduate programs, from Land and Food Systems, Engineering, to Business. And finally, it focuses on climate action through the medium of community engaged learning. The program *intends* to empower students – to create engaged citizens that will lead climate action and social change.

2.1. Indigenous Engagement

This Certificate has been developed with awareness of, participation in, and commitment to the university-wide effort to centre Indigenous self-determination and human rights in climate change education. In this section we outline activities, efforts and actions towards this end, with recognition that we will need to continually reflect, re-evaluate and redouble efforts to make good on our aspiration and to meet the challenges and directives laid out in the ISP.

Consultation and engagement:

- Dempsey met with the Head of CIS in May 2021 to discuss the certificate and potential collaborations. The Head was supportive of the initiative but stressed capacity issues for Indigenous faculty.
- We followed up in June and July 2021, including sending draft certificate program objectives.
- Dempsey also spoke with Dr. Candis Callison, a key scholar working on Indigenous Climate Justice in Spring of 2021, who also expressed support and limited capacity.
- Dempsey also spoke with Dr. Sharon Stein in Spring 2021, a faculty member in Education that specializes in decolonial environmental education who provided feedback on the learning objectives and the certificate in general.

³ UBC 20-Year Sustainability Strategy, <https://sustain.ubc.ca/about/plans-policies-and-reports>

⁴ UBC Strategic Plan, <https://strategicplan.ubc.ca/>

⁵ UC3 Strategic Plan, <https://secondnature.org/wp-content/uploads/UC3-Strategic-Plan-2020-2025.pdf>

⁶ UBC Indigenous Strategic Plan, <https://indigenous.ubc.ca/indigenous-engagement/indigenous-strategic-plan/>

⁷ UBC Inclusion Action Plan, <https://equity.ubc.ca/about/inclusion-action-plan/>

- Certificate co-producers drafted a letter to the Deans of Arts and Science outlining their experiences developing a certificate that also advances the goals of the Climate Emergency Task Force Report, the Indigenous Strategic Plan, and UBC's commitments to Anti-racism and Inclusive Excellence. In particular that letter highlights the need for *investment in 1) new faculty and postdoctoral positions in Indigenous climate studies, and, 2) the development of scholarships and bursaries for Black, Indigenous and People of Colour students studying climate change*. The letter is appended in Appendix 5.
- Our external consultations that helped inform certificate development included consultations with external Indigenous-led non-profit organizations and with students of Indigenous and other equity deserving group (see section 12.2, below).

Indigenous Strategic Plan:

We have been working to embed the recommendations of the Indigenous Strategic Plan (ISP):

- In Fall 2021, we met with Vicky George and Alex Ash, from the ISP office to begin the self-assessment process.
- We have continued independently working through the process with our team through Winter and Spring 2022.
- We are now forming a concrete plan and objectives for the certificate development over time.

Certificate and Course Objectives and Modules:

The certificate has been designed with objectives to centre Indigenous experience, aspirations and self-determination (see program learning objectives in Appendix 1). All required courses contain some engagement with this program objective. For example, GEOG 202 begins with a reading by Dr. Candis Callison who narrates the relationships between COVID-19, the climate emergency and colonialism; the course also includes readings and analysis of climate policy by Indigenous organizations. A GEOG 302 LO asks students to “Synthesize understanding from a variety of research types and disciplines that describe the disproportionate and compounding impacts of climate change on BIPOC and other equity-seeking communities” and “Apply an intersectional lens (including but not limited to processes of racialization, patriarchy and colonialism) to analyze social drivers and impacts of climate change and climate actions”. Week two of GEOG 302 invites *students to consider issues of representation of climate impacts and injustice, namely those related to victimization and hopelessness*. They do so by reading crucial insights from Indigenous scholars about avoiding damage-centred narratives. GEOG 302 is required of all certificate students. Yet all courses will invite Indigenous experts to give guest lectures – both GEOG and EOAS departments have funds to draw on for compensation.

Community Partnerships:

We will continue to develop and expand upon existing partnerships with local community and Indigenous organizations (e.g., the Tsleil Waututh Nation) and will draw on these established and emerging connections to build and reshape partnerships (see section 3.1, below). For example, GEOG 302 Instructor, Lewis was recently awarded a USI Climate Education Grant (with Hewitt and Dempsey) to develop his longstanding connections to the TSN and Reuben George of TSN, to create a field trip and

augmented reality tour that will serve as an extended land acknowledgement. This module will be an open education resource available to other climate educators, and will thus serve students taking GEOG 302 and beyond.

Fund to support Indigenous students: We have initiated efforts to fundraise for IBPOC students to take the certificate, by working with the Development Office to create a fund into which both EOAS and Geography have already made a startup donation. We will begin fund-raising once the Certificate is Senate approved, to support up to two bursaries to support IBPOC students pursuing climate studies and/or the certificate each year (to cover the 18-credit certificate).

Next steps:

Climate Action Labs: Shandin Pete, Indigenous faculty in EOAS, has agreed provide input on the Climate Action Labs. Delanie Austin, undergraduate student with minor in FNIS, has agreed to be the RA supporting the CAL development.

3. Proposed Structure

The certificate is 18 credits (eight courses) in length. The credits are distributed over five required course sets - (1) Climate Science (3 credits), (2) Climate Emergency (3 credits), (3) Climate Justice (3 credits), (4) Options (3 credits) and (5) Climate Action (6 credits). Students must fulfill the credit requirements in each of these course sets to complete the certificate (see Table 1 for detailed structure).

The course sets 1-4 are intended to provide a specific set of knowledge, perspectives or ideas to students. The Climate Action course set is community- and policy-engaged, project based and is focused on developing skills, engaging worldviews and creating connections between students and the larger climate community (see program learning objectives in Appendix 1 for more detail). Course sets (1-4) comprise the majority of the program credits (12 of 18) and are distributed in four, 3-credit courses throughout the certificate. The Climate Action set has two components – the Climate Action Labs (CALs; three-credit package of ENVR 201, 301, 401) and the Capstone course.

Typically, students are anticipated to move through the certificate structure over 3-4 years; this extended pathway has a minimal per year credit load and will allow students to take the certificate alongside another degree program. Students can take the program in a compressed 2-year pathway that is targeted at transfer students or students who discover the program in upper years; this pathway tries to accommodate the needs of upper level students (e.g. using upper level courses options where possible to meet upper level credit degree requirements) but is more concentrated. See Table 2 for a comparison of these two student pathways.

3.1. Climate Action Labs, the Capstone, and Community Engaged Partnerships

Run by EOAS, the Climate Action Labs (CALs) will comprise three, new, **1-credit courses** (ENVR 201, 301 and 401). In these labs, students will:

- 1) engage with a community organization focused on climate action
- 2) complete applied activities to iteratively build a skillset in climate action
- 3) develop and present a proposal for climate action that meets the goals of the community organization

The three CALs will be run simultaneously in winter term 1, with all three courses in the same room at the same time. Each course will have distinct assignments and applied activities that develop progressively from year to year. This structure will also allow students, with permission from the Certificate Administrator, to enroll in ENVR 302 - a two credit option that combines ENVR 201 and 301, designed to support students taking the certificate in the compressed 2-year pathway. The 401 lab will require 4th year standing and have ENVR 301 or ENVR 302 as prerequisite courses to ensure that students in the 401 level will have experience working with community partners, completing the course activities and writing a climate action proposal that incorporates feedback from the partner organization. Students in the 401 lab will be trained to facilitate some of the applied activities and act as mentors for students with less experience working in teams and writing proposals. The CALs are intended to provide a backbone to the certificate structure and to create a space for applied learning and changemaking. The CALs will be assessed as pass/fail, based on participation, peer assessments, and the individual contribution to the climate action proposal.

Each year, specific climate action proposals generated in the term 1 CALs will form the base of the term 2 capstone projects. The proposals for the capstone course (GEOG/ENVR 402) will be selected by the community partner and the capstone instructor. In the capstone course, teams of 4-5 students will each work on one project for the entire course ENVR/GEOG 402 course. The project need not be their own. The students in the capstone will continue to engage with the community partner(s) to refine and execute, summarize and communicate the results of their defined climate action projects. This interdisciplinary capstone course will be run as two cross listed courses, one ENVR course and one GEOG course, and will be co-taught by instructors from each department. Equal revenue sharing for the Capstone has been included in the Memorandum of Understanding (MOU) between EOAS and GEOG for the Certificate (Appendix 2). This will ensure that students are able to register in the course that best supports their degree requirements without revenue disproportionately favouring one department. Additional details of these activities are provided in the course proposals with Syllabi for ENVR 201, 301, 302, 401 (CALs) and 402 (Capstone).

Given the central role of work with community partners in the CAL, Capstone, the CAL/Capstone course instructors will meet twice a year 1) at the end of the spring term to evaluate past partnerships, proposals and projects and to plan for the following year and 2) in December to select the proposals that will be developed into capstone projects.

Community partner organizations or “Community Partners” refer to non-academic organizations both within and outside of UBC, with stakes in climate action and justice issues. On campus partners include units like the Climate Hub, USI, UBC SEEDS and CCUB (Climate Crisis in Urban Biodiversity), Centre for Climate Justice and their community partners. Off campus partners include Non-Governmental Environmental Organizations such as the David Suzuki Foundation, Pembina, and Dogwood Initiative, Indigenous Nations engaged in climate justice issues such as the Tsleil Waututh Nation and West Moberly First Nation. Community partners may also include other governments, such as Metro Vancouver, the City of Vancouver, as well as the BC and Canada. The participation of these organizations will be central to the CAL’s and Capstone courses. In addition, there will be opportunities for partnerships in some of the other Certificate courses including GEOG 202 and 302, that are developing relationships with local Indigenous partners (e.g. the Tsleil-Waututh Nation for a digital field trip and Land Acknowledgement in GEOG 302).




Members of the Certificate team have worked with some of these groups previously in teaching and research, and we will draw on these established and emerging connections to build and reshape partnerships. For example, Sara Harris and Tara Ivanochko, the ENVR 402 instructors, have extensive experience teaching ENVR 400, Community Projects in Environmental Science, and support up to 12 community partnerships per year; Naomi Klein and Avi Lewis, the instructors of GEOG 202 and 302, have and will continue to work with Tsleil-Waututh Nation and other community organizations in course preparation and delivery; Nina Hewitt and Jessica Dempsey have ongoing partnerships with UBC SEEDS-CCUB, ClimateHub, West Moberly, Dogwood Initiative as past/current Chairs of the Geography Climate Action Committee and in their own teaching and research.

Table 1. Program structure. Courses in red are new courses that have been developed alongside the proposed certificate. These courses have been submitted to the Senate office, aiming to be approved for the May/June Calendar update for 2022-23. The year progression is the standard timing of a student taking the certificate over three/four years (see Table 2 for alternative pathways). The GEOS course code is used in place of GEOB. We have confirmed with all relevant departments that these courses will have seats available to support the certificate (between 5 and 30, depending on whether core or options).

Course Requirements	Credits (18)	Year Progression	Topics	Faculty
Course Set 1: Climate Science (3 credits)				
One of: EOSC 112, GEOS 102, EOSC 340	3	early	Climate science basics	<i>In order of classes:</i> Anais Orsi, Roger Francois, Stephanie Block; Nina Hewitt, Sara Knox, Jennifer Williams, Shermin DeSilva; Anais Orsi, Phil Austin, Rachel White, Stephanie Waterman
Course Set 2: Climate Emergency (3 credits)				
One of: GEOG 202 , GEOG 312, CONS 210 *note: GEOG 202 is aiming to be in the 2022-23 May Calendar update **note: CONS 210 may only be used by students in the Faculty of Forestry	3	early	Climate crisis, progress and lack thereof; decarbonization; strategies and solutions.	<i>GEOG 202, co-instructed:</i> Jessica Dempsey, Naomi Klein, Nina Hewitt, Sara Knox, Simon Donner + new PAEI hires in Geography, including Climate and Migration, Energy Transitions <i>GEOG 312:</i> Simon Donner <i>CONS 210:</i> M. Fernanda Tomaselli
Course Set 3: Climate Justice (3 credits)				
GEOG 302 *note: GEOG 302 is aiming to be in the 2022-23 May Calendar update	3	mid	Climate justice and just transitions.	Avi Lewis, Jessica Dempsey, Juanita Sundberg, Loch Brown, Naomi Klein, Rafi Arefin + new PAEI hires in Climate Migration, Energy Transitions
Course Set 4: Options (3 credits)				
One of: EOSC 340, ENVR 410, GEOG 312, POLI 351, CONS 425, NURS 290, CONS 310, GEOS 408	3	mid	Developing specializations.	<i>In order of classes:</i> Anais Orsi, Phil Austin, Rachel White, Stephanie Waterman; Amanda Giang; Simon Donner; Kathryn Harrison; Hisham Zerriffi; Raluca Radu and Chandra Waddington; Elizabeth M Wolkovich; Michele Koppes
Course Set 5: Climate Action (6 credits)				
Climate Action Labs (CALs) (ENVR 201, 301, 302**, 401) *note: the CALs are aiming to be in the 2022-23 May Calendar update **note: ENVR 302 is a 2-credit option, combining elements of 201 and 301 for students needing to complete the certificate in 2 years	3 x 1 OR 2 + 1	all	Learning changemaking: awareness, characterization, systems thinking, analysis of systems, synthesis, peer-teaching, community engaged learning, scoping projects, mentoring.	Tara Ivanochko
Capstone (ENVR 402/GEOG 402) *note: the Capstone is aiming to be in the 2023-2024 Calendar update	3	late	Full-scale community-based project focused on climate.	<i>Co-instructed:</i> Sara Harris (Science), Jessica Dempsey, Loch Brown, Juanita Sundberg, Rafi Aerfin (Geography)

Table 2. Anticipated student pathways through certificate. Extended pathway is intended for students discovering the program early and taking it over four years. Compressed pathway is intended for transfer students and students discovering the pathway late and taking it in just two years; this pathway tries to accommodate needs of upper level students (e.g. meeting upper level credit degree requirements). CAL = Climate Action Labs.

		Extended Pathway				Compressed Pathway	
		Year 1	Year 2	Year 3	Year 4	Year 3	Year 4
Climate Science	EOSC 112						
	GEOS 102						
	EOSC 340						
Climate Emergency	GEOG 202						
	GEOG 312						
	CONS 210						
Climate Justice	GEOG 302						
Options	Option 3xx/4xx						
Climate Action	CAL I (ENVR 201)						
	CAL II (ENVR 301)						
	CALs I and II (ENVR 302)						
	CAL III (ENVR 401)						
	Capstone (ENVR 402/GEOG 402)						

 dark grey = required or likely choice
 light grey = options in courses or year level
 blue = student already has course/equivalent

4. Proposed Curriculum Topics

The certificate's curriculum is based on a set of program level learning objectives, organized into four categories: (1) Climate Science and Impacts, (2) Human Dimensions of Climate Change and Climate Justice, (3) Climate Futures: Decarbonization, Transitions, Mitigation and Adaptation and (4) Cross Cutting Objectives (see Appendix 1 for full learning objectives). The objectives are inherently interdisciplinary, have a foundation in essential knowledge sets (e.g. climate justice, climate science, climate policies) and are focused on preparing students to contribute to creating just and sustainable futures. The first three categories of objectives are centered around a shared topic. The fourth category is a group of skills and ideas that are essential to working on climate change and climate action and not restricted to a discipline or topic. Together the objectives are intended to provide a working knowledge of climate change and a paired toolkit of skills.

The learning objectives are core objectives of the program - every student graduating from the certificate should meet these objectives. The required course sets (see Section 3) are built out from the learning objectives. At a high-level, the topic-based learning objectives (categories 1-3) are fulfilled by the course sets 1-3 and the skills-based learning objectives (category 4) are integrated throughout the program and emphasized in the Climate Action course set. Figure 1 shows this mapping of the learning objectives to the required course sets. Table 3 is a full list of the courses included in the program.

Core Courses	Program Learning Objectives																			
	1. Climate Science					2. Human Dimensions				3. Climate Futures			4. Cross-Cutting Objectives							
	1.1 (climate science)	1.2 (systems thinking)	1.3 (scenarios)	1.4 (impacts)	1.5 (application of science)	2.1 (disproportionate impacts)	2.2 (intersectionality)	2.3 (climate justice)	2.4 (sociopolitical drivers)	3.1 (decarbonization)	3.2 (systemic change)	3.3 (solutions)	4.1 (indigenous worldviews)	4.2 (community-engaged research)	4.3 (local-global scales)	4.4 (public dialogue)	4.5 (interdisciplinarity)	4.6 (communications)	4.7 (community)	4.8 (climate action)
Climate Science																				
Climate Emergency																				
Climate Justice																				
Capstone																				
Climate Action Labs																				
LEGEND																				
<div><div></div>LO a major component of course</div>																				
<div><div></div>LO a minor or integrated component of course</div>																				

Figure 1. Mapping program level learning objectives against required course sets. See Appendix 1 for full learning objectives.

Table 3. All courses included in the program organized by required course sets. Some courses are listed twice because they can be applied to fulfill credits in either of two course sets (one or the other, not both). Credits and whether “option” or “required/likely” indicated after course title; the latter in bold (refer to Table 2 for details).

Course Code	Title	Status
Climate Science		
EOSC 112	The Fluid Earth: Atmosphere and Ocean (3 credit option)	existing
GEOB 102	Our Changing Environment: Climate and Ecosystems (3; option)	existing
EOSC 340	Global Climate Change (3; option)	existing
Climate Emergency		
GEOG 202	Climate Emergency (3; required/likely choice)	new; developed with certificate
GEOG 312	Climate Change: Science and Society (3; option)	existing
CONS 210	Visualizing Climate Change (3; option)	existing
Climate Justice		
GEOG 302	Climate Justice (3; required/likely choice)	new; developed with certificate
Options		
EOSC 340	Global Climate Change (3; option)	existing
ENVR 410	Energy, Environment and Society (3; option)	existing
GEOG 312	Climate Change: Science and Society (3; option)	existing
POLI 351	Environmental Politics and Policy (3; option)	existing
CONS 425	Sustainable Energy: Policy and Governance (3; option)	existing
NURS 290	Health Impacts of Climate Change (3; option)	existing
CONS 310	Ecology in a Changing Climate (3; option)	existing
GEOS 408	The Changing Cryosphere (3; option)	existing
Climate Action		
ENVR 201, 301, 302, 401	Climate Action Labs (1 credit for each of 201, 301, 401; 2 credits for 302, taken in lieu of 201 and 301; required)	new; developed with certificate
ENVR 402/GEOG 402	Climate Studies and Action Capstone (3 credits; required)	new; developed with certificate

4.1. New Course Proposals

Seven new course proposals are incorporated into the certificate (including the Climate Action Labs, which, as indicated in 3.1 above, are technically four classes, delivered together in a single classroom):

GEOG 202 - Climate Emergency

Status: approved at ACC (Dec 2021); anticipated first offering: W 2022/2023

Science, impacts, and parallel crises of the climate emergency; decarbonization challenge and measuring progress towards emission targets; strategies and tools for climate action at local, national, and global levels.

GEOG 302 - Climate Justice

Status: approved at ACC (Dec 2021); anticipated first offering: W 2022/2023

Concepts and debates in the interdisciplinary field and practice of climate justice; the role of systemic processes and patterns underlying climate change and climate injustices.

ENVR 201/301/302/401 - Climate Action Labs

Status: submitted for Departmental approval (6 Jan 2022), in consultation; anticipated first offering: W 2022/2023

Community-engaged climate action projects; skill building for climate action.

ENVR 402/GEOG 402 - Climate Studies and Action Capstone

Status: ENVR 402 submitted for Departmental approval (6 Jan 2022), in consultation; GEOG 402 submitted to ACC (Jan 2022 meeting); anticipated first offering: W 2023/2024

Instructor-guided collaboration between student teams and community partners on climate action projects.

4.2. Criteria for Assessing Future Course Additions to Certificate

As UBC-wide climate change focused courses are developed in response to the UBC Climate Emergency Final Report and Recommendations, they can be added to the program. We note that all UBC degrees are relevant to climate issues and problem solving. However, the aim of this certificate is not to reproduce an Arts degree, or even an environmental studies minor, **but rather to provide a suite of courses focused centrally on climate change.** As such, criteria for assessing new course additions to the certificate are below and they stress the importance of the focus on climate. New course proposals will be considered annually in the spring by the certificate co-Directors or Director (see Appendix 2, MOU for program governance) in time to be added before the course registration for the next academic year.

Options Course Set

This is the easiest course set to make new additions to and increase the multidisciplinary reach of the certificate. Three criteria were used to select courses for the Options course set: (1) climate change is the core focus of the class (not a module or element but the core focus), (2) allows specialization in a

specific field or development of an advanced skill and (3) preferably is at the third-year level or higher. Courses proposed to be included in the Options course set need to meet these criteria.

Other Course Sets

Additions to other course sets will be assessed against the program level learning objectives fulfilled by that course (Figure 1; Appendix 1). This could include adding multiple capstone options from other disciplines.

5. Program Delivery Format

At the moment all courses are standard UBC courses, although with the COVID revolution in teaching it is likely that many of these courses will become hybrid/blended. The CALs are focused on advancing climate action and the capstone course is a community-service learning format. We plan to develop a field trip for the climate justice course (GEOG 302) in collaboration with Musqueam, Squamish and/or Tsleil-Waututh Nations.

6. Target Learners

The certificate and its listed courses will be offered to all UBC students.

7. Student Admission Criteria and Process

The certificate is intended to accommodate as many students from as many faculties as possible. As such, we do not want a burdensome admission process. The rationale for enrolment is to (1) build a cohort and community around the program, and (2) to block spaces in the required courses for certificate students. Hence, students are encouraged to enroll in the certificate at the end of their first year of university, but we have also created flexibility for students to do so in their 3rd year to ensure accessibility for transfer students as well (see discussion of student pathways in Section 3).

To enroll, students will apply via an online form on the certificate website, managed by and subsequently approved by the Certificate Administrator (Geography student services manager). In the (first) “pilot” year of the program, admission will be based on GPA and assessed on an individual basis by the Director, with an enrolment cap of 60 students per cohort, the maximum number that can be accommodated in the 4th year capstone course. During the first term (Sept to Jan, 2022) the program will work to establish more progressive and fair criteria based on feedback from our experience with the pilot admission and on UBC best practices, informed by UBC resources, such as the Centre for Accessibility. These criteria will be clearly communicated on the application and website prior to the application opening. “Graduation” from the certificate will be managed by the student services manager in Geography. In anticipation of high demand for the seats in this program after the initial two years, the Advisory Committee and Directors will be tasked with revisiting and refining the admissions process and criteria.

8. Student Assessment/Grading Methods

Students will be assessed by the course instructors as per the University assessment policies and guidelines.

9. Marketing/ Promotion Strategy

The certificate will be advertised to UBC students through department websites, listservs and flyers. This will be assisted by Geography, EOAS, Faculty of Arts and Faculty of Science Communications staff. The new certificate courses will also be listed on the USI Climate Change Course listing⁸ and the Certificate will be included on the USI list of sustainability-related degrees and certificate programs⁹.

10. Assessment of Impact on Departmental and University Resources

See attached budget form.

11. Program Governance

The program governance is laid out in an Memorandum of Understanding (MOU) between the two departments. Key points of the program's governance are summarized below and the full MOU is included as Appendix 2.

11.1. Program Director

The program will be managed by co-Directors, one from Geography and one from EOAS. These Directors will be appointed by the Heads of Geography and EOAS. After an initial co-Director startup period of three years, the program may shift to be managed by a single Director, rotating between the departments on a three-year cycle.

11.2. Program Assessment

The co-Directors will be advised by an Advisory Committee including the Directors, up to two members from the community external to UBC, one student enrolled in the certificate, one member of certificate alumni (when applicable), and three faculty members from outside the two Departments. The Advisory Committee will be established by the co-Directors once the program is approved. The Directors will chair the Committee. The Advisory Committee will review, assess and update program content and administration to ensure courses meet learning objectives and that students receive a holistic educational experience (including cohort development and awareness of career resources, etc.). In essence, the Committee will provide an annual critical assessment of the program and recommendations for short- and long-term alterations. The Directors will submit annual reports generated by the Advisory Committee to Geography and the EOAS at the end of each academic year.

⁸ USI Climate Change Course listing, <https://sustain.ubc.ca/climate-change-courses>

⁹ USI Sustainability-Related Degrees and Certificate Programs listing, <https://sustain.ubc.ca/teaching-applied-learning/degrees-and-certificate-programs>

11.3. Program Administration

Curriculum

Curriculum updates and changes will be initiated and/or approved by the Program Directors. UBC Category 1 and Category 2 program-level requests will undergo full consultation with EOAS [and the Faculty of Science] and then be submitted to Arts Curriculum Committee for evaluation and approval – as such, Geography curriculum representatives will assist with these submissions. Category 1 and Category 2 course-level changes will be handled by the individual departments, in communication with the Program Directors.

Disputes

Disputes will be handled through normal lines of reporting. See MOU (Appendix 2) for details.

Advising/Admissions

Will be handled by Geography's student services manager (referred to in proposal documents as Certificate Administrator).

Misconduct

Process for resolving issues related to academic and non-academic misconduct will be determined by the course in which the student is registered. Arts courses will be managed by the Faculty of Arts. EOAS courses will be managed by the Faculty of Science.

12. Consultations

12.1. Internal Working Group

The Internal Working Group met twice (October 2020 and May 2021) and iteratively provided feedback on the certificate both in meetings and in draft documents. It is composed of:

- UBC Faculty of Arts, Simon Donner, Department of Geography
- UBC Faculty of Arts, Mohammed Arefin, Department of Geography
- UBC Faculty of Arts, Michele Koppes, Department of Geography
- UBC Faculty of Arts, Loch Brown, Department of Geography
- UBC Faculty of Arts, Nina Hewitt, Department of Geography
- UBC Faculty of Science, Sara Harris, Department of Earth, Ocean and Atmospheric Sciences
- UBC Faculty of Science, Anais Orsi, Department of Earth, Ocean and Atmospheric Sciences
- UBC Faculty of Science, Rachel White, Department of Earth, Ocean and Atmospheric Sciences
- UBC Faculty of Science, Stephanie Waterman, Department of Earth, Ocean and Atmospheric Sciences

12.2. External Consultants

From May to July 2021, we conducted consultations with external advisors from the broader climate community, including environmental non-governmental organizations, Indigenous-led non-profit organizations and policy makers. Input from these stakeholders helped shape the certificate's learning objectives, content and structure, so as to ensure that participants and graduates will be equipped with

the tools to support and respond to the needs and demands of the broader climate community. We asked three core questions (simplified for clarity):

1. What knowledge should be taught in the certificate?
2. What skills should be developed in the certificate?
3. How should the certificate inspire change-making?

In summary, we heard:

- **Knowledge:** The certificate should cover fundamental concepts of climate science, climate justice, energy literacy and the history of social movements. It should also touch on more advanced topics of climate governance, policy and economics. Students should be encouraged and trained to draw connections between the past, present and future so as to identify various levers and theories of change. Stakeholders favoured the interdisciplinary nature of the certificate, expressing the need for students to understand the risks and implications of climate change from both science and human dimensions.
- **Skills:** The certificate should equip students with concrete skills in traditional and non-traditional climate communication, civic engagement, project management and quantitative analyses (e.g. life cycle assessment carbon accounting, cost-benefit analysis).
- **Change-making:** Across the board, stakeholders agreed that a focus on developing action-based solutions can be instilled through community-engaged projects that respond to community needs identified on the ground and by exposing students to a wide range of initiatives. Such opportunities will allow students to apply both technical and soft skills to real life projects and facilitate capacity building for grassroots movements.

List of those consulted:

- Chris Henderson, Executive Director at Indigenous Clean Energy
- Archie Riddel, Executive Director, and Dominique Sigg, Senior Policy Analyst at the BC Climate Action Secretariat
- Cheenar Shah, Climate Adaptation Advisor/Climate Analyst at the BC Ministry of Agriculture, Food and Fisheries
- Caroline Merner, Engagement Specialist at the Canadian Institute for Climate Choices, Engagement Director at Youth4Nature
- Shakti Ramkumar, Director of Communications and Policy, Student Energy
- Eugene Kung, Staff Lawyer at West Coast Environmental Law
- Seth Klein, Founding Director of the Canadian Centre for Policy Alternatives, Author of *A Good War: Mobilizing Canada for the Climate Emergency*
- Avi Lewis, Co-Founder of the Leap Manifesto

12.3. Student Consultations

We conducted an Open Minds preliminary survey in October 2020 to gauge the level of interest for a new climate change credential, which received a total of 199 responses (46% UBC undergraduate students; 44% UBC alumni; 13% UBC graduate students). The responses informed our decision to

structure the credential as a certificate and consider barriers to access and participation for students (see Appendix 3 for full summary).

Subsequently, we conducted three focus groups from July-August 2021 with 22 students from a broad range of disciplines, specifically targeting students outside of Geography and Environmental Science majors with a priority for students who identify as Black, Indigenous and/or People of Colour (BIPOC). The objective of the focus group sessions was to gather feedback on the program accessibility, structure, content, teaching styles, employability and climate action impact. The participants included 2nd to 4th year UBCV students and recent graduates from Engineering, Forestry, Land and Food Systems, Arts (Geography, Sociology, English, and First Nations and Indigenous Studies) and Science (Environmental Science, Biology, Computer Science). The feedback generated from the focus groups identified opportunities to engage in climate action (Climate Action Labs and Capstone) as the most valuable part of the certificate, helped create strategies to address accessibility issues and reiterated the demand for climate education opportunities (see Appendix 4 for full summary).

12.4. Official UBC Consultations

Official consultations requests were sent to 15 units and 12 of those units responded (all in support). See consultation materials for comments, changes and dialogue.

Unit	Response
Anthropology, Arts	supported, with comments
Earth Ocean and Atmospheric Science (EOAS; co-creator of certificate)	supported
English Language and Literatures, Arts	supported
Environment and Society Minor, Arts	no response
Forestry	supported, with comments
History, Arts	supported
Institute for Critical Indigenous Studies, Arts	supported, with comments
Institute for Resources, Environment and Sustainability	no response
Institute for Gender, Race, Sexuality and Social Justice, Arts	supported
Land and Food Systems	supported
Political Science, Arts	supported, with comments
School of Public Policy and Global Affairs (SPPGA), Arts	supported
School of Regional and Community Planning (SCARP), Applied Science	supported
Sociology, Arts	no response
Vancouver School of Economics, Arts	supported, with comments

13. Timeline of Program Development

The program and the newly developed courses are aiming for the May/June Calendar publication; students will begin registering in courses listed in the certificate offering (excluding the Capstone course) in Spring 2022 for a September 2022 start.

Date	Activities
Apr-Aug 2020	Initiation + Background Research -Application to and receipt of USI funding to support development -Project initiated (first meetings, Apr) -Landscape review of related offerings at other institutions -Assessing existing climate curriculum offerings at UBC
Sept-Dec 2020	Certificate Development I -UBC Open Minds Survey -First, Internal Working Group meeting (Oct) -Big-picture decisions about program type (Certificate vs. Minor vs. Major)
Jan-May 2021	Certificate Development II -External Consultation Interviews -Draft of Program Learning Objectives, certificate structure and mapping of learning objectives to classes -Second, Internal Working Group meeting (May), feedback on initial frame and structure
June-Sept 2021	Certificate Development III + New Course Development -Student Focus Groups -Proposals for new courses started (CALs (ENVR 201, 301, 302, 401), Capstone (ENVR 402/GEOG 402), Climate Emergency (GEOG 202), Climate Justice (GEOG 302) -Certificate proposal and associated documents finalized and approved at Deans Table (Sept 2021)
Oct 2021-Jan 2022	Feedback and Changes for Certificate and New Courses -Consultations for certificate carried out (Nov 2021) -GEOG course proposals (GEOG 202, 302, 402): syllabi/proposals finalized and approved at Deans Table (October), consultations (October), submitted to ACC (Nov); GEOG 202 and 302 approved (Dec) -EOAS course proposals (ENVR 201, 301, 302, 401, 402): syllabi/proposals finalized and approved at Department (Dec), and by Faculty of Science Curriculum Committee (Jan 2022) -GEOG 402: proposal resubmitted alongside certificate proposal; Approved by ACC (Jan 2022) -Certificate proposal under review by ACC (Jan 2022)

13.1. Next Steps

Advancing the Indigenous Strategic Plan

Indigenous scholarship is represented in the Climate Emergency (GEOG 202) and Climate Justice (GEOG 302) courses, and the instructors of the latter are seeking funding to support co-creating a field trip with the Tsleil-Waututh Nation. Furthermore, Indigenous knowledge, worldviews and

partners will be a focus of the CALs and Capstone courses as they are developed. In January-February 2022, the certificate team will work through the ISP self-assessment tool with the goal of drafting a plan for further engagement and integration of Indigenous perspectives.

Preparation for First Offering

Other next-steps in the spring will contribute to preparing for the first offering of the certificate: assigning co-Directors, building certificate website, promoting certificate, further development of new courses (e.g. partner-relationship building for CALs and Capstone).

14. Proposal Versions

Version	Feedback/Changes
v1 (Deans Table, Sept 2021)	NA (first finalized draft)
v2 (Consultations, Nov 2021)	Incorporated feedback from Deans Table <ul style="list-style-type: none"> - Suggested units added to official consultations for new course and certificate - Funding requests from Faculty of Arts decided. Budget for certificate developed with the FoA.
v3 (ACC, Jan 2022)	Incorporated feedback from Consultations <ul style="list-style-type: none"> - Criteria for adding new courses to program described (4.2) - CONS 210 added as option for Climate Emergency course set for Forestry students Other <ul style="list-style-type: none"> - Updates from development of new courses included - Timeline, next-steps and indigenization work included - MOU updated to reflect revenue sharing in Capstone course - Landscape review added for reference

Appendix 1. Program Learning Objectives

The program learning objectives are organized into four categories. Each category has a synthesized learning objective, which is expanded into specific learning objectives below it. These objectives apply to the core of the program meaning that these objectives are met by the core classes and that every student working through the program will graduate having met these objectives.

Program Level Learning Objectives (Detailed)

1. Climate Change Science and Impacts

- Describe the physical science of climate change; apply systems-thinking concepts to climate processes; characterize future climate change scenarios and carbon budgets; identify climate change impacts and relate them in forms that value lived experience and loss; use this scientific background to participate in public discourse and mitigation and adaptation efforts.
- 1.1. Describe at an applied level (i.e. with appropriate language and basic quantitative concepts that allows application in other contexts) the physical science of climate change, including the core concepts: basic global climate models, the greenhouse effect, drivers of climate change, system interactions and feedbacks, measuring climate change and methods of attributing climate change.
- 1.2. Apply foundational systems concepts, including systems-thinking, energy stocks and flows, timescales, tipping points and irreversible change, to explain climate change processes.
- 1.3. Characterize future climate change scenarios and the associated carbon budgets.
- 1.4. Identify the various impacts of climate change on human and natural systems and relate these impacts in forms that value the lived experience and magnitude of loss associated with them.
- 1.5. Apply a foundation in climate science and impacts to (i) participate in public discourse, (ii) compare future climate scenarios against emission trends, and (iii) assess and develop mitigation and adaptation strategies.

2. Human Dimensions of Climate Change and Climate Justice

- Describe the disproportionate distribution of climate change impacts and the resistance, hope and wisdom of those most affected; use shares of emissions to propose just attributions of responsibility for climate action; apply an intersectional lens to interpreting social drivers and impacts of climate change; embed the concepts climate justice and just transitions into thinking about climate futures; critically assess the socio-economic-political-cultural drivers of climate change.
- 2.1. Describe the disproportionate and compounding impacts of climate change across different communities with a focus on marginalized communities (including BIPOC and

other equity-seeking communities) and with attention to both the increasing vulnerability and the ongoing resistance, hope and wisdom of marginalized communities.

- 2.2. Apply an intersectional lens (including but not limited to processes of racialization, patriarchy and colonialism) to analyze social drivers and impacts of climate change.
- 2.3. Define the concepts of climate justice and just transitions, communicate key debates over these concepts, and apply them in the assessment and development of climate solutions and strategies, including mitigation and adaptation strategies.
- 2.4. Critically assess different explanations for the socio-political, economic, cultural and historical processes that have led to climate change and the socio-political, economic and cultural barriers to addressing climate change.

3. Climate Futures: Decarbonization, Transitions, Mitigation and Adaptation

- Create a picture of a just and sustainable future - delineate the scale and scope of decarbonization and energy transitions; identify, evaluate and communicate the technical, economic, cultural and socio-political opportunities and barriers in mitigation and adaptation; evaluate climate change mitigation and adaptation strategies.
- 3.1. Delineate the scale (magnitude of change), scope (reach of change) and bounding timelines of decarbonization and energy transitions aligned with a 1.5°C future at local (e.g. UBC), regional (e.g. BC) and national or global scales.
 - 3.2. Identify and effectively communicate some of the technical, economic, cultural and socio-political opportunities and challenges associated with implementing different climate solutions and strategies, including mitigation and adaptation strategies.
 - 3.3. Assess the efficacy and equity implications of various efforts, policies and strategies that have been developed to address climate change (e.g. carbon pricing, energy technologies, adaptation strategies and other governance instruments) drawing on quantitative and qualitative analytical tools.

4. Cross Cutting Objectives

- Employ a diversity of tools, skills and worldviews to climate change work - ethically engage Indigenous worldviews, epistemologies and ontologies; design and implement community engaged and public research projects; connect processes at different spatial and organizational scales; add well developed contributions to public understanding and dialogues; employ interdisciplinary thinking and synthesize knowledge from multiple disciplines; generate clear and compelling communications in a diversity of forms for a diversity of audiences; develop connections and community in climate spaces; learn to participate in climate action.
- 4.1. Ethically engage Indigenous worldviews, epistemologies and ontologies to interpret climate change and relate these ways of being and knowing as distinctly valuable alternatives to dominant paradigms.

- 4.2. Design and implement an interdisciplinary community-engaged or public interest research project that is directly related to climate change or climate action.
- 4.3. Connect and distinguish climate change processes at different spatial (local to global) and organizational (municipal to international governance) scales.
- 4.4. Construct clear, well-informed and compelling contributions to public dialogue on climate change and climate action.
- 4.5. Draw knowledge from multiple disciplines and employ interdisciplinary thinking in interpreting the impacts of climate change, climate change science, policy and popular discourse and in developing responses to climate change issues.
- 4.6. Generate clear and compelling climate change communications in a diversity of forms for public, applied and academic audiences that are based on effective communication principles, employ lessons from past and present climate change discourse and ethically represent excluded communities.
- 4.7. Develop networks, connections and relationships in communities, groups, institutions and organizations working on and/or affected by climate change within UBC and beyond.
- 4.8. Participate in advancing action on climate change with humility.

Program Level Learning Objectives (Distilled)

This compressed list of measurable outcomes is designed to simplify the process of annual reviews of the certificate and decisions about whether new courses need to be added.

In the process of completing the certificate, graduates will:

Apply climate literacy: (a) Interpret climate change and its disproportionate impacts through an interdisciplinary, intersectional lens that combines climate science and the socio-political, economic, cultural and historical drivers; (b) Delineate the scale and scope of decarbonization and energy transitions aligned with a 1.5°C future.

- Includes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2

Critically assess climate strategies: (a) Assess the efficacy and equity of various efforts, policies and strategies that have been developed to address climate change; (b) Engage concepts like *climate justice* and *just transitions* and debate their meaning, importance and application to climate change and decarbonization.

- Includes: 1.5, 2.2, 2.3, 2.4, 3.2, 3.3

Develop a practice for climate action: (a) Acquire an interdisciplinary practice that supports work in climate action including: systems and interdisciplinary thinking, value mapping, engaging diverse knowledge systems (including Indigenous), relationship building, reciprocal research practice and climate communications.

- Includes: 4.1, 4.3, 4.5, 4.6 (among others)

Contribute to climate action, discourse and activities: (a) Engage with the climate change community within UBC and beyond; (b) Make critical and hopeful contributions to dialogue on climate change in public spaces; (c) Design and implement interdisciplinary, community-engaged climate action projects.

- Includes: 1.5, 4.2, 4.4, 4.7, 4.8 (among others)

Appendix 2. Draft Memorandum of Understanding

This agreement was made as of the _____ day of _____ 2021.

MEMORANDUM OF UNDERSTANDING IN SUPPORT OF THE CERTIFICATE IN CLIMATE STUDIES AND ACTION

BETWEEN:

The Faculty of Arts (“Arts”)

AND:

The Faculty of Science (“SCIE”)

BACKGROUND:

The Faculties of Arts and Science, as Parties to this agreement, and in accordance with the principles of equality, transparency and mutual benefit, are establishing a partnership agreement for the purposes of developing and implementing a new Certificate in Climate Studies and Action (“Program”). The Program will be delivered and managed jointly by the Department of Geography and the Department of Earth, Ocean and Atmospheric Sciences (together the “Departments”).

A guiding principle for the Program is that each partner Faculty and respective Department recognizes the importance of the Program and is fully committed to supporting its success.

WHEREAS:

The Program implementation and management will be overseen initially by co-Program Directors, one from Geography and one from Earth, Ocean and Atmospheric Sciences (EOAS), for the first three years, or until the first group of students graduate. After this time, and upon mutual agreement the Departments would recommend that the program be overseen by rotating Program Directors, each serving three-year terms.

THE PARTIES AGREE AS FOLLOWS:

1 GOVERNANCE

- 1.1 The Program is governed jointly by Geography and EOAS. The Program co-Directors, or Director will receive advice and support from an Advising Committee.

- 1.2 The co-Directors or Director will be appointed by the Heads of Geography and EOAS; after a three year period the Heads of Geography and EOAS may consider moving to a single Director, rotating between the two Departments on a three year cycle.
- 1.3 The Program co-Directors [or Director] are responsible for the oversight of the program, day-to-day decisions, and coordination of student events. Investigation of alleged student misconduct (academic and non-academic) will follow Department, Faculty and wider University regulations & policies.
- 1.4 The Advising Committee is chaired by the co-Directors [or Director] with the mandate to provide constructive and external critical review of the program for the purposes of continual improvement, alignment with needs of the wider community, and program promotion. The Advising Committee will meet once per year. Membership will include up to 2 members from the community external to UBC, 1 student enrolled in the certificate, 1 member of certificate alumni, when applicable, and 3 faculty members from outside the two Departments. When possible and on a needs basis, honoraria will be provided to student and community members of the Advising Committee.
- 1.5 Co-Directors [or Director] will be responsible for putting forward curriculum changes on behalf of the Program, and will work closely with respective members of the Departments to ensure that all curriculum changes are approved through required respective Faculty procedures. Any changes to the program structure must be approved first by co-Directors before being approved by the Departments, and/or respective Faculties.
- 1.6 Membership to both the Program Advising Committee will be based on recommendation of co-Directors, or Director, subject to approval by the Heads of Geography and EOAS.

2 ADMINISTRATION

- 2.1 Arts will be the home Faculty, and administrative home for the Program. If program changes are made EOAS will provide support and approval, as needed. For courses delivered by EOAS, support will be provided by EOAS for advising, concessions and academic support, calendar policy, and appeals.
- 2.2 Advising will be managed by the Department of Geography Student Services Office. Where necessary, advising staff will reach out to the undergraduate coordinator in EOAS for support and consultation.
- 2.3 Development of the website, and any promotional materials for the undergraduate program will be the responsibility of Arts. Management of the website and promotional materials will be overseen by Arts communications, working in close collaboration with the respective Departments and their communications teams.

3 FINANCIAL

- 3.1 The revenue split between Arts and Science will follow the Tuition Allocation Model (TAM).
- 3.2 The Departments will each be responsible for providing resources required to ensure delivery of their respective courses. Allocation of teaching assignments and TA's will be done as per their respective Faculty policies and procedures.

3.3 The combined revenue generated from student enrolment in the cross-listed, co-taught, capstone course offerings, ENVR402 and GEOG402, will be split evenly between Arts and Science

3.4 Remuneration and work-load adjustments for the co-Directors [or Director] will be the decision of the home unit, in accordance with current norms and respective Faculty policies.

4 DISPUTE RESOLUTION

4.1 For disputes, the normal processes will be followed with the lines of reporting as follows:

- Staff or TA: Program co-Directors or Director -> Respective Head or Director -> Deans
- Undergraduate academic misconduct: Course Instructor -> Department Head -> relevant Associate Dean
- Program co-Director or Director -> Head and/or Director

4.2 Process for resolving issues related to academic and non-academic misconduct will be determined by the course in which the student is registered. Arts courses will be managed by the Faculty of Arts. EOAS courses will be managed by the Faculty of Science. If the misconduct is related to the program in general, it will be sent to the administrative unit, Faculty of Arts.

AFFIRMED BY:

ON BEHALF OF
FACULTY OF ARTS

ON BEHALF OF
FACULTY OF SCIENCE

Gage Averill
Dean
Faculty of Arts

Meigan Aronson
Dean
Faculty of Science

Appendix 3. Open Minds Survey Key Findings

Open Minds Survey Key Findings

October 2020

Summary

We conducted an Open Minds preliminary survey in October 2020 to gauge the level of interest for a new climate change credential, which received a total of 199 responses (46% UBC undergraduate students; 44% UBC alumni; 13% UBC graduate students). The largest proportion of respondents were from the following faculties:

- 33% Arts
- 23% Science
- 11% Applied Science
- 8% Education
- 4% Forestry
- 4% Medicine

The following responses informed our decision to structure the credential as a certificate, consider barriers to access and participation for students and ensure that innovative teaching and learning approaches were designed and incorporated into new and existing courses listed for the certificate.

Survey Responses

Type of credential:

- 59% of respondents indicated interest in a 15-credit certificate, while 53% indicated interest in a 30-credit minor (of which 18 credits must be at 300-level or higher).
- Respondents also expressed a desire to see more individual courses (200-level and above) incorporate content and teaching on climate change.

Support for program:

- 54% of respondents indicated **'very interested'** in enrolling in a climate change credential at UBC, the main reasons included:
 - Recognition of climate change as an important and urgent issue to address
 - Perceived need for application of climate change knowledge to every profession and field of work
 - Interdisciplinary nature of credential
 - Alignment of credential with existing degree and/or major
 - High level of personal interest
 - Good job prospects
- Sample comments from respondents:

- The climate crisis is unquestionably the biggest threat to continued human thriving and demands collective action on an unprecedented scale. A program/certificate dedicated to holistically training students in climate science, creative problem-solving, communication, and direct action would have been extremely appealing to me when I was a biology undergrad, as I often wished my biology degree had not only armed me with scientific expertise, but also skills to address the broader social issues preventing necessary collective action.
- I was looking for options of credentials that would apply to my area of interest/career during my undergrad but nothing was available. Climate change was (and is) still very important to me and I would have considered a credential in it as a valuable skill to have.
- Climate change is a major threat to all human kinds. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale. I feel I am responsible to understand this topic comprehensively, then I can take my actions responsibly.
- I think we need experts in every domain of economic life. I would have liked to be equipped as a climate change studies graduate to work in jobs related to improving climate change.

Neutral/ Undecided:

- 29% of respondents expressed a **neutral/ undecided** opinion because of:
 - Lack of interest in climate change studies
 - Lack of perceived need for additional classes (prefer independent learning about climate change issues)
 - Perceived misalignment with current degree specialization
 - Unsure of employment opportunities within the field
- Sample comments from respondents:
 - If I knew that employers viewed it as something important, or it was less expensive I would be encouraged. I think if it wasn't too difficult to complete, with a lot of flexibility, I would be more likely to add it to my major.
 - I think tackling climate change requires actions more than research. I'm not sure if academic courses (compared to projects or policies) would generate sufficient momentum for any change.
 - Climate change isn't strongly tied to the career path I was planning on during my undergraduate studies.
 - I do a large amount of independent research on climate change and stay on top of current developments without being in an academic setting. It also would not have had a strong impact on my work in either of my two majors (Music and Creative Writing). It has little academic bearing on musicology, and independent research suffices for most creative writing.

Opposition against program:

- 17% of respondents indicated **'not at all interested' or expressed opposition** against enrolling in a climate change credential at UBC; the main reasons included;
 - Low wages in the field
 - Few lucrative job opportunities and minimal job prospects
 - Perceived dogma and imposition of strong leftist ideals
 - Affordability and additional cost, especially for international students; added time to degree completion
 - Inability to complete on top of existing course schedule and/or conflict with program requirements for current major/ specialization; potential barriers to completing prerequisites
 - Similarity to existing environmental science and geography courses
- Sample responses from respondents:
 - If perhaps it was tied directly in some way to my current area of study, I would be more interested in getting the credential. I do, however, know students who are passionate enough about climate change that they would probably complete the credential regardless of their current major, if it was not too large of a time commitment.
 - Outside of guaranteed jobs, there is little to no value in these credentials UBC keeps coming up with. You can easily take courses on climate change if you are interested and articulate that to potential employers. In no scenario would this credential get you a job.
 - I think the topic is a very important and relevant one in today's world. However, my current degree doesn't allow for additional courses in other disciplines.
 - Although it would sound good as part of a credential, will this help graduates get an actual job or career? Are employers actually looking for this credential when hiring or selecting their candidate? Based on my experience to date, this credential would be useless in getting a stable job. For self-interest, it would be interesting to learn, but it won't help in the real world.

Opportunities identified:

- In terms of content, respondents indicated:
 - Desire for more experiential, land-based and solutions-focused teaching approaches
 - Applied and action-oriented learning opportunities such as a practicum/applied project with community partners
- In terms of accessibility, respondents expressed the need for flexible prerequisites, financial support and options for distance learning.

Appendix 4. Focus Group Report

Undergraduate Focus Group Sessions Report

Certificate in Climate Studies and Action, July-August 2021

Summary

To support the development of the certificate, three focus group sessions were convened with undergraduate (or recently graduated) students at UBC in July-August 2021. The objective of these sessions was to gather student feedback on program accessibility, structure, content, teaching styles, employability and climate action impact. The process included an online survey and a live discussion session on Zoom. Twenty-two students, with priority for BIPOC students, participated and generated the feedback in this report.

Key Takeaways

- 1 Students are excited about the certificate but have hesitations that include: content overlap with primary degree program, accessibility (cost, time, delivery, program integration) and job market recognition.
- 2 Students think the curriculum is interesting and important, and are ambitious in the topics they want to see represented. They identified topics that are missing or could be strengthened: economics, theories of social change, technology, degrowth, post-colonial and post-capitalist futures and others. These topics need to be added/strengthened in (1) core certificate classes, (2) the options class set or (3) future climate education offerings developed in other academic units.
- 3 Students want to see a clear focus on futures and solutions in the certificate, and are curious towards exploring their role within the climate movement.
- 4 Engaged forms of learning (*experiential learning* and *community engaged research*) were overwhelmingly identified as the teaching approaches that appealed to most students, differentiating this certificate from existing offerings.
- 5 The climate action components (Climate Action Labs and Capstone) are extremely valuable to students and drive interest in the program, especially for students in GEOG/EOAS. These components are also where a focus on futures and experiential learning (above), two things that were identified by students as core to the certificate, are most represented. The climate action components need to be designed and resourced with their value in mind.
- 6 EOAS/GEOG students see too much overlap with their existing programs. It is important to clearly diverge the certificates curriculum from programs in those departments. Normative and critical topics (e.g. climate justice, degrowth) were identified as important and a focus on those topics might help move towards this goal.
- 7 There are barriers to accessibility, particularly for non-EOAS/GEOG students. These barriers include: primary degree program restrictions, in-person delivery, time commitments and financial burdens. Collaborations need to be initiated with other academic units to make the certificate accessible to students outside EOAS/GEOG. Funds need to be made available to support students wanting to take the program. Remote and hybrid delivery options should be considered.

Appendix 5. Summary of Landscape Review

Summary of Landscape Review for Certificate in Climate Studies and Action

June 2020; Rachel Cheang (RA), Njoki Mbũrũ (RA)

Introduction

In December 2019, the UBC Board of Governors unanimously endorsed a Declaration on the Climate Emergency, responding to the advocacy of our community members and joining other organizations around the world. Human-induced climate change is one of the most pressing issues of our time, transforming our physical and social world. We are now witnessing the impacts of these changes disproportionately affecting vulnerable and marginalized groups due to historically entrenched inequities and more recent shifts in the global economy.

Currently, UBC does not have a program dedicated to examining and studying the causes, impacts and solutions to climate change. Departments that offer the most relevant climate-related courses include the Department of Geography under the Faculty of Arts (GEOG, GEOB) and the UBC Department of Earth, Ocean and Atmospheric Sciences under the Faculty of Science (ATSC, ENVR, EOSC). The Faculty of Land and Food Systems also offers a degree in Global Resource Systems, where students can choose to specialize in a 'resource' or 'region' with a focus in climate change.

Dozens of other courses at UBC explore the many facets of a warming world. The development of climate studies credential therefore seeks to highlight UBC's broad campus expertise in addressing and responding to the challenges of the climate crisis. We are well-positioned **to introduce an interdisciplinary climate studies credential** targeted at students interested in learning about the scientific, ecological, social, political and economic dimensions of climate change and developing solutions. Furthermore, as new jobs and professions in climate-related fields emerge, post-secondary education and training need to ensure that students are ready and well-skilled with expertise for relevant careers and graduate programs.

Overview

We performed a landscape review of climate-related programs across Canada and British Columbia and found that there are no specific interdisciplinary programs dedicated to addressing climate change. Existing degree programs mostly explore and include climate change among a broader range ecological and social issues or emphasize either the science or human aspect of climate change.

- [Simon Fraser University Faculty of Environment](#) offers a suite of undergraduate degrees, certificates and graduate programs.
- University of Toronto's [School of the Environment](#) offers undergraduate collaborative programs between Environment and Behaviour, Energy, Ethics, Chemistry, Health and more, as well as directed minors in the field of environmental studies

- Queens University's [School of Environmental Studies](#) offers an interdisciplinary Environmental Science major (BSc) and Environmental Studies major (BA) that allows students to specialize in an environmental field within the degree program

More notably, the University of Victoria offers a minor and certificate in [Human Dimensions of Climate Change](#).

We also performed a scan of universities on an international scale. A few current interdisciplinary climate studies credentials to highlight include:

- [Climate Studies \(minor\) from UC Berkeley](#)
- [Climate Change Studies \(minor\) from UC San Diego](#)
- [Climate Change Studies \(minor\) from Cornell University](#)

Structure

Most climate-related or climate studies programs are offered as a Minor program of 18 to 30 credits with one to three mandatory lower-year program-specific introductory courses and upper-year requirements. Students then choose a number of elective courses from selected areas of focus (depending on the university). Some offer public lectures as part of the program.

The programs mostly offer a practical component in the final year that includes one of the following: service learning, fieldwork, research seminar or supervised independent research and more notably, practicums or experiential learning that designate students to internships and work placements with climate-related organizations within their field of interest. There are also opportunities for students to participate in symposiums after to share their work.

Content

Across the board, climate studies programs tend to emphasize climate science as central to the fundamental understanding of Earth and mechanisms that control planetary climate. A few interdisciplinary programs also focus on the socioeconomic impacts of climate variability, the political systems that govern human interaction with climate, as well the technology to remediate climate change.

We identified four broad themes with various course offerings:

- Natural sciences, ecosystems and environmental sustainability – Environmental management, environmental biology, earth sciences and systems processes, Geographic Information Systems and remote sensing technology, environmental assessment and data analysis, conservation and resource studies, climate modelling;
- Social sciences, society and humanities – Social, cultural and economic geography, environmental and climate justice, environmental theory, environmental ethics, environmental history, First Nations studies, food security and agriculture, ecological determinants of health, psychology;

- Policy, law and governance – Climate financing, sustainable development, environmental policy and planning, environmental law, environmental governance and international relations;
- Adaptation design and urban sustainability– Urban planning and regulation, environmental engineering and engineering science, environmental design, transportation.

However, there seems to be little academic priority on Indigenous and First Nations studies and the energy transition despite Indigenous sovereignty and renewable energy systems being pivotal to ensuring a just transition for all.

Conclusion

Through this landscape review, we were able to identify broad themes and structures of climate studies credentials on the local, national and global scale. This review will inform the development of a nationally recognized interdisciplinary climate studies credential at UBC that ensures a full breadth integration of both physical and human aspects of climate change, as well as teaching, learning and research opportunities in the realm of climate justice and equity through collaboration across various departments.

Appendix 5.

Advocacy Letter on Indigenous Faculty Hiring and Scholarships

September 2020

To **Dean Averill, Dean Aronson, Provost:**

On Dec 5, 2019, UBC [declared a climate emergency](#) in response to calls from the community, articulated in an [open letter signed by more than 1,600 people and more than 70 groups](#) and demonstrated by the attendance of about 5,000 people at the student-organized [UBC Climate Strike](#). Among other demands, the letter called on UBC to expand its support for climate change research and education on climate change and climate justice within our departments.

In 2019, two of us (Tara and Jess) received a grant from the University Sustainability Initiative to develop a new interdisciplinary program in climate change, a collaboration between our respective departments in Earth, Ocean and Atmospheric Sciences and Geography. We have created a proposal for a certificate in climate studies (currently passing through a process of curriculum approvals in the Faculty of Arts and Faculty of Science) with the principle of high accessibility to students across the University in all faculties, a certificate designed to advance the goals of the Climate Emergency Task Force Report, the Indigenous Strategic Plan, and UBC's commitments to Anti-racism and Inclusive Excellence. We write to inform you of our experience and to highlight two areas we identify in need of investment: 1) new faculty and postdoctoral positions in Indigenous climate studies, and, 2) the development of scholarships and bursaries for Black, Indigenous and People of Colour students studying climate change.

These three UBC priorities - Climate Emergency, the ISP, and Anti-racism - are not discrete but interdependent. As we surveyed courses and relevant faculty to involve in our certificate, it became clear to us how challenging it would be to realize the implementation of the ISP in the certificate without more Indigenous faculty working at the intersection of different systems of power and ecological change. The few faculty working at these intersections are spread thin, as students, departments and the University turn to them for their expertise. We write this letter to put on record these challenges. It is impossible for UBC to fully implement its ambitious climate justice, Indigenous and [anti-racism](#) commitments without hiring more faculty who work at the convergence of these three important UBC priorities.

The answer to this challenge is to hire and retain climate-focused Indigenous faculty, a priority likely already on your radar as it is in the [Climate Emergency Task Force Report](#). It recommends increasing faculty hires to advance UBC's efforts in research aimed at climate science, climate justice, policies and solutions (p. 46). In particular, the report prompts UBC to consider community engaged scholarship and traditional knowledge to ensure that hiring processes actively take into account equity issues to prioritize hiring of Indigenous, Black and racialized (IBPOC) individuals with lived experiences (p. 50). Our experience creating the new climate certificate demonstrates the importance of this recommendation.

In addition to creating new faculty lines, UBC could cultivate a pool of faculty hires by creating dedicated post-doctoral fellowship(s) in this area, fellows who could potentially teach one of the required new certificate courses. (Note: these recommendations also align with [UBC's Strategic Plan](#) (Strategy 1: Great People, Strategy 4: Inclusive Excellence, Strategy 10: Research Culture) and the [Indigenous Strategic Plan \(ISP\)](#). The ISP specifically calls on UBC to develop Indigenous recruitment, retention and advancement policies to strategically increase Indigenous faculty and staff numbers (Goal 6, Action 25)).

Our final reflection again returns to the entwined nature of the three University priorities. Like many other institutions, the climate and environmental movement has tended to be dominated by white, relatively affluent people. A priority for our certificate is to actively recruit a diverse student body. To remove barriers we want to create scholarships and bursaries for BIPOC students focused on climate studies, including for students taking the new certificate. This idea is also in line with the Indigenous Strategic Plan (see Goal 6, Action 28). Creating bursaries and scholarships is not our area of expertise but we are happy to work with the relevant staff to make these ideas a reality and would appreciate your support.

This is the time for us to take bolder steps towards meaningful reconciliation and exemplify true leadership on climate justice. As faculty, let us hold the university to the standard this climate crisis demands.

Signed,

Jessica Dempsey (Geography)

Tara Ivanchoko (Earth, Ocean and Atmospheric Sciences)

18 May 2022

To: Vancouver Senate
From: Senate Curriculum Committee
Re: Annual Report on Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (b), Senate has delegated to the Senate Curriculum Committee to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2020 until April 2021, the Committee has approved 555 proposals under delegated authority including:

- 182 Revised programs
- 348 Revised courses
- 25 Deleted courses

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



18 May 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Annual Report on Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (b), Senate has delegated to the Senate Curriculum Committee to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2021 until April 2022, the Committee has approved 824 proposals under delegated authority including:

- 270 Revised programs
- 532 Revised courses
- 22 Deleted courses

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

18 May 2022

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: May Joint Admissions and Curriculum Proposal (approval)

The Senate Admissions Committee and Senate Curriculum Committee have reviewed the materials forwarded to them by the Faculty and encloses the proposal they deem as ready for approval.

The following is recommended to Senate:

Motion: *“That the new Bachelor of Science, First-Year Focus (FYF) Option brought forward by the Faculty of Science be approved.”*

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



FACULTY OF SCIENCE

New option

Bachelor of Science > First-Year Focus (FYF) Option

Category (1)

<p>Faculty: Science Department: Dean's Office Faculty Approval Date: March 2, 2022</p>	<p>Date: March 2, 2022 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 22S</p> <p>Proposed Calendar Entry:</p> <p>First Year Options</p> <p>The Faculty of Science offers the following options for enrolment in first year:</p> <ol style="list-style-type: none"> 1. The standard program, in which students admitted to the Faculty design their own program according to Degree Requirements, selecting both the courses and the sections they wish to attend. 2. The Science One Program (27 credits) is a unique program that emphasises the interdisciplinary nature of science in a small class environment with a standard timetable. A separate application is required. [link to: https://scienceone.ubc.ca/]. 3. The First-Year Focus (FYF) option, in which students admitted to the Faculty attend a standard timetable of core courses and participate in designated co-curricular opportunities. A separate application is required. [link to: https://science.ubc.ca/fyf] <p>For additional information on first-year programs, visit the Faculty of Science.</p> <p>Science One Program</p> <p>Science One, a unique alternative to the standard first year in the Faculty of Science, is a 27-credit program of study spanning two terms. The aim of the curriculum is to provide a broad interdisciplinary science education for a student's first-year science studies within a small academic community of learners. Science One has dedicated classroom and study space, along with excellent student support.</p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tre=12,215,410,409</p> <p>Present Calendar Entry:</p> <p>First Year Options</p> <p>The Faculty of Science offers the following options for enrolment in first year:</p> <ol style="list-style-type: none"> 1. The standard program, in which students admitted to the Faculty design their own program according to Degree Requirements, selecting both the courses and the sections they wish to attend. 2. The Science One Program (27 credits plus 2 credits for corequisite Biology 140 Lab) is a unique program that emphasises the interdisciplinary nature of science in a small class environment with a standard timetable. A separate application is required. <p>For additional information on first-year programs, visit the Faculty of Science.</p> <p>Science One Program</p> <p>Science One, a unique alternative to the standard first year in the Faculty of Science, is a 29-credit program of study spanning two terms. The aim of the curriculum is to provide a broad interdisciplinary science education for a student's first-year science studies within a small academic community of learners. Science One has dedicated classroom and study space, along with excellent student support.</p>

This interdisciplinary option integrates the essential material of first-year biology, chemistry, mathematics, and physics through lectures, tutorials, workshops, and laboratories. Successful completion of Science One with the necessary academic standing satisfies the entrance requirements for all second-year courses in biology, chemistry, mathematics and physics. With appropriate choice of electives and the necessary academic standing, Science One will also satisfy the prerequisites for all second-year specializations in the Faculties of Science, Pharmaceutical Sciences, and others.

Students enrolled in Science One may register for additional credits of electives in consultation with Science One advisors.

On successful completion of the Science One Option, students receive one composite mark for the Science One course and individual marks for electives.

...

First-Year Focus (FYF) Option

Students who want to be part of a smaller academic community may wish to apply for the First-Year Focus (FYF) option. Students will enroll in a standard timetable of core courses and take additional electives in each term to meet the requirements for their desired specialization and promotion to second year in UBC Science. Details about the courses offered in the Standard timetable can be found on the First-Year Focus website [link to: <https://science.ubc.ca/fyf>].

All FYF students attend their standard timetable lectures together and have access to a study space, creating a smaller social and learning community within first-year science. FYF students have access to designated cocurricular programming such as mentorship, events, and networking opportunities.

This interdisciplinary option integrates the essential material of first-year biology, chemistry, mathematics, and physics through lectures, tutorials, workshops, and laboratories. ~~Enrolment in the Science One Option requires concurrent enrolment in the first-year biology laboratory course BIOL 140 (2 of the 29 credits).~~ Successful completion of Science One with the necessary academic standing satisfies the entrance requirements for all second-year courses in biology, chemistry, mathematics and physics. With appropriate choice of electives and the necessary academic standing, Science One will also satisfy the prerequisites for all second-year specializations in the Faculties of Science, Pharmaceutical Sciences, and others.

Students enrolled in Science One may register for additional credits of electives in consultation with Science One advisors.

On successful completion of the Science One Option, students receive one composite mark for the Science One course and individual marks for **BIOL 140 and** electives.

...

Admission to FYF requires a separate application. Space is limited, and the application is designed to help identify students who will benefit most from—and contribute the most to—a supportive, cohort-based first-year experience in UBC Science. Students who have been admitted to the Faculty of Science and wish to apply for First Year Focus should consult the website [link to: <https://science.ubc.ca/fyf>] for requirements. Please contact the First Year Focus Program Coordinator [link to: <mailto:FYF@science.ubc.ca>] for more information.

Additional information about the program is available from the FYF Website [link to: <https://science.ubc.ca/fyf>].

Action: Add information regarding the First Year Focus option to the Calendar.

Correct typo.

Deleting reference to BIOL 140 in the description of First year options of the Calendar.

Rationale for Proposed Change: The First Year Focus option was launched in 2021 Winter and isn't listed on the First-year options in the calendar.

This should be 27 credits and not 29 credits.

BIOL 140 will no longer be offered. The new course that is replacing it, BIOL 180, has significant enough overlap with the Scientific Thinking and Literacy aspects of Science One that Science One will be added as a prerequisite for courses wherever BIOL 180 is a prerequisite, so Science One will still meet the requirements to enter biology specializations without extra classes. This has been discussed with the stakeholders in BIOL 180. With this change Science One students will also have more space to take electives.



18 May 2022

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report 2021/22 (information)

During the 2021/22 academic year the Committee met eight times. Both during and outside of those meetings, the Committee devoted its energy to advising and assisting the University Librarian in developing a general program of library services for all the interests of the University. I offer sincere thanks to each member of the Committee for their thoughtful, dedicated work.

At each meeting, the Committee received extensive briefings from the University Librarian, colleagues from the Library, and members of the UBC community, and shared their expertise and advice. As a result of their work, the Committee supported the Library in the following areas:

- The Library's Annual Report to Senate
- Library Collections Strategies
- Development and Fundraising Activities and Plans
- Implementation of the Indigenous Strategic Plan (ISP)
- Digital Initiatives
- Research Enterprise and Initiatives
- University Records Management
- UBC Library's External Review

The Committee would like to thank all those who shared their expertise with the Committee over the course of the year.

We look forward to the University Librarian, Dr. Susan Parker, presenting an overview of the UBC Library's operations in her Annual Report to Senate in Fall 2022.

Respectfully submitted,

Dr. Shigenori Matsui
Chair, Senate Library Committee

To: Senate
From: Nominating Committee
Re: Committee Appointments

Date: 3 May 2022

The Senate Nominating Committee has considered request from the President for appointment of Senators to senior administrator appointment committees. Calls for interest were made to the Senate. The Committee is pleased to make the following recommendations to Senate:

That Kin Lo be appointed to a President's Advisory Committee for the Selection of a Vice-President Finance and Operations*

That HsingChi Von Bergmann and Jorden Hendry be appointed to a President's Advisory Committee for the Selection of an Associate Vice-President Health.

*as he is a member of the Nominating Committee, Dr Lo did not take part in discussions or voting regarding this recommendation.

The Nominating Committee is also pleased to recommend student committee assignments to Senate as recommended by the students to the Committee:

That Laia Shpeller, Dana Turdy, and Shaktiraj Kandola be appointed to the Senate Academic Building Needs Committee until 31 March 2023 and thereafter until replaced;

That Melina Amirsharafi, Eshana Bhangu, and Dana Turdy be appointed to the Senate Academic Policy Committee until 31 March 2023 and thereafter until replaced;

That Bachviet Nguyen and Sam Kenston be appointed to the Senate Admissions Committee until 31 March 2023 and thereafter until replaced;

That Romina Hajizadeh and Ryan Sissons be appointed to the Senate Agenda Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel Cantiller, Anisha Sandhu, and Kanika Khosla be appointed to the Senate Committee on Appeals on Academic Standing, effective 1 July 2022 and until 31 March 2023 and thereafter until replaced;

That Xiutong Tony Jiang and Kanika Khosla be appointed to the Senate Awards Committee until 31 March 2023 and thereafter until replaced;

That Shaktiraj Kandola, Vivian Li, Georgia Yee, Xiutong Tony Jiang, and Keanna Yu be appointed to the Senate Curriculum Committee until 31 March 2023 and thereafter until replaced;

That Vivian Li, Sam Kenston, Anisha Sandhu, and Bachviet Nguyen be appointed to the Senate Library Committee until 31 March 2023 and thereafter until replaced;

That Jorden Hendry, Melina Amirsharafi, and Romina Hajizadeh be appointed to the Senate Research and Scholarship Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel Cantiller, and Keanna Yu be appointed to the Senate Student Appeals on Academic Discipline Committee, effective 1 July 2022 and until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel, and Jorden Hendry be appointed to the Senate Teaching & Learning Committee until 31 March 2023 and thereafter until replaced;

That Laia Shpeller and Kanika Khosla be appointed to the Senate Tributes Committee until 31 March 2023 and thereafter until replaced;

That Romina Hajizadeh and Eshana Bhangu be appointed to the Council of Senates Budget Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons be appointed to the Council of Senates Elections Committee until 31 March 2023 and thereafter until replaced;

That Laia Shpeller and Esahna Bhangu be elected to the Council of Senates; and

That Romina Hajizadeh be appointed to Council of Senates Representative Committee Four until 31 March 2023 and thereafter until replaced.

The Nominating Committee has also considered a recommendation regarding the Council of Senates Elections Committee and is pleased to recommend that Senate resolve as follows:

That Ngai Pindell be appointed to the Council of Senates Elections Committee to replace Janine Benedet.

18 May 2022

To: Vancouver Senate

From: Vancouver Senate Research and Scholarship Committee

Re: Update on the Implementation of Recommendations from the *Committee Report to Senate on the Response to the 2020 PWIAS External Review by the PWIAS Interim Director and the Board of Trustees*

On 17 November 2021 the Senate received the Research and Scholarship Committee's *Committee Report to Senate on the Response to the 2020 PWIAS External Review by the PWIAS Interim Director and the Board of Trustees*. The *Committee Report* was one outcome of a lengthy process aimed at resolving tensions in the governance of the Peter Wall Institute of Advanced Studies, including concerns about violations of academic freedom and collegial governance.

The *Committee Report* contained six specific recommendations intended to improve the transparency and governance practices of the PWIAS (set out in Appendix A). The Senate voted at its 17 November 2021 meeting to adopt the report and its recommendations in their entirety.

Of the six recommendations set out in the *Committee Report*, four were concerned with the PWIAS' plans to develop a Governance Manual that would delineate the complementary and distinct roles of the Director and the Board of Trustees, and articulate a shared and legally supportable understanding of the provisions of the Deeds of Trust. The *Committee Report* recommended that in the event the Governance Manual were not completed by 31 December 2021, the responsible parties should be invited to brief Senate about their positions regarding governance and avenues for resolution.

The Committee has taken note of the fact that as of the date of this memorandum the Governance Manual has not yet been completed. The Committee appreciates that the PWIAS faces a range of complex issues and that much work has already been done to address them. However, the Committee has determined that now is the appropriate juncture for the Senate to receive an update on progress towards implementation of this and other recommendations set out in the *Committee Report*, in compliance with the Senate's resolution of 17 November 2021.

Therefore, the Committee recommends that Dr. Gage Averill, Chair, PWIAS Board of Trustees, Dr. Vanessa Andreotti, Interim Director, PWIAS, and Dr. Gail Murphy, Vice-President, Research & Innovation, be invited to present an update on these matters at the 18 May 2022 meeting of Senate.

Respectfully submitted,

Dr. Guy Faulkner, Chair
Dr. James Stewart, Vice Chair
Senate Research and Scholarship Committee

Appendix A

Summary of Recommendations from the *Committee Report to Senate on the Response to the 2020 PWIAS External Review by the PWIAS Interim Director and the Board of Trustees*

1. The Chair of Board of Trustees forward to the Committee the Manual addressing the Governance Framework when it is complete. If it cannot be completed by December 31st, 2021, we recommend that the parties (Director of PWIAS, Chair of the Board of Trustees and a University representative) brief Senate about their positions regarding governance and avenues for resolution.
2. In developing the Governance Manual, the Director and Board of Trustees draw on and make explicit reference to these key documents on academic freedom:
 - a. The definition of Academic Freedom as adopted by the UBC Senate within the UBC Academic Calendar (see [here](#));
 - b. The Canadian Association of University Teachers (CAUT)'s Policy Statement on Academic Freedom, approved by the CAUT Council in November 2018 (see [here](#)); and
 - c. The Universities Canada Statement on Academic Freedom, dated October 25, 2011 (see [here](#)); and
 - d. The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (see [here](#))
3. After developing the Manual, the Director and Board of Trustees provide the Research and Scholarship Committee with a separate, public report explaining how the terms of the Manual prevent a repetition of the governance issues identified in the CAUT (2021) report.
4. To promote Collegial Governance and transparency, the Director of the PWIAS and the Chair of the Peter Wall Endowment Board of Trustees should each present publicly available, bi-annual briefs to the Research and Scholarship Committee for the next two years regarding progress in implementing the Manual.
5. In keeping with the principle of Collegial Governance, consideration could also be given to appointing a member of the Research and Scholarship Committee to serve *ex officio* on the PWIAS Board of Trustees on an ongoing basis.
6. In accordance with obligations of transparency and good financial governance, Senate should request an independent audit of finances and the financial governance of the PWIAS.



6 May 2022

To: Vancouver Senate

From: Senate Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. John H.V. Gilbert, Chair
Senate Tributes Committee

First Name	Last Name	Faculty	Rank/Title	Emeritus Title
Tom	Troczynski	Applied Science	Professor	Professor Emeritus of Materials Engineering
Berend	Wassink	Applied Science	Associate Professor of Teaching	Associate Professor of Teaching Emeritus of Materials Engineering
Colleen	Varcoe	Applied Science	Professor	Professor Emeritus of Nursing
Penelope	Gurstein	Applied Science	Professor	Professor Emeritus of Community and Regional Planning
D. Scott	Watson	Arts	Professor (tenure)	Professor Emeritus of Art History, Visual Art, and Theory
Duanduan	Li	Arts	Associate Professor (tenure)	Associate Professor Emeritus of Asian Studies
Angelika	Struch	Arts	Associate Professor of Teaching (tenure)	Associate Professor of Teaching Emeritus of Central, Eastern, and Northern European Studies
Christine	Rouget	Arts	Associate Professor (tenure)	Associate Professor Emeritus of French, Hispanic, and Italian Studies
Gregory H	Henry	Arts	Professor (tenure)	Professor Emeritus of Geography
Derek J	Gregory	Arts	Professor (tenure)	Professor Emeritus of Geography
Timothy	Brook	Arts	Professor (tenure)	Professor Emeritus of History
J Paul	Russell	Arts	Professor (tenure)	Professor Emeritus of Philosophy
Mark	Warren	Arts	Professor (tenure)	Professor Emeritus of Political Science
Eric	Eich	Arts	Professor (tenure)	Professor Emeritus of Psychology
Peter	Graf	Arts	Professor (tenure)	Professor Emeritus of Psychology
Brian	McIlroy	Arts	Professor (tenure)	Professor Emeritus of Theatre and Film
Stephen	Chatman	Arts	Professor (tenure)	Professor Emeritus of Music
Edward A	Kruk	Arts	Associate Professor (tenure)	Associate Professor Emeritus of Social Work
Angela	Redish	Arts	Professor (tenure)	Professor Emeritus of Economics
Markus	Haapasalo	Dentistry	Professor	Professor Emeritus of Oral Biological and Medical Sciences
Bill	McKee	Education	Assistant Professor	Assistant Professor Emeritus of Educational and Counselling Psychology, and Special Education
Jennifer	Chan	Education	Associate Professor	Associate Professor Emeritus of Educational Studies
Ling	Shi	Education	Professor	Professor Emeritus of Language and Literacy Education
Anthony	Farrell	Land & Food	Professor	Professor Emeritus of Land and Food Systems
Christine	Scaman	Land & Food	Associate Professor	Associate Professor Emeritus of Land and Food Systems
David	Fraser	Land & Food	Professor	Professor Emeritus of Land and Food Systems
Leonora	Crema	Library	Librarian (confirmed)	Librarian Emeritus
Sheryl	Adam	Library	Librarian (confirmed)	Librarian Emeritus
Ellen	George	Library	Librarian (confirmed)	Librarian Emeritus
Martin	Dawes	Medicine	Professor	Professor Emeritus of Family Practice
Cathryn	Ellis	Medicine	Associate Professor of Teaching	Associate Professor of Teaching Emeritus of Family Practice
Neil	Cashman	Medicine	Professor	Professor Emeritus of Medicine
John	Esdaile	Medicine	Professor	Professor Emeritus of Medicine
Allison	Eddy	Medicine	Professor	Professor Emeritus of Paediatrics
Donald	Brooks	Medicine	Professor	Professor Emeritus of Pathology and Laboratory Medicine
Anthony	Bailey	Medicine	Professor	Professor Emeritus of Psychiatry
J A Gordon	Culham	Medicine	Professor	Professor Emeritus of Radiology
York	Hsiang	Medicine	Professor	Professor Emeritus of Surgery
Charles	Scudamore	Medicine	Associate Professor	Associate Professor Emeritus of Surgery
Jane	Buxton	Medicine	Professor	Professor Emeritus of Population and Public Health
Helen	Burt	Pharmaceutical Sciences	Professor	Professor Emeritus of Pharmaceutical Sciences
Thomas	Ross	Sauder	Professor	Professor Emeritus of Commerce and Business Administration

Robin	Turner	Applied Science	Professor	Professor Emeritus of Electrical Engineering
George	Haughn	Science	Professor	Professor Emeritus of Botany
Ljerka	Kunst	Science	Professor	Professor Emeritus of Botany
Kathryn	Zeiler	Science	Associate Professor Teaching	Associate Professor of Teaching Emeritus of Botany
James	Little	Science	Professor	Professor Emeritus of Computer Science
Richard	Froese	Science	Professor	Professor Emeritus of Mathematics
Nancy	Heckman	Science	Professor	Professor Emeritus of Statistics
Hadi	Dowlatabadi	Science	Professor	Professor Emeritus of Resources, Environment and Sustainability
John	Masterson	Medicine	Clinical Professor	Clinical Professor Emeritus of Urologic Sciences
Sheila	Pritchard	Medicine	Clinical Associate Professor	Clinical Associate Professor Emeritus of Pediatrics (effective 1 July 2018)
Michael	Sargent	Medicine	Clinical Professor	Clinical Professor Emeritus of Radiology
Richard	Schreiber	Medicine	Clinical Professor	Clinical Professor Emeritus of Pediatrics
Leslie	Vertesi	Medicine	Clinical Professor Emeritus	Clinical Professor Emeritus of Emergency Medicine (effective 1 January 2019)



6 May 2022

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2021 – 30 April 2022) (information)

INTRODUCTION

Section 40(a) of the *Rules and Procedures of the Vancouver Senate* requires committees that derive their powers by delegation from Senate, including the Committee on Appeals on Academic Standing, to report annually to the Vancouver Senate.

Senate has delegated to the Senate Committee on Appeals on Academic Standing authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing.

TERMS OF REFERENCE

Under section 2.4 of the Committee's *Terms of Reference*, the Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, section 2.1 of the *Terms* provides that the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.

Section 2.4 of the *Terms* defines “improper or unfair procedures” as including consideration of information that should not have been considered or a failure to consider information that should have been considered.

The application of section 2.4 was in issue in the appeals heard by the Committee during the reporting period.

Section 2.5 provides that if the Committee allows an appeal it can reverse the decision of the Faculty and grant such academic standing to the appellant as it thinks fit or quash the decision of the Faculty and send it back to the Faculty for reconsideration in accordance with proper procedures. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing*, sub-section 2.2).

Students may also appeal to the Committee a refusal by the Registrar to extend the timeline for accepting an appeal beyond the ten (10) business days of being informed in writing of the Faculty's final decision (*Terms*, sections 3.1 and 3.10). But, no appeal on this ground was received in the reporting period.



STATISTICS

Under section 2.9 of the *Terms*, the Committee's annual report shall state the number of appeals, their disposition and the general nature of the appeals. In the current reporting period, 4 appeals proceeded to Committee hearings (as compared with 3 in the prior year), of which none were allowed in-full, 1 was allowed in-part and 3 were dismissed.

In addition to the 4 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 9 appeals were presented to the Registrar, of which 1 was settled with the Faculty prior to hearing, 1 were withdrawn by the appellant prior to hearing, 1 was sent back to the Faculty for a final decision prior to initiation of the Senate appeal process and 6 are in progress and expected to be heard by the Committee in the upcoming weeks.

THE COMMITTEE'S PRACTICE

After hearing an appeal the panel excuses the parties from further attendance, then deliberates and arrives at a decision as a consensus emerges. The parties are informed by email as to the result of the appeal within a day or so of the Committee's decision. Draft reasons for each decision are circulated to the members of the panel hearing the appeal, and following their approval the reasons are sent by email to the parties.

SUMMARIES OF APPEALS HEARD

The following summaries are anonymized to protect privacy and confidentiality.

Appeal Allowed in-part

The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study for failing to meet program requirements, following a second failed year. The Committee found that the Faculty had considered information that ought not to have been considered and failed to consider information that ought properly to have been considered. The Committee allowed the appeal in-part by quashing the decision of the Faculty and sending the matter back to the Faculty to be dealt with in accordance with proper procedures.

Appeals Dismissed

Three appeals were dismissed.

A student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.



A student appealed a decision of the Faculty concerning grades awarded in two courses. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

A student appealed a decision of the Faculty to deny a request for academic concession in the form of late withdrawals from several courses completed prior to graduation. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

Special thanks are due to the staff at Enrolment Services and Senate and Curriculum Services, who continue to assist the Committee in its valuable and confidential work.

APPEAL STRUCTURES AND PROCEDURES

Concerns were raised at the March 2019 meeting of the Senate related to the University's appellate committees, including this Committee, specifically around aspects of process; student membership education and orientation; diversity and inclusivity; and scheduling of hearings. To undertake a detailed review of appeals committee structures and procedures, the Senate struck the Ad Hoc Committee to Review Student Appeal Procedures and Structures. The Ad-Hoc Committee's final report was received by Senate in May 2021. Since that time, Senate Committee members have received 2 training sessions on administrative law and procedural fairness. Training related to trauma-informed approaches, student mental health issues principles of equity and inclusion etc. is currently under development and is expected to be delivered in the coming months. The Committee and the Senate support staff will work with campus partners and external agencies, as appropriate, to design comprehensive and robust training that addresses the gaps in training identified in the Ad-hoc committee's report.

Hearings are now scheduled with a minimum of six committee members confirmed as attending, though often more members are available to attend for a virtual hearing. As per the Ad-hoc Committee's recommendation 2.3, the Senate Secretariat endeavours to schedule hearings with at least one student, one faculty member and one convocation member, though this is not always possible. The Committee currently has hearing dates confirmed until August 2022, and is working towards a standing meeting schedule similar to that of other Senate Committees.

While the Committee agrees with many of the recommendations issued in the Ad-hoc Committee's report, it does not have purview to determine Faculty-level processes. The Committee has regularly emphasized in past annual reports the critical importance of due process in all matters related to student assessment and of dealing with issues and student appeal inquires in a timely manner. The Committee has particularly drawn to the attention of Senate that Faculties ought to notify students of the right to appeal to the Senate Committee when issuing final decisions on matters of academic standing. The Committee has recommended that Faculties ensure that their Advising Offices are fully informed as to the appeals process and that students



are informed as to their right to appeal to the Senate Committee when provided with a final decision letter from the Faculty. Further, the Senate staff have worked with associate deans to assist in developing faculty-level appeal procedures that are fair, transparent, and procedurally sound. While not all Faculties have well-developed and published appeal procedures, the Senate Committee will continue to work with Faculties to develop processes for fair and proper decision making by the Faculty.

The Committee continues to work to implement the recommendations outlined in the report of the Ad-Hoc Committee to Review Student Appeal Procedures and Structures.

As Chair, I wish to thank members of the Committee for their willingness to serve so ably, the Senate Secretariat for their unfailing assistance and student members for their attendance and for raising important issues of concern.

Respectfully submitted,

Susan Forwell, PhD, FCAOT
Chair

Members of the Committee:

Dante Agosti-Moro
Dr. Janette Bulkan
Emmanuel Cantiller
Sebastian Cooper
Dr. Nancy Ford
Dr. Susan Forwell (Chair)
Dr. Alison Greig
Kanika Khosla
Dr. Maura MacPhee
Dr. Steven Pelech
Dr. Ingrid Price
George Tsaiikos
Dr. Austin Uzama
Dr. Hisham Zerrefi
Chancellor (ex-officio) (voting)
President (ex-officio) (voting)
Registrar (ex-officio) (non-voting)



Date: May 18, 2022

To: UBC Vancouver Senate

From: Gage Averill, Provost and Vice-President Academic Pro Tem

Re: **Global Research Excellent (GREx) Institute Designation for Life Sciences Institute**

Recommendation:

I recommend that Senate designate the Life Sciences Institute as a Global Research Excellence Institute, effective May 18, 2022.

About the Life Sciences Institute

For more than 15 years, approximately 100 (current and former) Principal Investigators from the faculties of Medicine, Science, Dentistry, and Applied Sciences have worked under one umbrella— The UBC Life Sciences Institute (LSI)— converging expertise along this continuum of molecular, genetic, cellular, organismal, and ecosystem scales. They forged translational collaborations across UBC and beyond, and provided the basis for innovative solutions that address some of society's most pressing challenges. A timely example of a journey from LSI foundational research to real-world solutions is the development of the lipid nanoparticle technology used in COVID-19 vaccines that are saving countless lives. This global impact places UBC and LSI among the top players in life sciences research worldwide. Now is the time to renew our commitment to a unique-in-Canada site of innovation and fund a Global Research Excellence Initiative with shared resources that fundamentally change the scientific workflow at UBC.

Institutional Goals

As a designated GREx Institute, the LSI, housed in the UBC Life Sciences Centre (LSC), will pursue the Biological Resilience Initiative (BRI), integrating foundational, cross-disciplinary and collaborative research, across multiple scales to elucidate the mechanisms of resilience in biological systems. Essential to the LSI GREx are: 1) new support for shared technology-driven resources and expertise that will fundamentally change workflows and efficiencies, while enabling new collaborative efforts to solve grand challenges in life sciences, and 2) new support to find, nurture, and educate the next generation of scientists in emerging fields related to



biological resilience.

The LSI's BRI strategy will focus on 5 Grand Challenges: race against antimicrobial resistance that results in untreatable infectious diseases; cancer as a failure of resilience across scales; understanding the enormous complexity of immune resilience to enable a complete picture of an immune response in infections; tissue damage, or tumors, resilience and homeostasis in metabolism and aging; and understanding and harnessing the resilience of microbial systems to devise sustainable solutions for our planet. LSI researchers will collaborate across the continuum from laboratories to practical settings to commercialization, and develop innovative solutions for improved health for humans and sustainable solutions for the environment.

The LSI will be the largest institute in Canada dedicated to foundational biological research across scales, representing an enormous opportunity for UBC to establish its lead in this critical area of research. With renewed support and investment, UBC can leverage the track-record, culture of collaboration, funding success, and successful core infrastructure facilities of the LSI to swiftly elevate its status as a global excellence hub of foundational science research. Renewed investment from the GREx program will position the LSI to creatively address grand challenges that require multiscale expertise, collaborative experience, shared resources, and coordinated efforts. With continued funding and the significant involvement of each of the supporting faculties, LSI will continue to build upon its proven track-record, to identify/address new challenges, establish new collaborations, train upcoming generations of scientists as they enter an increasingly interdisciplinary and collaborative academic and industrial workforce, and cement UBC's global leadership in foundational life sciences.

Governance and Operational Structure

Directorship

The Biological Resilience Initiative will be guided by the vision and leadership of the Institute Director Josef Penninger and Deputy Director James Johnson. Dr. Josef Penninger holds his primary academic appointment in the Department of Medical Genetics and moved to UBC in December of 2018 as a Canada 150 Chair in Functional Genetics. Dr. James Johnson holds appointments in the Department of Cellular and Physiological Sciences and the Department of Surgery, and has been a Principal Investigator in the LSI since it was founded in 2005. He has served as LSI Deputy Director since January 2021. The Directorship and Deputy Directorship positions are renewable 5-year terms, with the positions providing leadership and oversight in all areas for the institute, and the Deputy Director reporting up to the Director. The two directors are aided by an established team of administrators, core facilities managers, and grant and communication support teams.

**Deans' Council**

The Deans' Council (DC) will be co-chaired by the Deans of Medicine and Science and includes the Deans of Dentistry, and Applied science. The Director will report to the DC on issues including management, direction, and fiscal accountability of the BRI. The committee will meet yearly.

Vice-President, Research and Innovation and the Research and Innovation Council

The Director will also report to the Vice-President, Research and Innovation (VPRI), who is also Chair of the UBC Research and Innovation Council (RIC), which oversees GREx institutes. The RIC includes the Provost and Vice-President, Academic (Vancouver), the Associate VP Research and Innovation (Vancouver), the Associate VP Research and UBC-Okanagan Vice Principal Research, three Deans, and three external members. The VPRI will oversee matters related to the GREx initiative and share oversight with the Chair of the Deans' Council on matters such as fiscal accountability and alignment of the LSI strategic plan with external funding opportunities.

International Scientific Advisory Board and Infrastructure Advisory Board

An international Scientific Advisory Board (SAB), of 8 internationally renowned researchers, will be established to critically evaluate the LSI and advise the LSI director on strategic initiatives. This group will meet yearly at UBC, for a duration of 2-3 days. The LSI director will implement required improvements, in accordance with the UBC governance structures described herein. Similarly, an Infrastructure Advisory Board (IAB) of 4 international scientific infrastructure experts will be established to review the implementation, governance, operation, and budget of the technology-driven shared facilities and to advise LSI on critical technologies, opportunities, and integration with other local, national, and global initiatives. This will help ensure that budget funding is used efficiently, and that LSI facilities are kept at a world-class level.

BRI Steering Committee

The BRI-Steering Committee (BRI-SC) will be comprised of the Director and Deputy Director (Co-chairs); and 8 LSI/BRI PIs (with diversity as a guiding factor, including career stage and scientific field); the LSI HR & Operations Manager, the Research Development Manager, and Director of Research Facilities; at least two graduate student and/or postdoctoral fellow representatives; and up to three faculty members who will provide high-level expertise in areas such as REDI, community engagement and commercialization. The BRI-SC will ensure that planned research activities within the established research foci progress and reach key deliverable milestones, and contribute to long-term planning for graduate and undergraduate training, EDI, industry partnerships, and community engagement and knowledge translation. The BRI-SC will meet every two months, or more frequently as needed.



Operational Oversight and Space committee

A key mandate of the LSC is to provide state-of-the-art research space to faculty members. With all ongoing and already approved initiatives the LSI expects that there will be more than 15 new research groups moving to LSC. The LSI has therefore established a new space committee to be able to rapidly, non-bureaucratically, and strategically address and integrate the space needs to the Cores and the current and future research groups.

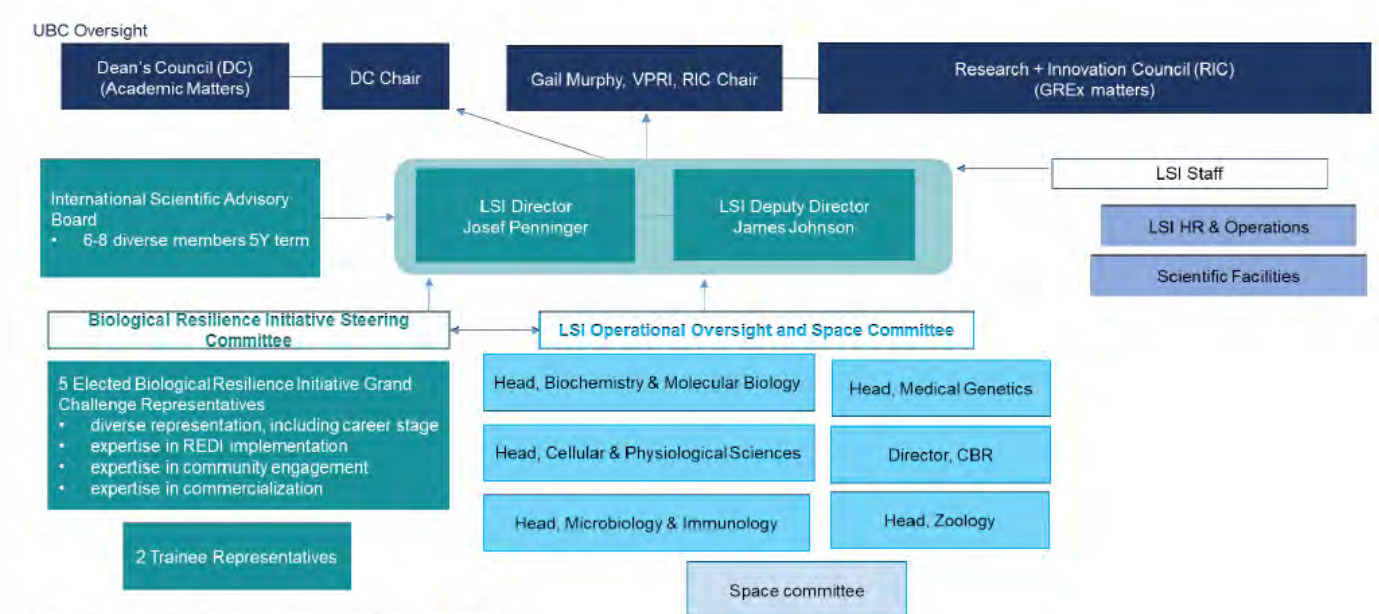


Chart 1. LSI Organization Structure