

# THE UNIVERSITY OF BRITISH COLUMBIA



## **Vancouver Senate Secretariat**

Enrolment Services  
Senate and Curriculum Services  
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## **Vancouver Senate**

### **AGENDA**

#### **THE EIGHTH REGULAR MEETING OF THE VANCOUVER SENATE**

**WEDNESDAY, APRIL 16, 2008**

**7:00 P.M.**

**ROOM 102, GEORGE F. CURTIS BUILDING (LAW), 1822 EAST MALL**

#### **1. Senate and Committee Membership -- Secretary Brian J. Silzer**

- a. Introduction of Student Senators with One-Year Terms Beginning April 1, 2008 (information) (revised Senate membership list circulated)
- b. Call for Nominations and Notice of Election (information)

Two Student Senators to serve the Nominating Committee for the term from April 16, 2008 until March 31, 2009 and thereafter until replaced

The Secretary has received to date nominations for Mr Blake Frederick and Mr Bing Wei Wang. Should no further nominations be received by 4:00 p.m. on Tuesday, April 15, Msrs Frederick and Wang will be declared acclaimed as elected.

- c. Election of Senate Representatives to the President's Advisory Committees for the Selection of the Registrar and for the Selection of the University Librarian under UBC Policy #17 (approval) (circulated)

#### **2. Minutes of the Meeting of March 26, 2008 -- Prof. Stephen J. Toope**

(approval) (circulated)

#### **3. Business Arising from the Minutes**

- a. pp. 07-08 140-1: Access Studies Courses and Admission to the Faculty of Graduate Studies -- Dr. James D. Berger (information)

#### **4. Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**

#### **5. Issues of Broad Academic Interest**

- a. UBC Okanagan Governance Update -- Provost and Vice-President, Academic David Farrar introducing Guest Presenters Deputy Vice-Chancellor Doug Owrap and Faculty Senator Jan Cioe (information)

.../continued

**6. Admissions Committee -- Dr. James Berger**

- a. Faculty of Science Admissions Changes (approval) (circulated)
- b. Mature Student (approval) (circulated)
- c. Revocation of Offers of Admission (information) (circulated)

**7. Curriculum Committee -- Dr. Peter Marshall**

- a. Curriculum Proposals from the Faculties of Applied Science, Commerce & Business Administration, Arts, and Graduate Studies (approval) (circulated)

**8. Nominating Committee -- Dr. Rhodri Windsor-Liscombe**

- a. Senate Committee Assignments for Student Senators (approval) (circulated)
- b. Adjustment to Senate Committee Membership (approval) (circulated)
- c. Election of Student Senators to the Council of Senates (approval) (circulated)

**9. Student Awards Committee -- Dr. George Bluman**

- a. New Awards (approval) (circulated)

**10. Ad Hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body -- Dr. Elizabeth Dean**

- a. Extension of Reporting Deadline (approval) (circulated)
- b. Progress Report (information) (circulated)

**11. Ad Hoc Committee on Writing and Communication Skills -- Dr. Paul G. Harrison**

- a. Report of the Ad Hoc Committee on Writing and Communication Skills (approval) (circulated)

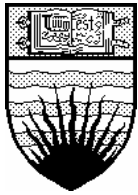
**12. Proposed Agenda Items**

**13. Other Business**

Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.

Regrets: Lisa Collins, telephone 604.822.2951 or e-mail: [lisa.collins@ubc.ca](mailto:lisa.collins@ubc.ca)

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



# The University of British Columbia – Vancouver Senate

## Members of Senate

Effective 1 April 2008

### EX OFFICIO

<b>Chancellor</b>	Vacancy
<b>President, Chair</b>	Prof Stephen J Toope
<b>Secretary</b>	Mr Brian J Silzer
<b>Academic Vice-President</b>	Dr David Farrar

### DEANS

<b>Applied Science</b>	Dr Michael Isaacson
<b>Arts</b>	Dr Nancy Gallini
<b>Commerce and Business Administration</b>	Dr Daniel Muzyka
<b>Dentistry</b>	Dr Charles Shuler
<b>Education</b>	Dr Robert J Tierney
<b>Forestry</b>	Dr John N Saddler
<b>Graduate Studies</b>	Dr Barbara Evans
<b>Land and Food Systems</b>	Dr Murray Isman
<b>Law</b>	Prof Mary Anne Bobinski
<b>Medicine</b>	Dr Gavin C E Stuart
<b>Pharmaceutical Sciences</b>	Dr Robert D Sindelar
<b>Science</b>	Dr Simon Peacock

### PRINCIPALS OF COLLEGES

<b>College of Health Disciplines</b>	Dr Louise Nasmith, Principal
<b>College for Interdisciplinary Studies</b>	Dr Michael Burgess, Principal

### ELECTED BY THE FACULTIES

<b>Applied Science</b>	Dr Nemkumar Banthia Dr William G Dunford
<b>Arts</b>	Dr Barbara Arneil Dr Christopher Friedrichs
<b>Commerce and Business Administration</b>	Dr James A Brander Dr Dale Griffin
<b>Dentistry</b>	Dr Rosamund Harrison Dr Michael I MacEntee
<b>Education</b>	Dr Lee Gunderson Dr Rita Irwin
<b>Forestry</b>	Dr Susan Grayston Dr Peter L Marshall
<b>Graduate Studies</b>	Dr Mary Bryson Dr Kelly Russell
<b>Land and Food Systems</b>	Dr Mahesh K Upadhyaya Dr Daniel M Weary
<b>Law</b>	Prof Christine Boyle Dr Janis Sarra
<b>Medicine</b>	Dr David McLean Dr Elizabeth Dean
<b>Pharmaceutical Sciences</b>	Dr Helen Burt Dr David W Fielding
<b>Science</b>	Dr James D Berger Dr Jeff Young

### FACULTY REPRESENTATIVES OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dr Pitman Potter, Professor, Faculty of Law and Director, Institute of Asian Research  
Dr Timothy McDaniels, Professor, School of Community & Regional Planning

### ELECTED BY THE JOINT FACULTIES

Dr Perry Adebar	Dr George Bluman
Dr Paul G Harrison	Dr Robert Helsley
Dr William McKee	Dr Robert Sparks
Dr Sally Thorne	Dr Rhodri Windsor-Liscombe
Vacancy	Vacancy

### CONVOCATION MEMBERS OF SENATE

Mr Patrick T Brady	Dr Lica Chui
Mr Christopher L Gorman	Ms Wendy King
Dr Stanley B Knight	Dr Bikkar S Lalli
Mr Dean Leung	Mr Robert Lowe
Dr Ann McAfee	Mr William B McNulty
Mr Bernie Simpson	Dr Ronald A Yaworsky

### REPRESENTATIVES OF AFFILIATED COLLEGES

<b>St Mark's College</b>	Dr John D Dennison
<b>Vancouver School of Theology</b>	Dr Wendy Fletcher
<b>Regent College</b>	Dr Rod Wilson
<b>Carey Theological College</b>	Dr Brian Stelck

### LIBRARIAN

Dr Peter Ward, University Librarian *Pro Tem*

### ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

Ms Margaret Friesen

### EXECUTIVE DIRECTOR OF CONTINUING EDUCATION

Dr Judith Plessis

### ELECTED STUDENT REPRESENTATIVES

(Term from April 1, 2008 to March 31, 2009. One representative elected by each faculty plus one representative from the College for Interdisciplinary Studies, plus five members at large)

<b>Applied Science</b>	Mr Philip Edgcumbe
<b>Arts</b>	Ms Helaine Boyd
<b>Commerce and Business Administration</b>	Ms Laura Silvester
<b>Dentistry</b>	Mr Andrei Ionescu*
<b>Education</b>	Mr Robert Taddei
<b>Forestry</b>	Mr Ashish Mohan
<b>Graduate Studies</b>	Ms Aidha Shaikh
<b>Land and Food Systems</b>	Ms Ashley Peterson
<b>Law</b>	Dr Brenda Osmond
<b>Medicine</b>	Mr Derry Dance
<b>Pharmaceutical Sciences</b>	Mr Bing Wei Wang
<b>Science</b>	Mr Geoff Costeloe
<b>College for Interdisciplinary Studies</b>	TBD
<b>Members at-large</b>	Mr Blake Frederick, Arts Mr Alfie Lee, Science Mr Alex Loughed, Science Mr Rob McLean, Science Mr Azim Wazeer, Arts

\* Senator has completed term but has not yet been replaced.

# THE UNIVERSITY OF BRITISH COLUMBIA



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April 8, 2008

To: Vancouver Senate

From: Brian J. Silzer  
Secretary to the Senate and Secretary to the Convocation

Re: Senate Representation to the Presidential Advisory Committees on the  
Selection of a Registrar and the University Librarian – Notice of Election

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In accordance with the Joint Senate and Board Policy on the Appointment of the Registrar and Librarians\*, Senate must nominate one (1) member to each of the President's Advisory Committee for the Selection of the Registrar and the President's Advisory Committee for the Selection of the University Librarian. The function of the Committees shall be to consider the candidates for Registrar and University Librarian and advise the President on the choice of a Registrar and University Librarian in order that he may make an appropriate recommendation to the Board of Governors.

a) The Secretary has received to date three (3) nominations for a Senate representative to the President's Advisory Committee for the Selection of the Registrar:

- 1) Dr. Ronald Yaworsky (Convocation Senator)
- 2) Dr. Paul G. Harrison (Joint Faculties Senator, Faculty of Science)

As such, an election will be held by paper ballot.

b) The Secretary has received one nomination for a Senate representative to the President's Advisory Committee for the Selection of the University Librarian. As such, Ms. Aidha Shaikh (Student Senator, Faculty of Graduate Studies) is declared acclaimed as elected.

\*The Joint Senate and Board Policy on the Appointment of the Registrar and University Librarians (Policy 17) was approved by the Vancouver Senate and the Board of Governors on January 23, 2008 and February 7, 2008 respectively. The membership of the Presidential Advisory Committees for the Selection of the Registrar and University Librarians requires that one (1) person be selected to each of the Committees by and from the UBC Vancouver Senate.

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## Vancouver Senate

### MINUTES OF MARCH 26, 2008

#### Attendance

**Present:** Dr. R. Windsor-Liscombe (Vice-Chair), Ms. L. M. Collins (Associate Secretary), Dr. P. Adebar, Mr. T. Ahmed, Dr. B. Arneil, Mr. J. Aulakh, Dr. N. Banthia, Dr. J. D. Berger, Dean M. A. Bobinski, Prof. C. Boyle, Mr. P. T. Brady, Dr. J. Brander, Dr. M. Bryson, Principal M. Burgess, Dr. H. Burt, Dr. E. Dean, Ms. D. Diao, Dr. W. Dunford, Vice-President D. Farrar, Dr. W. Fletcher, Ms. M. Friesen, Dean N. Gallini, Dr. S. Grayston, Dr. D. Griffin, Dr. L. Gunderson, Dr. P. G. Harrison, Dr. R. Harrison, Dean M. Isaacson, Dean M. Isman, Ms. J. Khangura, Mr. T. Leaver, Mr. D. K. Leung, Mr. R. Lowe, Dr. M. MacEntee, Dr. P. L. Marshall, Dr. W. McKee, Dr. D. McLean, Mr. W. McNulty, Mr. A. Mohan, Dean D. Muzyka, Mr. R. Pan, Dean S. Peacock, Mr. L. Powell, Mr. G. Rawle, Ms. E. Rennie, Dr. K. Russell, Ms. A. Shaikh, Dean C. Shuler, Mr. B. Simpson, Dr. R. Sparks, Mr. R. Taddei, Ms. M. C. Tee, Dr. S. Thorne, Mr. H. Tse, Dr. M. Upadhyaya, Dr. R. A. Yaworsky, Dr. J. Young.

**Guests:** Mr. G. Costeloe, Mr. C. Eaton, Mr. B. Frederick, Ms. L. Hume, Ms. M. Maghsoodi, Ms. A. Mann, Mr. R. McLean, Ms. B. Osmond, Ms. L. Silvester, Ms. G. Vallée.

**Regrets:** Dr. G. Bluman, Ms. S. Brkanovic, Dr. L. Chui, Dr. J. Dennison, Dean B. Evans, Dr. D. Fielding, Dr. C. Friedrichs, Mr. C. L. Gorman, Dr. R. Helsley, Mr. A. Ionescu, Dr. R. Irwin, Ms. W. King, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. A. Lee, Dr. A. McAfee, Dr. T. McDaniels, Principal L. Nasmith, Dr. J. Plessis, Dr. P. Potter, Dean J. Saddler, Dr. J. Sarra, Associate Vice-President B. J. Silzer, Dean R. Sindelar, Dr. B. Stelck, Dean G. Stuart, Dean R. Tierney, President S. J. Toope, Dr. P. Ward, Dr. D. Weary, Dr. R. Wilson.

**Recording Secretary:** Associate Secretary Ms. L. M. Collins.

#### Call to Order

Dr. Windsor-Liscombe called the meeting to order.

## **Senate Membership**

### **REPLACEMENT**

The Associate Secretary announced that Dr. Michael Burgess, Principal, College for Interdisciplinary Studies, had replaced Principal *pro tem*. James Thompson as an ex-officio member of the Senate. Senators welcomed Dr. Burgess.

### **CERTIFICATES OF APPRECIATION**

On behalf of the Senate, the Vice-Chair presented certificates of appreciation to the Student Senators, who were to complete their one-year Senate terms on March 31, 2008.

### **Minutes of the Previous Meeting**

<i>Mr. Rawle</i>	}	<i>That the minutes of the meeting of February 27, 2008 be adopted as circulated.</i>
<i>Dr. MacEntee</i>		

### **DISCUSSION**

The assembly accepted the following corrections to the minutes by consent:

1. p. 07-08 113, Attendance: move Dr. A. McAfee from “Regrets” to “Present.”
2. p. 07-08 126, Graduate Support Initiative Guidelines, Discussion: append to last sentence of second paragraph, “of enrolments, not admissions.”

The amended  
minutes were  
adopted.

### **Business Arising from the Minutes**

None.

## **Remarks from the Vice-Chair and Related Questions**

### **2008 HONORARY DEGREE CANDIDATES**

The Associate Secretary announced for information that each of the following esteemed individuals had accepted an invitation to attend a 2008 UBC graduation ceremony to accept an honorary degree.

- Margaret-Ann Armour
- Thomas R. Berger, OC, OBC
- Philippe de Gaspé Beaubien II & Nan-b de Gaspé Beaubien
- John Blatherwick
- Terry Bourk
- Christopher Gaze
- Clara Hughes
- Norman Jewison
- Joan Steitz
- John Sulston
- Bing Thom
- Elie Wiesel

### **MEETING OF CHAIRS OF STANDING COMMITTEES OF THE SENATE**

Dr. Rhodri Windsor-Liscombe announced that the Chairs of Standing Committees of Senate had planned a meeting with President Toope and Vice-President Farrar to take place on April 17.

Topics were to include the role of the Senate in the governance of the University and community recognition of Senate service. Dr. Windsor-Liscombe thanked the President and Vice-President for their willingness to participate.

## **Admissions Committee**

Committee Chair Dr. Berger presented the report.

### **FACULTY OF GRADUATE STUDIES: ACCESS STUDIES AND TRANSFER CREDIT**

The Committee had circulated a proposal to add the following statement to the Faculty of Graduate Studies section of the Calendar:

#### **Transfer Credit for Access Studies**

Courses taken as an Access Studies (or non-degree) student may be approved for transfer toward a graduate program with the permission of the Graduate Program and the Dean of the Faculty of Graduate Studies.

Consistent with standard transfer credit regulations, students are limited to transferring a maximum of 12 credits or up to 40% of the program credit requirements, whichever is more, toward their Master's program. No more than six credits of transfer credit may be at the undergraduate level (300-400). In order to be eligible for transfer, the course(s):

- Must be completed with a minimum “B” standing
- Must not have been counted toward the completion of another degree or program
- Must have been completed no more than 5 years prior to the time the student commences their degree program

<i>Dr. Berger</i>	}	<i>That Senate approve the proposed Calendar entry on Transfer Credit for Access Studies for applicants to the Faculty of Graduate Studies.</i>
<i>Mr. McNulty</i>		

## **DISCUSSION**

Dr. McKee asked whether grades for courses taken under Access Studies would be counted toward the student's average for admission to the graduate program. Dr. Berger replied that, while he was not certain, he assumed that Access Studies courses would not be included in average calculation. Dr. Berger agreed to check into the matter and report back to Senate should his assumption turn out to be incorrect.



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*Admissions Committee, continued*

In response to a question from Dr. Dunford, Dr. Berger confirmed that the change would have immediate effect.

The motion was put  
and carried.

### **Agenda Committee**

Committee Chair Dean Isaacson presented the reports.

#### **COUNCIL OF SENATES APPROVAL OF AFFILIATION AGREEMENTS**

The Agenda Committee had circulated a report describing a recent agreement between the University of Manitoba and Navitas, Inc. for the creation of a private college delivering English language instruction on the University of Manitoba campus. The Canadian Association of University Teachers (CAUT) had expressed concern about the agreement because the affiliation agreement had not been submitted for approval by the University of Manitoba Senate. Drawing attention to several sections of the *University Act*, the Committee requested that the Senate affirm that a similar agreement at UBC would require approval by the Council of Senates.

*Dean Isaacson*  
*Dr. Young*

}

*That, in consideration of Sections 37 (1) and 38.2 (4) of the University Act, the Vancouver Senate affirms the view that the engagement of private corporations or other entities delivering academic programs using the facilities, name, coat of arms, or logo of the University, - or carried out through a legal agreement with the University- is an affiliation with an institution of learning, and that therefore the terms of any such affiliation requires the approval of the Council of Senates.*

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*Agenda Committee, continued*

## DISCUSSION

Dr. McLean stated that he found the CAUT report of the situation shocking. He noted great respect by the Senate for the UBC senior administration, and was optimistic that a similar conflict would not occur at UBC.

In response to questions, Dean Isaacson confirmed that:

1. The motion was consistent with the *University Act*; and
2. The *University Act* assigned responsibility for approval of affiliations with institutions of learning to the Council of Senates, rather than to the Senates.

## AMENDMENT

Dr. Brander noted that, while he understood the Council of Senates' role with respect to affiliation agreements, academic building needs were within the purview of the Senate. By consent, the motion was amended to append the following phrase: "...and the Senate, as applicable."

The amended  
motion was put and  
carried.

## CHANGES TO THE RULES AND PROCEDURES OF SENATE

The Committee had circulated a collection of updates and changes to the Rules and Procedures of the Vancouver Senate.

## NEW SECTION 22(I): REQUIRED VOTE FOR ITEMS ADDED TO A SENATE MEETING AGENDA

<i>Dean Isaacson</i>	}	<i>That Senate approve the new Section 22 (i) of the Rules and Procedures of the Vancouver Senate.</i>
<i>Dr. Bryson</i>		

### *Amendment*

By consent, the assembly corrected the proposed new Section 22 (i) to read as follows (correction in bold):

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*Agenda Committee, continued*

To approve any matter considered by Senate after being added to the agenda for consideration under Section **20** (c) or (d) requires the approval of two-thirds (2/3rds) of those present and voting.

The motion to approve the amended Section 22 (i) was put and carried by the required 2/3 vote.

**NEW SECTION 34: STATUS OF MINUTES AND OTHER RECORDS OF SENATE COMMITTEES**

The Committee proposed the addition of the following section:

34. Minutes and other records of Senate committees are restricted to members of the committee. Others may have access only with the permission of the committee.

- a. In the case of discharged committees, permission to access records may be granted by the Secretary to Senate.
- b. This section and Section 33 notwithstanding, a committee may declare any or all their records to be open for review and their meetings to be open to the invited guests or the public, provided that the provisions of applicable privacy legislation are respected.

<i>Dean Isaacson</i>	}	<i>That Senate approve the new Section 34 of the Rules and Procedures of the Vancouver Senate.</i>
<i>Dr. Bryson</i>		

*Discussion*

Senators expressed the following opinions during the debate:

- The default status of minutes and records should be “open,” with special action required to make them “closed,” rather than vice versa.
- Each Committee ought to have a discussion about the matter and stipulate the status of Committee records in their Roles & Responsibilities documents that were under consideration by the Nominating Committee.
- Determination of open vs. closed ought to be by agenda item, rather than by Committee.
- Questions about whether the Agenda Committee was recommending restricting the attendance of guests and observers at Committee meetings.
- Support for the idea that each Committee is unique and that each Committee ought to decide for itself.
- Further consideration given to whether a distinction should be drawn between access by members of Senate and access by the general public.

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*Agenda Committee, continued*

The assembly recognized Mr. Blake Frederick, Student Senator Elect, who indicated that he had made a formal request to view minutes of Senate Committees that he considered “legislative” in nature. He further stated that he had requested guest privileges at several Committee meetings, but that his requests had not been granted. He was not in support of the motion.

Dean Isaacson indicated that the Agenda Committee was quite flexible with respect to the desired degree of openness, and was most interested in determining the will of the Senate in this area.

*Motion to Refer*

<i>Mr. Brady</i>	}	<i>That the proposed new Section 34 be referred to the Agenda Committee for further consideration.</i>
<i>Mr. Lowe</i>		

The motion to refer was put and carried.

**MISCELLANEOUS RULES CHANGES**

<i>Dean Isaacson</i>	}	<i>That the Rules and Procedures of Senate be amended as specified in the report of the Agenda Committee, except for the changes specified as Sections 22 (i) and 34.</i>
<i>Dr. Harrison</i>		

*Motion to Amend*

<i>Mr. Rawle</i>	}	<i>That the proposed amendment to Section 33 be removed such that the current rule would stand.</i>
<i>Dr. Bryson</i>		

The motion to amend failed.

There was consensus that the Agenda Committee should also give further consideration to Section 33, as it was related to the above referral.

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*Agenda Committee, continued*

*Discussion on Main Motion, continued*

In response to a question from Mr. Brady, Mr. Eaton was recognized by the assembly to clarify that the “Eight (8) additional representatives of the Convocation” referenced in Section 5(a) meant the Convocation Senators added by the Senate, in addition to the four required under the *University Act*.

The main motion was put and carried, with the required two-thirds vote.

### **Curriculum Committee**

Committee Chair Dr. Marshall presented the reports.

### **CURRICULUM PROPOSALS FROM THE FACULTY OF APPLIED SCIENCE**

*Please see also ‘Appendix A: Curriculum Summary.’*

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculty of Applied Science be approved.</i>
<i>Dean Isaacson</i>		

Carried.

### **CALENDAR ENTRY ON CREDIT EXCLUSION LISTS**

The Committee had circulated a proposed Calendar entry denoting the existence of credit exclusion lists maintained by Faculties.

<i>Dr. Marshall</i>	}	<i>That the proposed Calendar entry on Credit Exclusion Lists be approved.</i>
<i>Ms. Friesen</i>		

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*Curriculum Committee, continued*

## **DISCUSSION**

In response to a question from Dr. Paul G. Harrison, Dr. Marshall clarified that credit exclusion lists were applied only to students within a given Faculty, rather than to the courses within a given Faculty.

The motion was put  
and carried.

## **FACULTY OF SCIENCE: PARCHMENT FOR THE BACHELOR OF SCIENCE**

The Committee had circulated a proposal to add information such as student standing, field of study, and participation in co-operative education to Bachelor of Science parchments.

<i>Dr. Marshall</i>	}	<i>That the proposed change to the UBC degree parchment for the Faculty of Science be approved.</i>
<i>Dr. Young</i>		

## **DISCUSSION**

There was discussion about when the proposed change would take effect. Dr. Paul G. Harrison stated that, although the Faculty of Science and Enrolment Services had been working on implementation in anticipation of approval, there were some technical and timing challenges that made it likely that implementation would happen in time for graduation in November 2008.

In response to a question, Dr. Harrison responded that the definition of “with distinction” had already been approved by the Senate, and that the change would be to have that information show on the parchment.

There was discussion about whether the revised parchments would be available to students on a retroactive basis. Dr. Brander asked that the minutes reflect his suggestion that retroactive implementation for graduates who request it should be considered.

The motion was put  
and carried.

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*Curriculum Committee, continued*

## CHANGES TO CERTIFICATE PROGRAM APPROVAL POLICY

The Committee had circulated proposed changes to the recently approved Certificate Program Approval Policy.

<i>Dr. Marshall</i>	}	<i>That the proposed revisions to the Policy on the Approval of Certificate Programs be approved.</i>
<i>Dr. Young</i>		

Carried.

## Tributes Committee

Committee Chair Dr. Thorne presented the report.

## CONVOCATION MEMBERSHIP FOR FACULTY EMERITI AND LIBRARIANS EMERITI

The Committee had circulated a proposal to add both faculty emeriti and librarians emeriti to the roll of convocation, such that these groups would be able to participate in University elections and other activities of the convocation.

<i>Dr. Thorne</i>	}	<i>That, pursuant to section 9(2) of the University Act, Senate add to the Roll of Convocation all persons with current appointments as Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti at the Vancouver campus of the University.</i>
<i>Dean Muzyka</i>		

Carried.

### **Ad-hoc Committee on Writing and Communications Skills**

Committee Chair Dr. P. G. Harrison presented the report.

#### **MOTION TO EXTEND COMMITTEE REPORTING DEADLINE**

Dr. Harrison explained that the Committee required some addition time to fully consider the budgetary aspects of its draft recommendations.

<i>Dr. P. G. Harrison</i>	}	<i>That the reporting deadline of the Ad Hoc Committee on Writing and Communication Skills be extended from March 2008 to April 2008.</i>
<i>Dr. Brander</i>		

Carried.

### **Reports from the Provost and Vice-President, Academic**

Vice-President Farrar presented the reports.

#### **2008/2009 BUDGET UPDATE**

Vice-President Farrar have a brief oral report on the status of the 2008/2009 budget. Highlights were as follows:

- Vice-President Farrar reminded Senators of the previous year's fiscal surplus and structural deficit, and the related "cash call," as reported to the Senate in November 2007.
- In March 2008, the provincial government had indicated that BC universities were to be allocated a budgetary cut and reduction of student seats.
- Although official amounts had not yet been received from the government, the cut for UBC Vancouver was estimated at \$11.2 million.
- Because there was not sufficient time to consider how best to absorb this cut prior to asking the Board of Governors to approve the budget, the President had decided to ask the Board to consider approving a structural deficit.
- If approved, the fiscal surplus would allow for a balanced budget for 2008/2009.
- The General Purpose Operating budget for 2008/2009 was estimated at \$685 million, compared to \$640 million in 2007/2008. Wage increases and increases in the number of graduate student seats figured prominently in the increase.



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*Reports from the Provost and Vice-President, Academic, continued*

- The administration would require some time over the 2008/2009 fiscal year to determine how best to manage the budget for future years.

## **DISCUSSION**

In response to a question, Vice-President Farrar stated that the University had not yet determined the optimal strategy for communicating with the provincial government in response to the cut.

Dean Muzyka pointed out that the inflation rate exceeded the Consumer Price Index, increasing the impact of the cut to approximately five percent. Vice-President Farrar agreed, noting increases in starting salaries, faculty retention costs, and building maintenance costs as areas that had not been balanced within the budget.

Dr. Young asked whether it was possible that the government had observed surpluses from previous years and therefore considered UBC able to absorb a budget reduction. Vice-President Farrar replied that, although he was uncertain of the provincial government's reasoning, he was not in favour of repeatedly reporting surpluses.

In response to a question, Vice-President Farrar confirmed that tuition increases were limited to two percent by the provincial government. Unless the difference between tuition increases and cost increases was provided by the provincial government, the University would need to further adjust its budget.

## **UBC POLICY #18: APPOINTMENT OF DESIGNATED SENIOR ACADEMIC ADMINISTRATORS**

Vice-President Farrar asked that the Senate consider the draft joint Board of Governors and Senate Policy #18 as an information item to allow time to answer some questions raised by the Okanagan Senate Nominating Committee. Once both Senate Nominating Committees had agreed on a common version of the policy, it would be returned to Senate for approval prior to submission to the Board of Governors for final approval.

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*Reports from the Provost and Vice-President, Academic, continued*

Mr. Ahmed suggested that further consideration be given to whether representatives chosen by the Senates ought to be limited to faculty members or whether the Senates ought to have more flexibility in choosing their representatives.

#### FACULTY OF EDUCATION: NAME CHANGE FOR DEPARTMENT OF CURRICULUM STUDIES

<i>Vice-President Farrar Mr. Taddei</i>	}	<i>That Senate approve the change of name from the Department of Curriculum Studies to the Department of Curriculum and Pedagogy, effective April 1, 2008.</i>
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#### DISCUSSION

In response to a question from Dr. Gunderson, Vice-President Farrar stated that he expected that the proposed change would not entail additional costs.

The motion was put  
and carried.

#### Proposed Agenda Items

None.

#### Other Business

#### PROPOSAL TO EXPAND UBC'S PASS/FAIL SYSTEM: REFERRAL TO TEACHING AND LEARNING COMMITTEE

Upon recommendation of Ms. Khangura, the assembly recognized Mr. Brendon Goodmurphy as a guest speaker. Ms. Khangura and Mr. Goodmurphy gave an overview of a student-led initiative to develop a policy that would allow undergraduate students to choose pass/fail grading for elective courses. The goals of the policy would be to improve the undergraduate experience, encourage academic exploration, de-emphasize marks, and reduce academic pressures.

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*Other Business, continued*

Because the students were aware that their draft proposal required further study, they requested that the matter be referred to the Teaching and Learning Committee.

*Ms. Khangura  
Dr. R. Harrison*

} *That the Senate refer the proposal to expand UBC's Pass/Fail system, as described by Student Senator Ms. Jaspreet Khangura, to the Teaching and Learning Committee for further study and consultation with other individuals and committees as appropriate,*

*and*

*That the Senate direct the Committee to provide a preliminary report back to the Senate in regard to its progress not later than the May 2008 meeting of the Senate*

*and*

*That the Senate direct the Teaching and Learning Committee to provide in its preliminary report specific recommendations regarding continuity of Senate inquiry on this matter (in consideration of the August, 31 2008 end-of-term for Senate committees).*

## **DISCUSSION**

Mr. Lee spoke in favour of the proposal, describing it as beneficial for interdisciplinarity.

Mr. Brady spoke in favour of the motion to refer, noting that it would be very helpful for the Teaching and Learning to receive details about similar policies in place at other institutions. Mr. Brady suggested that the students also provide the Teaching and Learning Committee with a summary of consultations conducted to date.

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*Other Business, continued*

Dean Muzyka spoke in favour of the motion to refer, and asked that the Committee consider how well similar policies were working at other institutions. He noted that the policy in place at the Wharton School was considered to be problematic.

Ms. Tee spoke in favour of the ideas behind the proposal, noting that honours/pass/fail grading in the Doctor of Medicine program emphasized collegiality over competitiveness. She suggested that the Committee consider honours/pass/fail (instead of strictly pass/fail) as one way to recognize student effort.

Dr. Bryson, Chair of the Teaching and Learning Committee, thanked the students for their effort and innovation. She indicated that the Committee's preliminary report would anticipate many of the issues raised and would provide a conceptual roadmap for eventual policy development. In response to a question, Dr. Bryson stated that she felt that the Teaching and Learning Committee was the appropriate Committee to undertake this work because the students' proposal made specific references to student engagement and assessment. Dr. Paul G. Harrison, Chair of the Academic Policy Committee, agreed that the referral to the Teaching and Learning Committee was appropriate, and was hopeful that the Academic Policy Committee would also be involved in parts of the discussion.

Dr. Dunford suggested that the Committee's discussion be broadened to cover other issues related to grading, including the current policy on auditing courses.

In response to a question, Mr. Goodmurphy confirmed that further exploration would be necessary to answer questions about the potential affect of the policy on future eligibility for admission to graduate or post-baccalaureate programs.

Dr. Adebar requested clarification about what the students meant by "electives", i.e., courses not required for but taken as part of the degree or courses taken in addition to the 120 (or more) cred-

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*Other Business, continued*

its required for the degree. Ms. Khangura agreed that it would be necessary to clarify this definition.

The motion to refer  
was put and carried.

### **Tributes Committee -- in camera**

Dr. Thorne presented the report.

### **CANDIDATE FOR HONORARY DEGREE**

In closed session, the Tributes Committee circulated a recommendation to grant an honorary degree to one candidate. Dr. Thorne reported that the Committee was very pleased to make the recommendation and noted that it came in addition to the usual group of candidates for honorary degrees considered by the Senate each fall.

The Senate  
accepted the  
recommendation of  
the Tributes  
Committee to grant  
an honorary degree.

## **APPENDIX A: CURRICULUM SUMMARY**

### **Faculty of Applied Science**

#### **PROGRAM CHANGE**

Bachelor of Applied Science: Degree Requirements, English Requirements, Engineering Communication Competency Test

#### **NEW AND CHANGED COURSES**

APSC 263 (3)  
APSC 201 (3)  
CHBE 482 (3)  
CHBE 486 (3)  
MTRL 356 (3)  
MTRL 442 (3)  
MTRL 471 (3)  
MTRL 475 (3)  
MTRL 485 (3)

### **Faculty of Applied Science (School of Architecture and Landscape Architecture)**

#### **NEW COURSE**

ENDS 404 (3)

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5941  
amandeep.mann@ubc.ca

April 2, 2008

To: Vancouver Senate

From: Admissions Committee

Re: **Faculty of Science Admissions Changes (approval) and Mature Student Calendar Entry (approval)**

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- a. Change to admission requirements for applicants to the Faculty of Science, commencing September 2008 (approval) (circulated)

The Admissions Committee has reviewed and approved the proposed calendar entry on International Baccalaureate and Advanced Placement credit for equivalent first-year courses in the Faculty of Science.

***Motion:*** *That Senate approve the revised calendar entry on International Baccalaureate and Advanced Placement credit for applicants to the Faculty of Science, commencing September 2008.*

- b. Change to calendar entry on the classification of 'Mature Student' (approval)(circulated)

The Admissions Committee has reviewed and approved the proposed calendar entry on the classification of 'Mature Student.'

***Motion:*** *That Senate approve the revised calendar entry on the classification of 'Mature Student.'*

Respectfully submitted,

Dr. James Berger, Chair  
Senate Admissions Committee





## UBC Admissions Proposals

**Date:** March 11, 2008  
**From:** Faculty of Science  
 Dean's Office

**Contact Person:** Paul Harrison  
**Email:** Harrison@science.ubc.ca  
**Phone:** 2-3659

### CHEMISTRY

**Effective Date for Change:** 08W  
**Proposed Web site Entry:**

First-Year Credit

UBC recognizes the IB enriched secondary school program. The table below shows how first-year credit is granted for IB courses

...  
 take the course anyway.

Subject	IB higher level grade	UBC course granted (including credit values)
...	...	...
Chemistry	6	CHEM 121 (4) [1]
...	...	...
Visual Arts	5	VISA 182 (3), VISA 183 (3)

[1] Students entering the BASC program will be granted an exemption from CHEM 154.

**Present you@UBC Web site Entry:**

<http://you.ubc.ca/ubc/vancouver/ib.ezc#fyc>

First-Year Credit

UBC recognizes the IB enriched secondary school program. The table below shows how first-year credit is granted for IB courses

...  
 take the course anyway.

Subject	IB higher level grade	UBC course granted (including credit values)
...	...	...
Chemistry	6	CHEM 121 (4); 100-level CHEM (2)
...	...	...
Visual Arts	5	VISA 182 (3), VISA 183 (3)

**Action:** Delete the generic 100-level credit associated with the IB chemistry transfer shown in the Table at the you@UBC website. Add a footnote at the end of the transfer table that students entering the BASC (engineering) program will be granted an exemption from CHEM 154.

**Rationale:** Offering credit for completion of advanced high school courses has two purposes: to advise students of the appropriate university courses to take and to recognize the extra work done as a way of recruiting strong students. UBC has a fairly generous recognition policy

	<p>but a balance has to be struck between offering credit to attract students and encouraging students to take critical first-year courses and to have the appropriate prerequisite courses in place for further study.</p> <p>While the high school course may help students to develop strong learning skills its curriculum doesn't match that of the first-year university courses. Changes to the chemistry curriculum have resulted in both a credit and content mismatch to the current IB transfer credit. The generic credits do not assist students in meeting the prerequisites for any second-year chemistry course and result in confusion for students, as well as for departmental and faculty advisors. However, the IB HL CHEM course does more closely match the curriculum of UBC's CHEM 154.</p> <p>Accordingly, it is recommended that the generic transfer component of the transfer allowance be abandoned. The new credit awarded will ensure that students know they need to take CHEM 123 if they wish to take further CHEM courses. Students entering the BASC (Engineering) program will be exempted from the required first-year CHEM course.</p>
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**Effective Date for Change: 08W**  
**Proposed Web site Entry:**  
**First-Year Credit**

If you achieve a grade of 4 or better on approved AP exams, UBC will grant you credit.

...  
 take the course anyway.

Subject	UBC course granted (including credit values)
...	...
Chemistry	CHEM 121 (4) [1]
...	...
English Language and Composition	ENGL 112 (3), 100-level ENGL (3) [2]
English Literature and Composition	ENGL 112 (3), 100-level ENGL (3) [2]
...	...
World History	100-level HIST (3)

[1] Students entering the BASc program will be granted an exemption from CHEM 154.

[2] When AP ENGL ... 100-level ENGL.

**Present you@UBC Web site Entry:**  
<https://you.ubc.ca/ubc/vancouver/ap.ezc>  
**First-Year Credit**

If you achieve a grade of 4 or better on approved AP exams, UBC will grant you credit.

...  
 take the course anyway.

Subject	UBC course granted (including credit values)
...	...
Chemistry	CHEM 121 (4), <del>100-level CHEM (2)</del>
...	...
English Language and Composition	ENGL 112 (3), 100-level ENGL (3) [H]
English Literature and Composition	ENGL 112 (3), 100-level ENGL (3) [H]
...	...
World History	100-level HIST (3)

**Action:** Delete the generic 100-level credit associated with the AP chemistry transfer shown in the Table at the you@UBC website. Add a footnote at the end of the transfer table that students entering the BASc (engineering) program will be granted an exemption from CHEM 154.

Renumber the existing footnotes for AP English Language/Literature and Composition from [1] to [2].

**Rationale:** Offering credit for completion of advanced high school courses has two purposes: to advise students of the appropriate university courses to take and to recognize the extra work done as a way of recruiting strong students. UBC has a fairly generous recognition policy but a balance has to be struck between offering

	<p>credit to attract students and encouraging students to take critical first-year courses and to have the appropriate prerequisite courses in place for further study.</p> <p>While the high school course may help students to develop strong learning skills its curriculum doesn't match that of the first-year university courses. Changes to the chemistry curriculum have resulted in both a credit and content mismatch to the current AP transfer credit. The generic credits do not assist students in meeting the prerequisites for any second-year chemistry course and result in confusion for students, as well as for departmental and faculty advisors. However, the AP CHEM course does more closely match the curriculum of UBC's CHEM 154.</p> <p>Accordingly, it is recommended that the generic transfer component of the transfer allowance be abandoned. The new credit awarded will ensure that students know they need to take CHEM 123 if they wish to take further CHEM courses. Students entering the BASC (Engineering) program will be exempted from the required first-year CHEM course.</p>
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## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements UBC Vancouver

<p><b>Approval Dates:</b></p> <p>UBC Vancouver Senate Admissions Committee: February 27, 2008</p> <p><b>Effective Session:</b> To be published in the online calendar upon approval for the purpose of advising prospective students seeking entry in Summer 2009 and onward.</p>	<p><b>Date:</b> February 28, 2008</p> <p><b>Contact Persons:</b></p> <p>Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions 604-822-4240 <a href="mailto:rosalie.vlaar@ubc.ca">rosalie.vlaar@ubc.ca</a></p> <p>Dr. Bruce Dunwoody, Associate Dean Faculty of Applied Science 604 822 6556 <a href="mailto:bruce.dunwoody@ubc.ca">bruce.dunwoody@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>4. Mature Student.</b> An individual whose formal education was interrupted and who did not meet the normal requirements for admission but who demonstrated an intellectual maturity that permitted acceptance to the university. Mature students are permitted to undertake degree or diploma studies on the same basis as a regular student. Admission criteria are outlined under <u>Mature Applicants</u>.</p>	<p><b>Present Calendar Entry:</b></p> <p>Vancouver: <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0</a></p> <p><b>CLASSIFICATION OF STUDENTS</b></p> <p>[...]</p> <p><del><b>4. Mature Applicant.</b> A resident of BC whose formal education has been interrupted and who does not meet the normal requirements for admission, but who has pursued interests and activities that have contributed to an intellectual maturity that would permit acceptance to the University. The University reserves the right to determine whether or not an applicant can be classified as mature; the determination will not be made on the sole criterion of chronological age. An applicant who applies for admission as a mature applicant and is not granted admission in this category will be advised of an alternate route of study, usually at a college, in order to prepare for future admission as a regular student. Each applicant is considered on an individual basis. Application must be made to Enrolment Services, giving the applicant's school and employment background. It may be necessary for the applicant to be interviewed by the dean of the faculty concerned. A mature student is permitted to undertake degree or diploma studies on the same basis as a fully matriculated student.</del></p>



	<p><b>Type of Action:</b></p> <p>Delete the current mature student classification entry for UBC Vancouver replace with a revised definition of Mature Student under Classification of Students.</p> <p><b>Rationale:</b></p> <p>The admission criteria for mature applicants are currently mixed within the definition of mature students as a student classification. The proposed reorganization of information for these students separates classification from the admission criteria.</p>
<p><b>Proposed Calendar Entry:</b></p> <p style="text-align: center;"><b>Contents</b></p> <p><u>Notice Regarding Admissions</u> &gt;</p> <p>[...] &gt;</p> <p><u>International Applicants</u> &gt;</p> <p><b><u>Mature Applicants</u></b> &gt;</p> <p><u>Application to UBC [...]</u> &gt;</p> <p>[...] &gt;</p>	<p><b>URLs:</b></p> <p>Vancouver: <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,0,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,0,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p style="text-align: center;"><b>Contents</b></p> <p><u>Notice Regarding Admissions</u> &gt;</p> <p>[...] &gt;</p> <p><u>International Applicants</u> &gt;</p> <p><u>Application to UBC [...]</u> &gt;</p> <p>[...] &gt;</p> <p><b>Type of Action:</b> Add <b>Mature Applicants</b> as an admission category for UBC Vancouver, following “International Applicants.”</p>
<p><b>New URL:</b></p> <p>Create a new “<b>MATURE APPLICANTS</b>” page hyper-linked from the Mature Student classification entry (underlined word in proposed text, above).</p> <p><b>Proposed Calendar Entry:</b></p> <p><b>MATURE APPLICANTS</b></p> <p>In seeking to admit the best and brightest students, the University recognizes evidence of academic potential in a range of achievements and life experiences. It recognizes that those who have achieved excellence, pursued interests and activities with dedication, determination and discipline or overcome significant hardships may have the intellectual maturity required to contribute to and benefit from degree and diploma studies at the</p>	<p><b>URL:</b> No present URL or entry for this content in the UBC Vancouver calendar.</p> <p><b>Type of Action:</b> Create new calendar entries and web pages for “<b>MATURE APPLICANTS</b>”, separate from the definition of the Mature Student classification in the UBC Vancouver calendar.</p> <p><b>Rationale:</b> The current calendar entries for Mature Applicants appear under “Student Classifications”. The new calendar section will separate the definition of this student classification from the details related to identification and admission of mature applicants.</p> <p>The proposed text more clearly articulates the types of mature students identified as desirable by the University while simultaneously revising the</p>



**University.**

Individuals who see themselves in the above statement and who have been outside of full-time formal education for at least four years are encouraged to submit an application and supporting documents for consideration.

The University reserves the right to determine whether or not an applicant can be classified as mature. Applicants to programs with pre-requisite subjects are normally required to complete these prior to admission to the program.

adjudication practices behind the policy to better identify and admit the appropriate students.

Background on this proposal is provided in the attached *Mature Policy Proposal – Background Paper*.

**Processing Mature Applications**

As is currently the practice, information regarding document requirements for Mature Applicants will be provided on the website for prospective students to UBC Vancouver and in communication to applicants from the Admissions Office at the point of application.

Prospective Mature Students will continue to self-identify by selecting the Mature Applicant category in the online application form for undergraduate admission.

Although the required documents and methods of collection may change over time and in consultation with the University, the proposed document requirements for now are:

- Application and application fee
- Official transcripts of all post-secondary coursework (the need for secondary transcripts would be assessed on a case-by-case basis)
- Proof of English Language Proficiency (if English is not the applicant's first language)
- Statement of Intent – outlining area(s) of study interest and preparedness for successful university study
- Full record of employment and personal history – highlighting points relevant to the application
- Two references from persons specifically able to assess potential for academic success

The Admission Office will continue to process the Mature Student applications and collect the required documentation.

**Adjudication of Mature Applications:**

Adjudication of these applications and a decision on admissibility will rest with a designated authority (e.g. the Dean or Associate Dean) within the academic unit(s) to which the individual has



	<p>applied. Communication of that decision is to be made via the Admissions Office or be copied to the Admissions Office to ensure that all necessary information is provided to admitted students and that students who are denied but advised of an alternate route to admission (e.g. via specific courses and/or grades in Access Studies or College transfer) can be tracked upon future application.</p>
<b>Proposed Calendar Entry:</b> None	<p><b><i>Vancouver URL:</i></b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,28">http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,28</a></p> <p><b>Present Calendar Entry</b></p> <p><b><u>The Faculty of Applied Science &gt; Bachelor of Applied Science &gt; Admission</u></b></p> <p>[...]</p> <p><b><del>Mature Students</del></b></p> <p><del>Applicants who do not meet the normal University or Faculty requirements for admission, but who have relevant work experience in engineering, may be considered for admission. Mature student applications are considered on an individual basis; this applies to residents of BC only.</del></p> <p><b>Type of Action:</b> Strike the faculty-specific reference to <b>Mature Students</b> in the <b>UBC Calendar</b>.</p> <p><b>Rationale:</b> The current language is replaced by the proposed Mature student classification and admission policy.</p>



# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5941  
amandeep.mann@ubc.ca

April 2, 2008

To: Vancouver Senate

From: Admissions Committee

Re: **Revocation of Offers of Admission (information)**

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At its March 26 meeting, the Senate Admissions Committee met with delegates of the Provost's Office to discuss the revocation of offers of admission made to applicants to undergraduate programs at the University. Current practice is that offers of admission are not rescinded unless the applicant's overall admission average falls below the published University minimum average for admission eligibility. Following extensive discussion, the Senate Admissions Committee supports the continuation of the current practice for the 2008 admission cycle; that offers of admission made to applicants to undergraduate programs\* who meet the published University minimum, meet program requirements (including provincial exams) and have graduated from high school normally be considered final offers that will not be revoked.

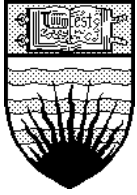
The Senate Admissions Subcommittee on the Review of UBC Undergraduate Admission Policies will consider the issue of revocation of offers in a broader context and make recommendations to the Senate Admissions Committee for the 2009 admission cycle.

Respectfully submitted,

Dr. James Berger, Chair  
Senate Admissions Committee

\* For the purposes of the revocation of offers of admission, undergraduate programs do not include those that formally require post-secondary study prior to admission. Examples include but are not limited to the Doctor of Dental Medicine (DMD), Doctor of Medicine (MD), Bachelor of Laws (LLB/JD) and the Bachelor of Education (B.Ed.) programs.

# THE UNIVERSITY OF BRITISH COLUMBIA



April 3, 2008

**CURRICULUM COMMITTEE**  
**Vancouver Senate**  
2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1

To: Senate

From: Senate Curriculum Committee

Re: April Curriculum Proposals

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The Senate Curriculum Committee has reviewed the material forwarded to it by the faculties, and encloses those proposals it deems as ready for approval. As such, the following is recommended to Senate:

**Motion:** *“That the new and changed courses and programs brought forward by the Faculties of Applied Science, Commerce and Business Administration, Arts, Graduate Studies (Arts, Commerce and Business Administration) be approved.”*

Respectfully submitted,

Peter Marshall, Chair  
Senate Curriculum Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee  
c/o Enrolment Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
ginette.vallee@ubc.ca  
T: 604-822-0140; F: 604-822-5945

1 April 2008

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE APPLIED FACULTIES**

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Attached please find submitted category 1 undergraduate curriculum proposals from the Faculties of Applied Science and Commerce & Business Administration for your consideration.

**Faculty of Applied Science:**

Course	Title	Action
APSC 176 (3)	Engineering Communication	new course
APSC 201 (3)	Technical Communication	Add APSC 176 to list of prerequisites
EECE 489 (3)	Microsystems Design	new course

**Faculty of Commerce and Business Administration:**

Program	Action
Commerce Scholars Program	new Calendar entry

Course	Title	Action
COMM 311 (3)	Research Theory for Commerce Scholars	new course
COMM 482 (3)	New Product Development	new course

<p><b>Faculty:</b> Applied Science <b>Department:</b></p> <p><b>Faculty Approval Date:</b> February 14, 2008</p> <p><b>Effective Date:</b> Winter 2008 Term 1</p>	<p><b>Contact Person:</b> Bruce Dunwoody <b>Phone:</b> 2-6556 <b>Email:</b> bruce.dunwoody@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>APSC 176 (3) ENGINEERING COMMUNICATION.</b> Written and oral presentations, formal and informal. Purpose, audience, content, format, and tone are studied, as are team-based report writings and presentations. An LPI level 5 is required for registration in this course.[3-0-0]</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This course is offered as an alternative to a general first-year English course with an engineering-specific communication course. The course teaches communication within the context of engineering while teaching the rhetoric of engineering communication. This course will also provide better integration with the subsequent <b>APSC 201 (3) Technical Communication</b> course required by all engineering students.</p> <p>The philosophy of the change is consistent with “writing across the curriculum” as recommended in the “Write, Write and Rewrite” report.</p> <p>This course is intended to be a pilot course.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>APSC 201 (3) TECHNICAL COMMUNICATION</b> Written and oral communication in engineering. Report preparation, business correspondence and oral presentation of technical material. Prerequisite: One of <b>APSC 176</b>, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121, and successful completion of Engineering Communication Competency Test. [3-0-0]</p>	<p><b>Present Calendar Entry:</b></p> <p><b>APSC 201 (3) Technical Communication</b> Written and oral communication in engineering. Report preparation, business correspondence and oral presentation of technical material. Prerequisite: One of ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121, and successful completion of Engineering Communication Competency Test. [3-0-0]</p> <p><b>Action:</b> Change prerequisite.</p> <p><b>Rationale:</b> APSC 176 is a possible alternative to ENGL 112 or equivalent in the first year of the BASc program.</p>

<p><b>Faculty:</b> Applied Science  <b>Department:</b> Electrical and Computer Engineering</p> <p><b>Faculty Approval Date:</b> February 14, 2008  Effective Date: W08</p>	<p><b>Contact Person:</b> Andre Ivanov  <b>Phone:</b> 2-6936  <b>Email:</b> <a href="mailto:ivanov@ece.ubc.ca">ivanov@ece.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EECE 489 (3) MICROSYSTEMS DESIGN.</b>  Structured modeling and design practices; multiphysics at microscales; physical limitations in MEMS; interface with electronics; behavioural modeling languages for mixed analog-digital system design. Credit will only be given for one of EECE 489 or EECE 581. [3-0-0]</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> This new course covers the principles of structured design methods in engineering microscale systems encompassing several domains. It creates a link between different methods of design and analysis of MEMS-based systems (analytical computation, finite element analysis, macromodeling), within a unified framework. This coverage is not presently provided by existing courses in UBC.</p>

<p><b>Faculty:</b> Sauder School of Business  <b>Department:</b> N/A  <b>Faculty Approval Date:</b> March 13, 2007  <b>Effective Session :</b> Winter Term 2  Year: 2007</p>	<p><b>Date:</b> March 11, 2008  <b>Contact Person:</b> Katriona MacDonald  <b>Phone:</b> 604-822-9216  <b>Email:</b> katriona.macdonald@sauder.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>The <b>Commerce Scholars Program</b> is an academically rigorous research program designed to provide students the opportunity to learn about the research process first hand and develop research skills including the ability to define an interesting and relevant question, formulate hypotheses and test those hypotheses. The program is well suited for those who wish to consider academic careers, post graduate study, and/or work in the field of consulting.</p> <p>Six to twelve Scholars each year will be immersed directly into this rich research environment normally beginning in the third year of the Bachelor of Commerce program (ie. students in the BCom co-op program may begin in their fourth year).</p> <p><b>Course requirements:</b></p> <p>The following courses are available only to Commerce Scholars and are required to complete the program (normally completed in years 3 and 4 respectively). The six credits will count toward the BCom Commerce elective requirement.</p> <p>COMM 311 (3) Research Theory for Commerce Scholars</p> <p>COMM 490 (3) Directed Studies Research Report</p> <p><b>Scholar/Faculty Mentorship:</b>  Scholars are each matched with a distinguished Sauder faculty mentor who will introduce the Scholar to his/her research and to the research process in general. In addition, Scholars will attend “Research Lunches” with presentations by faculty on their research and attend departmental colloquia.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,295,0</a></p> <p>(<i>Commerce Scholars Program</i> to appear as new listing on above webpage after ‘Degree Requirements’ and before ‘Accounting’; entry will have its own webpage)</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New Calendar Entry.</p> <p><b>Rationale:</b> The Sauder School of Business is Canada’s leading business school for research and is recognized internationally for the quality of its research faculty.  The Commerce Scholar’s Program will provide Undergraduate students direct exposure to and immersion in this rich research environment; as well as benefit those who wish to consider academic careers, post graduate student and/or work in the field of consulting.</p>

**Research Work/Paid Stipend:**

Scholars will work as research assistants to their mentors over the summer, typically between third and fourth year (based on mutual agreement with the research mentor) and be paid a research stipend. Scholars will present their research work at a student research conference in their final year.

**Admission Requirements:**

To be eligible for admission to the Commerce Scholars Program, students:

- Must be in third year of BCom program (or fourth year for co-op students)
- Have achieved first class average (80%) in Commerce courses completed in the academic year prior to commencing the scholars program.
- Successfully completed: COMM 290, COMM 291 and COMM 295.
- Submit the application and resume to the Commerce Undergraduate Office by the deadline.

The application asks students to identify and rank their preferred research topic from a posted list of research projects. Alternatively, students may propose their own research topic provided they have signed agreement of a Sauder faculty member to supervise the project.

The selection committee, in addition to confirming that students have met the eligibility requirements described above, will assess the prospective candidates' motivation for conducting research, creativity and overall potential. The committee will match the selected scholars with research projects/faculty mentors based in part on the applicant's ranked preference as well as suitability.

Applicants will be notified of their acceptance to the Commerce Scholars Program.

Upon completion of the Commerce Scholars Program requirements, students will have the designation 'Commerce Scholar' printed on their transcript.

<p>Details on the Commerce Scholars Program and application process are available on the Sauder School of Business website (<a href="http://www.sauder.ubc.ca/bcom">www.sauder.ubc.ca/bcom</a>).</p>	
<p><b>Faculty:</b> Sauder School of Business  <b>Department:</b> Strategy &amp; Business Economics  <b>Faculty Approval Date:</b> March 13, 2007  <b>Effective Session :</b> W2008 T1 for Change</p>	<p><b>Date:</b> October 17, 2007  <b>Contact Person:</b> Pam Lim  <b>Phone:</b> 604 822-8447  <b>Email:</b> <a href="mailto:pam.lim@sauder.ubc.ca">pam.lim@sauder.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>COMM 311 (3) Research Theory for Commerce Scholars</b></p> <p>Social science research: theory, research design, methods, and criticism. For students in the Commerce Scholars Program only.</p>	<p><b>URL:</b> N/A</p> <p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This course is designed for undergraduate commerce scholars who wish to participate actively in faculty research programs. It will serve to prepare the scholars to deeply engage in their research mentorships and their individual scholar research project.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>COMM 482 (3) New Product Development</b></p> <p>How new products are developed and the factors that influence success and failure throughout the various stages of development.</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This is one of several courses in entrepreneurship being added. They provide specialized education and experience focused on the entrepreneurial sector. Completion of these courses in addition to their option courses prepares students to apply a high level of professional expertise associated with the option area to the entrepreneurial sector. The entrepreneurship courses combine emphasis on the conceptual foundations, analytical tools, and general frame of mind that are important for entrepreneurial success with significant practical experience and exposure to real business situations.</p>



# THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee  
c/o Enrolment Services  
1874 – 2016 East Mall  
Vancouver, BC V6T 1Z1  
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T: 604-822-0140; F: 604-822-5945

1 April 2008

To: Senate

From: Senate Curriculum Committee

Re: **FACULTY OF ARTS CURRICULUM REPORT**

Attached please find the submitted Category 1 program and curriculum proposals from the Faculty of Arts.

Program	Action
Minor in Migration and Globalization Studies	new program
Degree Requirements, First Year English, LPI	change LPI exemption average
Dual Degree Program in Music and Science	new Dual Degree option
BFA in Film Production	program change
Diploma in Film Production	diploma program change

Course Number	Course Title	Action
FNLG 201(3/12) D	Intermediate First Nations Salish Language: I	new course number to replace existing course
FNLG 202 (3/12) D	Intermediate First Nations Salish Language: II	new course number to replace existing course
FNLG 211 (3/12) D	Intermediate First Nations Algonquian Language: I	new course number to replace existing course
FNLG 212 (3/12) D	Intermediate First Nations Algonquian Language: II	new course number to replace existing course
FNLG 301(3/12) D	Advanced First Nations Salish Language: I	new course number to replace existing course
FNLG 302 (3/12) D	Advanced First Nations Salish Language: II	new course number to replace existing course
POLS 424	Polish Literature and Film in Translation	new course
SPAN 310 (3)	Advanced Spanish for Native and Bilingual Speakers	new course
GEOG 364 (3)	Globalization, cities, and regions	new course
GEOG 461 (3)	Political-economic geographies	new course
HIST 401 (3)	Seafaring in the Age of Sail	new course
POLI 443 (3/6) D	Modern Western Political Thought	new course
CRWR 207 (3)	Short Screenplay Workshop	new course
CRWR 208 (3)	Introduction to Writing the Graphic Novel	new course
CRWR 213 (3)	Introduction to Writing for New Media	new course
CRWR 217 (3)	Introduction to Writing for Stage Play and Radio	new course

<b>Course Number</b>	<b>Course Title</b>	<b>Action</b>
CRWR 423 (3)	Preparation for a Career in Writing	new course
CRWR 447 (3-12) C	Directed Reading	change credit value from 6 to 3-12
FIPR 234 (3)	Production Planning and Professional Practices	new course
FIPR 235 (3)	Image Concepts for Filmmakers	new course
FIPR 299 (3)	Directed Studies: On-Campus Research	new course
FIPR 337 (3)	Cinematography and Lighting 1	new course
FIPR 338 (3)	Sound Recording for Film and Video	new course
FIPR 399 (3/6) C	Directed Studies: Off Campus Research	new course
FIPR 434 (6)	Producing for Film and Television	new course
FIPR 435 (6)	Alternative Cinema Production	new course
FIPR 436 (6)	Documentary Development and Production	new course
FIST 300 (3)	Cult Cinema	new course
ASTU 150 (3)	Arts Studies in Writing	new course

## UBC Curriculum Proposal Form Changes to Programs

<p><b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> <u>W</u> Term <u>1</u> Year <u>2008</u>  for Change</p>	<p><b>Date:</b> 15 February 2008  <b>Contact Person:</b> Graeme Wynn  <b>Phone:</b> 822-6226  <b>Email:</b> wynn@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Minor in Migration and Globalization Studies</b></p> <p>This multidisciplinary Minor particularly emphasizes the flow of people around the globe, but it also encompasses associated social, economic, geographical, political, and aesthetic dimensions of globalization (reflected in movements of commodities, images, and ideas and their impacts) to deepen understanding of these human movements. The minor provides students an opportunity to develop expertise in an area of increasing national and international importance, and allows them to compare and contrast different disciplinary approaches to these topics.</p> <p>The minor comprises at least 30 and no more than 42 credits from courses on the following list. At least 18 credits must be from 300 or 400 level courses, distributed as indicated below. No more than 12 of the 300 and 400 level credits may be taken in the same Department.</p> <p>The Department of Geography oversees this minor and students should seek advising there, as necessary. <b>Students must ensure they have prerequisites for courses they plan to take for the Minor.</b> For more information please visit the relevant section of the website for the Department of Geography (<a href="http://www.geog.ubc.ca">www.geog.ubc.ca</a>).</p> <p><b>100 and 200 level courses:</b> (minimum 12 credits, maximum 18; must include courses from at least three departments including two of ECON 255, GEOG 121 and GEOG 122 )</p> <p>ANTH 201 (3) Ethnic Relations (counts as SOCI 201)  ANTH 202 (3/6) d Contemporary Social</p>	<p><b>Present Calendar Entry:</b> N.A.</p> <p><b>Type of Action:</b> New program.</p> <p><b>Rationale:</b> This program allows students to develop a multidisciplinary perspective on an important contemporary phenomenon, international migration, and to understand it both historically and in the context of rapidly accelerating global integration.</p> <p>Both migration and globalization are multidimensional phenomena that are best understood through the variety of perspectives offered in a liberal arts curriculum. This program provides students with an introduction to studies of migration, and globalization and the linkages between them and it encourages cross-disciplinary comparisons that demonstrate both the distinctiveness and the complementarity of traditional disciplinary approaches to understanding. There is no related or similar program anywhere in the province of British Columbia.</p> <p>Students completing this minor will better understand two important facets of contemporary mass society, international migration and globalization, and be more effective global citizens.</p> <p>This program grows out of the efforts of UBC's Inter-Faculty Initiative on Migration Studies (IFIMS). IFIMS is a four-year old network of roughly 40 scholars and 90 graduate students that has formed to better institutionalize migration studies at the university. The minor program proposal was discussed with two associate deans and several department heads and faculty members. Heads of departments with courses germane to this program have signed off in support of it. (See enclosed 'UBC</p>

<p>Problems</p> <p>ASIA 101 (3) Introduction to Modern Asia</p> <p>ECON 234 (3) Wealth and Poverty of Nations</p> <p>ECON 255 (3) Understanding Globalization</p> <p>GEOG 121 (3) Geography, Modernity, and Globalization I (1750-1945)</p> <p>GEOG 122 (3) Geography, Modernity, and Globalization II (post-1945)</p> <p>GEOG 281 (3) Geography of the Pacific</p> <p>HIST 102 (6) World History From 1500 to the Twentieth Century</p> <p>HIST 103 (6) World History Since 1900</p> <p>HIST 270 (6) Modern China and the West</p> <p>POLI 260 (3) Introduction to Global Politics</p> <p>SOCI 201 (3/6) Ethnic Relations (same as ANTH 201)</p> <p>SOCI 240 (3/6) d Introduction to Social Interaction</p> <p><b>300 and 400 level courses:</b> (Minimum 18 credits, maximum 30; to include courses from three Departments with no more than 12 credits from any one Department)</p> <p><b>Economic, geographical and political perspectives (minimum 3 credits)</b></p> <p>ECON 317 (3) Poverty and Inequality</p> <p>ECON 355 (3) Introduction to International Trade</p> <p>ECON 356 (3) Introduction to International Finance</p> <p>GEOG 364 (3) Globalization, cities and regions [in approval process]]</p> <p>GEOG 493 (3) Geographies of Post Cold War Europe</p> <p>HIST 311 (3) The British Empire after 1850</p> <p>HIST 370 (3) Europe Since 1950</p> <p>POLI 327 (3) European Integration</p> <p>POLI 347 (3/6) Law and Political Theory</p> <p>POLI 348 (3) Political theory and Public Policy</p> <p>POLI 366 (3) International Political Economy</p> <p>POLI 376 (3) International Law</p> <p><b>Social, aesthetic and environmental perspectives (minimum 3 credits)</b></p> <p>ANTH 330 (3) Anthropology of Rural Peoples and the Global Economy</p> <p>ARTH 348 (3) Architecture in North America: Colonial Projects and Disruptions</p> <p>ARTH 349 (3) Architecture in North America: Independent Design Idioms</p>	<p>Curriculum Consultation Request' forms.)</p> <p>We expect considerable student interest in this program, given the number of immigrants in Vancouver and at UBC, and because immigration and globalization touch the lives of almost all Canadians in one way or another in the twenty-first century. This Minor will be of benefit to students interested in careers in non-governmental organizations, government agencies, or other public service occupations involving interaction with immigrants.</p>
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<p>ENGL 478 (3-12) Post-Colonial Studies  GEOG 411 (3) Environment and Empire  SOCI 301 (3) Sociology of Development and Underdevelopment  SOCI 302 (3/6) Ethnic and Racial Inequality  SOCI 430 (3) Global Citizenship  SOCI 461 (3) Political Sociology  WMST 403 (3) Gender, Globalization, and International Politics  WMST 405 (3) Gender issues in Community and International Organizing</p> <p><b>Migration studies: at least 12 credits from the following:</b></p> <p><b>i) Historical (at least 3 credits)</b>  ASIA 309 (3) South Asian Beyond South Asia  GEOG 327 (3) Historical Geography of Canada, 1: Canada before 1850  GEOG 328 (3) Historical Geography of Canada, 2: Canada after 1850  HIST 332 (6) African-American History  HIST 482 (3) Chinese Migration  HIST 483 (3) Asian Migrations to the Americas  HIST 485 (3) Asian Migrant Communities in Vancouver  WMST 411 (3) African/ Black Women in the Americas</p> <p><b>ii) Contemporary (at least 3 credits)</b>  ASIA 339 (3) The Construction of South Asian Communities in the Diaspora  ECON 335 (3) Fertility, Families and Human Migration  GEOG 353 (3) Geographies of Migration and Settlement  GEOG 446 (3) Topics in Geography (“Advanced Topics in International Migration”)  SOCIO 303 (3/6) Sociology of Migration</p>	
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<p><b>Faculty:</b> Arts  <b>Department:</b> Dean's Office  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> __08W__ Term __1__  Year_2008__ for Change</p>	<p><b>Date:</b> 30 November 2007  <b>Contact Person:</b> Dr. John Xiros Cooper  <b>Phone:</b>23247  <b>Email:</b> john.cooper@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>DEGREE REQUIREMENTS  FIRST YEAR ENGLISH  LPI</p> <p><b>Exemptions</b></p> <p>Students in the following categories are exempt from the LPI requirement; all other students must complete the LPI:</p> <ul style="list-style-type: none"> <li>▪ those with a final grade (school mark plus government exam mark) of 75% in BC English 12 or BC English Literature 12</li> <li>▪ those with a final grade of (75%) English Language and Literature or Studies in Literature (ENG4U or OAC English) for Ontario applicants</li> <li>▪ those with a final grade of B or 75% (equivalent) in grade 12/senior year English in an English curriculum secondary school, operating in a country where the primary language is English</li> <li>▪ those with a final grade of 3 or better in the Advanced Placement (AP) course in literature and composition</li> <li>▪ those with a final grade of 4 or better in Standard or Higher level International Baccalaureate English A</li> <li>▪ those who have completed 6 credits of first-year English or the equivalent, acceptable for transfer to UBC</li> <li>▪ those who have attained a score of at least 5.0 on the essay section of the Canadian English Language Proficiency Index Test - Academic (CELPIT-A), a portion of the Canadian English Language Proficiency Index Program (CELPPI) that may be used to satisfy the English Language Admission Standard</li> </ul>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/CALENDAR/index.cfm?tree=12,197,282,55">http://www.students.ubc.ca/CALENDAR/index.cfm?tree=12,197,282,55</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Exemptions</b></p> <p>Students in the following categories are exempt from the LPI requirement; all other students must complete the LPI:</p> <ul style="list-style-type: none"> <li>▪ those with a final grade (school mark plus government exam mark) of 80% in BC English 12 or BC English Literature 12</li> <li>▪ those with a final grade of (80%) English Language and Literature or Studies in Literature (ENG4U or OAC English) for Ontario applicants</li> <li>▪ those with a final grade of A or 80% (equivalent) in grade 12/senior year English in an English curriculum secondary school, operating in a country where the primary language is English</li> <li>▪ those with a final grade of 3 or better in the Advanced Placement (AP) course in literature and composition</li> <li>▪ those with a final grade of 5 or better in Standard or Higher level International Baccalaureate English A</li> <li>▪ those who have completed 6 credits of first-year English or the equivalent, acceptable for transfer to UBC</li> <li>▪ those who have attained a score of at least 5.0 on the essay section of the Canadian English Language Proficiency Index Test - Academic (CELPIT-A), a portion of the Canadian English Language Proficiency Index Program (CELPPI) that may be used to satisfy the English Language Admission Standard</li> <li>▪ those with a passing grade in UBC's</li> </ul>

<ul style="list-style-type: none"> <li>those with a passing grade in UBC's English Composition Test (ECT) prior to September 1992</li> </ul>	<p>English Composition Test (ECT) prior to September 1992</p> <p><b>Type of Action:</b> Change LPI exemption average</p> <p><b>Rationale:</b> The proposal to change the exemption average from 80% to 75% is based on research conducted for the Faculty of Arts by PAIR. This showed that a student who has achieved at least a 75% on the English 12, English Literature 12 or other secondary school equivalents has a more than 92% chance of passing a first year English course at U.B.C. At 80%, the current exemption average, the chances of passing a first year English course at U.B.C. rise by only 2%. The difference is not sufficiently great to force students in the band between 75% and 79.99% to take the LPI. Their secondary school grades seem to be as accurate at predicting success at the level proposed as the LPI does. The PAIR study further showed that if the grade English in secondary school falls below 75% the chances of passing first year English at U.B.C. drop very quickly. This change includes the IB exemption as well; this will now change from 5 to 4. Four is the equivalent of 76%. The AP English grade is not being changed from 3 (80%) because the next lower grade is 2 and the equivalent is 70% which is not considered high enough for an exemption. The research on which these changes are based was conducted over a data set covering two academic years. A copy of the report is available in the office of the Associate Dean (Students) in the Faculty of Arts.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Music  <b>Faculty Approval Date:</b> Feb 7, 2008  <b>Effective Date for Change:</b> 08W</p>	<p><b>Date:</b> Oct. 11, 2007  <b>Contact Person:</b> John Roeder  <b>Phone:</b> 2-3715  <b>Email:</b> j.roeder@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <i>Dual Degree Program in Music and Science</i></p> <p>This program offers capable students the opportunity to earn a Bachelor of Music and a Bachelor of Science degree in most combinations of one Music (B.Mus.) major program and one Science (B.Sc.) major program. Most combinations can be completed in six</p>	<p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,364#11022">http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,364#11022</a></p> <p>Insert <u>after</u>  <b>Additional Majors and Minors outside Music</b></p> <p>A very limited number ... in the School of Music.</p> <p><b>Present Calendar Entry: (none)</b></p>

winter sessions.

Admission to the B.Mus. program requires an audition. Potential B.Mus. students interested in the Dual Degree program must consult both a senior advisor in the School of Music and the Science Information & Advising Centre (see [www.eScience.ubc.ca/academic/science.advising@ubc.ca](http://www.eScience.ubc.ca/academic/science.advising@ubc.ca)) at the time of application to UBC. Admitted B.Mus. students who are recommended by the School of Music may apply for admission to the Dual Degree program through the Science Information & Advising Centre (see [www.eScience.ubc.ca/academic/advising](http://www.eScience.ubc.ca/academic/advising)).

Acceptance into the program will be based on: (1) the recommendation from the School of Music, (2) a review of the applicant's transcript to determine that both the prerequisite studies and competitive admission standards of the Faculty of Science have been met, and (3) a review of a statement of academic purpose.

Registered first- or second-year B.Mus. students may also apply to the Dual Degree program but must meet the current admission requirements of the Faculty of Science and must have met the academic standing requirements of the program while at UBC (see below). Applications from students with a higher year standing will not be considered. Admission to specializations within Science and Music may be competitive and admission to the Dual Degree program does not imply future admission to particular specializations. The Dual Degree program is not open to students with a previous degree.

Admission at any time is conditional; maintenance of good academic standing and at least a B<sup>-</sup> (68%) average in each term are required throughout the program. Students must satisfy all of the degree and program requirements for both the major in the Bachelor of Music and the major in the Bachelor of Science. Individual courses may be considered to satisfy requirements for both degrees; MUSC courses may satisfy the Arts and breadth requirements for the B.Sc. major program. MUSC courses numbered below 300 may not count toward the upper-level credit requirement for the B.Sc. program. Students should

**Type of Action:** Create new Dual Degree option.

**Rationale:**

The Double Major in Science within the B.Mus., recently implemented, has generated much interest. However, students in that option actually complete all the requirements for both a B.Mus. and a B.Sc. degree, following the precedent set by the former version of the Double Major in Science and Arts which has recently been renamed the Dual Degree Program in Science and Arts. The present proposal implements the same arrangement for Music and Science. This will permit the requirements for the B.Mus. Double Major in Music and Science to be reduced slightly for students who wish to study in both faculties but not to complete all the requirements for both degrees, thus allowing completion within *five* years. Exceptional B.Mus. students will now have the possibility of graduating with two degrees. Because of the demands of the two programs and the requirement for careful academic planning, only students early in their UBC years who can maintain a high average will be considered.



endeavour to satisfy lower-level course prerequisites for both programs in their first two years. Students must communicate with both an advisor in the School of Music and one in the Science advising office prior to enrolling in their first year of courses and at least annually thereafter.	
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<b>Faculty:</b> Arts <b>Department:</b> Theatre and Film <b>Faculty Approval Date:</b> Feb 7, 2008  <b>Effective Session</b> W Term 1 Year 2008 for Change	<b>Date:</b> October 14, 2007 <b>Contact Person:</b> Sharon McGowan <b>Phone:</b> 604-720-9629 <b>Email:</b> sharon.mcgowan@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>BFA in Film Production</b>  The Department of Theatre <b>and</b> Film offers the program leading to the Bachelor of Fine Arts in Film Production, consisting of three years of concentrated study.  In this program, students learn the techniques, practices and theory of filmmaking. There are options to study more deeply in the areas of documentary filmmaking, alternative cinema, and screenwriting.  Students must apply to enter this program at the end of their first year of studies.  The number of available places is strictly limited: application and submission of supporting materials is required. Preference will be given to students with strong evidence of creative ability. Prospective applicants should consult the Film Program website concerning admission requirements, application deadline, and current course offerings, or contact the Film Program office.  All students enrolled in the Bachelor of Fine Arts program will be reviewed annually to determine whether they should continue in their course of study.  <b>First Year</b> Faculty of Arts requirements, FIST 100 (with a	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,283,1300">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,283,1300</a>  <b>Present Calendar Entry:</b>  Film Production  <del>The Department of Theatre, Film and Creative Writing offers the program leading to the Bachelor of Fine Arts in Film Production, normally consisting of four years of study. The number of available places is strictly limited: application and submission of supporting materials is required. Preference will be given to students with strong evidence of creative ability. Prospective applicants should consult the Film Program website concerning admission requirements, application deadline, and current course offerings, or contact the Film Program Office. All students enrolled in the Bachelor of Fine Arts program will be reviewed annually to determine whether they should continue in their course of study.</del>  <b>First and Second Years</b>  <del>Faculty requirements, FIST 100 (with a minimum mark of 70%), and at least 3 credits chosen from: FIST 200, 210, 220; FIPR 233; THTR 299; VISA 110, 240.</del>  <b>Third Year</b>  <del>Students must take FIPR 333, 335, 339 and at least 3 credits chosen from:</del>

<p>minimum mark of 72%).</p> <p><b>Second Year</b> Upon acceptance into the BFA: Faculty of Arts requirements and FIPR 233, 234, CRWR 206, 207 and 6 credits from FIST 200 level courses.</p> <p>Minimum average of 72% for all courses required to advance to third year.</p> <p><b>Third Year</b> Required FIPR 333, 335, 337, 338, 339, and at least 3 Film Studies credits chosen from FIST 300, 331, 332, 334, 336, 338, 430, 432, 434, 436, 438, ASIA 354, 355, 356, ITST 432, MUSC 345, SCAN 411, SLAV 307, SPAN 404, THTR 443.</p> <p>Additional courses may be approved on a year-to-year basis.</p> <p><b>Fourth Year</b> Required FIPR 433 plus 9 credits from FIPR 434, 435, 436, 437, 439 and at least 3 credits chosen from FIST 300, 331, 332, 334, 336, 338, 430, 432, 434, 436, 438, ASIA 354, 355, 356, ITST 432, MUSC 345, SCAN 411, SLAV 307, SPAN 404, THTR 443.</p> <p>Additional courses may be approved on a year-to-year basis.</p> <p>A minimum of 60 credits are required for the degree, at least 30 of which must be 300-level or above.</p> <p>It is highly recommended that students complete at least 12 credits in Fine and Performing Arts outside of the main curriculum.</p> <p>Recommended courses: CRWR 406, 414, FIPR 235, 299, 399 THTR 230, 299, 301, 308, 399, 408, 417, VISA 110, 240, 310, 340, MUSC 328, 319, 321, 326, 417, 469.</p> <p><b><u>Screenwriting option</u></b></p> <p>BFA Film Production students wishing to specialize in screenwriting may apply via</p>	<p><del>ASIA 354, CRWR 306, 307; ITST 432; FIST 332, 334, 336, 338, 430, 432, 436, 438; MUSC 345; SLAV 307; SCAN 411; SPAN 404; THTR 301, 399, 408, 417, 440, 499.</del></p> <p><del>Fourth Year</del></p> <p><del>Students must take FIPR 433, 437, 439, and at least 6 credits chosen from:</del></p> <p><del>ASIA 354; CRWR 306, 307; ITST 432; FIST 332, 334, 336, 338, 430, 432, 434B, 436, 438; MUSC 345; SLAV 307; SCAN 411; SPAN 404; THTR 301, 399, 408, 417, 440, 499.</del></p> <p><del>A minimum of 42 credits in Film are required for the degree, of which at least 30 must be numbered above 300.</del></p> <p><b>Type of Action:</b> Re-design of program and extension of program from two to three years.</p> <p><b>Rationale:</b> Since its inception in 1969, the design of the BFA Film Production curriculum has changed little. In contrast, over the past ten years the Vancouver film industry has grown from one that generates twelve million dollars per year to over a billion dollars annually.</p> <p>This change alone has increased expectations and demand for excellence in film production training. In addition, the recent digital revolution has radically increased technical complexity in the way films are made and how film production needs to be taught.</p> <p>The main objective of this proposed curriculum redesign is to substantially increase the creative, academic and technical coherence, depth and options available in the film production education offered in the degree.</p> <p>This re-design has been developed in consultation with faculty, staff and the Dean of Arts office, as well as faculty from other university film programs and members of the film industry. Detailed input on the re-design was also provided by alumni and students through a comprehensive survey conducted by an independent evaluator.</p>
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<p>portfolio to complete 6-12 additional credits in CRWR 406 and CRWR 414.</p>	<p>The proposed new BFA program is expanded from 2 to 3 years and from 42 required credits to 60 in order to provide students with more time to study and practice the concepts and skills they are learning. Filmmaking is a highly interdisciplinary art form and requires a depth of knowledge in a wide range of areas. A number of the required courses have been newly developed and others were previously offered as electives.</p> <p>The newly required courses are in screenwriting and production planning to provide a foundation in these essential areas. Technical courses include video production and foundation courses in cinematography and sound recording to provide more in-depth technical training. Film studies credits have been increased from 3 to 15 to provide a broader context for the practicing filmmaker.</p> <p>A number of optional courses and streams have also been added to the proposed new program. Courses in documentary and alternative film production provide students with the opportunity to explore these popular genres. Two directed studies courses offer students the opportunity to gain experience and knowledge working on film projects both on and off campus. A course introducing concepts and techniques for creating strong visual images has been added at the 200 level to support students with limited image-based artistic creation experience. Students also have an option to apply to the Creative Writing Program to complete an additional 6-12 credits in screenwriting outside of the degree requirements.</p> <p>All of these new courses but two (cinematography and sound recording) can be taught by current faculty members. Several of the new offerings represent an opportunity for faculty to teach to their research strengths for the first time.</p> <p>With the addition of a promised new faculty member with expertise in long form drama directing, we anticipate offering all of the required courses and options listed at a level much more advanced than previously possible</p>
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	<p>in the Program.</p> <p>All of these courses can be taught with our existing equipment budget, inventory, and supplier arrangements.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Theatre and Film  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> W Term 1 Year 2008 for Change</p>	<p><b>Date:</b> October 14, 2007  <b>Contact Person:</b> Sharon McGowan  <b>Phone:</b> 604-720-9629  <b>Email:</b> sharon.mcgowan@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>Diploma in Film Production</p> <p>The Department of Theatre <b>and</b> Film offers the Diploma in Film Production consisting of three years of concentrated study.</p> <p>In this program, students learn the techniques, practices and theory of filmmaking. There are options to study more deeply in the areas of documentary filmmaking, alternative cinema, and screenwriting.</p> <p>Applicants must have completed a bachelor's degree in Arts, Science or Commerce.</p> <p>The number of available places is strictly limited: application and submission of supporting materials is required. Preference will be given to students with strong evidence of creative ability. Prospective applicants should consult the Film Program website concerning admission requirements, application deadline, and current course offerings, or contact the Film Program office.</p> <p>All students enrolled in the Diploma in Film Production program will be reviewed annually to determine whether they should continue in their course of study.</p> <p>Diploma Requirements</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,287,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,287,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>Diploma in Film Production</p> <p><del>The Department of Theatre, Film and Creative Writing offers the Diploma in Film Production. Enrolment in the program is limited, and preference will be given to students with strong evidence of creative ability, either in film or in one of the other fine arts. Consult the Film Program website for information on admission requirements, application deadline, and current course offerings, or contact the Film Program Office.</del></p> <p><del>Admission</del></p> <p>Applicants must have completed a bachelor's degree in arts, science, or eommerce.</p> <p>Diploma Requirements</p> <p>The program will normally take two years of study. Additional courses, above those required, may be taken on an elective basis. No longer than five years should elapse between initial enrolment in the program and attaining the Diploma. <del>36</del> credits of course work are required as follows:</p> <p>First Year  <del>—* Students must take: FIPR 100, 333, 335, 337, 339</del></p>

<p>The program will normally take three years of study. Additional courses, above those required, may be taken on an elective basis. No longer than five years should elapse between initial enrolment in the program and attaining the Diploma. <b>60</b> credits of course work are required as follows:</p> <p><b>First Year</b>  <b>Required: FIST 100, FIPR 233, 234, CRWR 206, 207 and 6 credits from FIST 200 level courses.</b></p> <p><b>Second Year</b>  <b>Required: FIPR 333, 335, 337, 338, 339, and at least 3 Film Studies credits chosen from FIST 300, 331, 332, 334, 336, 338, 430, 432, 434, 436, 438, ASIA 354, 355, 356, ITST 432, MUSC 345, SCAN 411, SLAV 307, SPAN 404, THTR 443.</b></p> <p><b>Additional courses may be approved on a year-to-year basis.</b></p> <p><b>Third Year</b>  <b>Required: FIPR 433 plus 9 credits from FIPR 434, 435, 436, 437, 439 and at least 3 credits chosen from FIST300, 331, 332, 334, 336, 338, 430, 432, 434, 436, 438, ASIA 354, 355, 356, ITST 432, MUSC 345, SCAN 411, SLAV 307, SPAN 404, THTR 443.</b></p> <p><b>Additional courses may be approved on a year-to-year basis.</b></p> <p><b>A minimum of 60 credits are required for the Diploma, at least 30 of which must be 300-level or above.</b></p> <p><b>It is highly recommended that students complete at least 12 credits in Fine and Performing Arts outside of the main curriculum.</b></p> <p><b>Recommended courses are:</b>  <b>CRW 406, 414, FIPR 235, 299, 399 THTR 230, 299, 301, 308, 399, 408, 417, VISA 110, 240, 310, 340, MUSC 328, 319, 321, 326, 417, 469.</b></p>	<p><b>Second Year</b>  <del>* Students must take: FIPR 433, 437, 439</del>  <del>* and at least 6 credits from:</del>  <del>ASIA 354; CRWR 306, 307; ITST 432; FIST 200, 210, 220, 332, 334, 336, 338, 430, 432, 436, 438; FIPR 469; MUSC 345; SLAV 307; SCAN 411; SPAN 404; THTR 301, 399, 408, 417, 440, 499</del></p> <p><b>Type of Action:</b> Re-design of program and extension of program from two to three years.</p> <p><b>Rationale:</b> Since it's inception in 1969, the design of the Diploma Film Production curriculum has changed little. In contrast, over the past ten years the Vancouver film industry has grown from one that generates twelve million dollars per year to over one billion dollars annually.</p> <p>This change alone has increased expectations and demand for excellence in film production training. In addition, the recent digital revolution has radically increased technical complexity in the way films are made and how film production needs to be taught.</p> <p>The main objective of this proposed curriculum redesign is to substantially increase the creative, academic and technical coherence, depth and options available in the film production education offered in the Diploma.</p> <p>This re-design has been developed in consultation with faculty, staff and the Dean of Arts office, as well as faculty from other university film programs and members of the film industry. Detailed input on the re-design was also provided by alumni and students through a comprehensive survey conducted by an independent evaluator.</p> <p>The proposed new Diploma Program is expanded from 2 to 3 years and from 42 required credits to 60 in order to provide students with more time to study and practice the concepts and skills they are learning. A number of the required courses have been newly developed and others were previously offered as electives.</p>
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**Screenwriting option**

**Diploma students wishing to specialize in screenwriting may apply via portfolio to complete 6-12 additional credits in CRWR 406 and CRWR 414.**

The newly required courses are in screenwriting and production planning to provide a foundation in these essential areas. Technical courses include video production, cinematography and sound recording to provide more in-depth technical training. Film studies credits have been increased from 3 to 15 to provide a broader context for the practicing filmmaker.

A number of optional courses and streams have also been added to the proposed new program. Courses in documentary and alternative filmmaking provide students with the opportunity to explore these popular genres. Two directed studies courses offer students the opportunity to gain experience and knowledge working on film projects both on and off campus. A course introducing concepts and techniques for creating strong visual images has been added at the 200 level to support students with limited image-based artistic creation experience. Students also have an option to apply to the Creative Writing Program to complete an additional 6 to 12 credits in screenwriting outside of the degree requirements.

All of these new courses but two (cinematography and sound recording) can be taught by current faculty members. Several of the new offerings represent an opportunity for faculty to teach to their research strengths for the first time.

With the addition of a promised new faculty member with expertise in long form drama directing, we anticipate offering all of the required courses and options at a level much more advanced than previously possible in the Program.

All of these courses can be taught with our existing equipment budget, inventory, and supplier arrangements.

## UBC Curriculum Proposal Form Changes to Courses

<p><b>Faculty:</b> Arts  <b>Department:</b> First Nations Languages  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> _2008W___ Term _I___          Year___ for Change</p>	<p><b>Date:</b> 5 October 2007  <b>Contact Person:</b> Dr. Suzanne Gessner  <b>Phone:</b> 604-822-4021  <b>Email:</b> gessner@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 201 (3/12) D Intermediate First Nations Salish Language: I</b></p> <p>Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context.          Prerequisite: FNLG 102 in the same language.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG">http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 200)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p> <p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.          Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 202 (3/12) D Intermediate First Nations Salish Language: II</b></p> <p>Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context.          Prerequisite: FNLG 201 in the same language.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG">http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 200)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p> <p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.          Note: there is no change in course content, simply a division of what has regularly been offered.</p>

<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 211 (3/12) D Intermediate First Nations Algonquian Language: I</b></p> <p>Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context.</p> <p>Prerequisite: FNLG 112 in the same language. Not offered every year.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cf?code=FNLG">http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 200)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p> <p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 212 (3/12) D Intermediate First Nations Algonquian Language: II</b></p> <p>Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context.</p> <p>Prerequisite: FNLG 211 in the same language. Not offered every year.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cf?code=FNLG">http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 200)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p> <p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 301 (3/12) D Advanced First Nations Salish Language: I</b></p> <p>Emphasis on advanced comprehension and production skills. Extended focus on skills in oral traditions, transcription, literacy, and on</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cf?code=FNLG">http://www.students.ubc.ca/calendar/courses.cf?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 300)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p>



<p>deepening the understanding of grammatical structures and dialectal variation. Not offered every year.</p> <p>Prerequisite: FNLG 202 in the same language.</p>	<p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FNLG 302 (3/12) D Advanced First Nations Salish Language: II</b></p> <p>Emphasis on advanced comprehension and production. Extended focus on skills in oral traditions, transcription, literacy, and on deepening the understanding of grammatical structures and dialectal variation. Not offered every year.</p> <p>Prerequisite: FNLG 301 in the same language.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG">http://www.students.ubc.ca/calendar/courses.cfm?code=FNLG</a></p> <p><b>Present Calendar Entry:</b> N/A (but cf. FNLG 300)</p> <p><b>Type of Action:</b> Create new course number to replace existing course.</p> <p><b>Rationale:</b> Existing course number does not differentiate between different languages or language families. This change will allow for administrative transparency and greater flexibility in scheduling and transfer credits for Aboriginal and other students.</p> <p>Note: there is no change in course content, simply a division of what has regularly been offered.</p>
<p><b>Faculty:</b> ARTS  <b>Department:</b> CENES  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> 2008 Term 1  Year 2008 for Change</p>	<p><b>Date:</b>  <b>Contact Person:</b> Bozena Karwowska  <b>Phone:</b> 2-5956  <b>Email:</b> bozena@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>POLS 424 (3) Polish Literature and Film in Translation</p> <p>Selected films and translated literature by Polish writers and filmmakers with emphasis on the interaction between politics and literature.</p>	<p><b>URL:</b> NA- new course</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Polish literature and film is currently a part of a course covering the entire Slavic area (SLAV 307) and thus has to be kept within strict limits, though the students frequently express a desire to include more</p>

	<p>works by internationally known Polish writers and filmmakers and express interest in continuation with a study of the interaction of culture and politics in a higher level course. This course is designed to address growing student interest in the subject and to fill the gap by offering students the possibility of continuing with their interest by taking the next course. It would also enrich the Polish offerings at UBC, adding the culture/literature course to language classes.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> French, Hispanic and Italian Studies  <b>Faculty Approval Date:</b> Feb 7, 2008  <b>Effective Session</b> W Term 1 Year 2008</p>	<p><b>Date:</b> October 30, 2007  <b>Contact Person:</b> Michael O'Hagan  <b>Phone:</b> 2-4558  <b>Email:</b> ohagan@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  SPAN 310 (3)  Advanced Spanish for Native and Bilingual Speakers  Prerequisite: Placement test required.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=SPAN">http://www.students.ubc.ca/calendar/courses.cfm?code=SPAN</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> To create a new course</p> <p><b>Rationale:</b> The growth in immigration to British Columbia from Spanish-speaking countries is attracting into our courses an increasing number of students with native or near-native fluency in Spanish, who often need further instruction at the intermediate level in grammar and in formal composition, but whose general communicative ability far surpasses that of the typical student in SPAN 301/302, who may previously have completed as few as four terms of Spanish.</p> <p>Far from being homogeneous, this group of students comprises both native speakers from a variety of Hispanic societies, speaking different regional varieties of the language, and even bilingual students who have grown up in multicultural societies, where they used Spanish regularly, though not exclusively, in their day to day lives.</p> <p>Nearly all these students, however, share, on the one hand, a high level of overall</p>

	<p>communicative skill but, on the other, significant weakness in precisely those areas of formal, written communication that are so important for more advanced undergraduate work in Spanish literature or linguistics. It is to meet this need and to expedite the integration into our Spanish programmes of students whose presence will inevitably bring a more global perspective to the learning experience of all our Spanish majors and minors that we propose to offer a one-term, intermediate level course that will prepare native and near-native speakers for more advanced level work in Spanish, unencumbered by the kinds of instruction needed only by classroom-based language learners.</p> <p>Although less common in Canada than in the United States, with its very large Spanish-speaking population, such custom-designed courses are not without precedent here, for example in the Department of Spanish and Portuguese at the University of Toronto and in the French, Hispanic and Italian Department at the University of Manitoba. In Australia too, with an academic culture comparable to Canada's in many respects, there are universities that have also included this kind of courses in their programs, for instance the School of Languages and Comparative Cultural Studies at The University of Queensland.</p>
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<b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> Feb 7, 2008 <b>Effective Session</b> winter <b>Term 1</b> <b>Year 2008-09 for Change</b>	<b>Date:</b> 2 November 2007 <b>Contact Person:</b> Sally Hermansen Phone: 2-5970 <b>Email:</b> sallyh@geog.ubc.ca
<b>Proposed Calendar Entry:</b>  GEOG 364 (3) Globalization, cities, and regions  Forms of economic development; changing location of economic activities and functions; implications for government and politics; local strategies for growth and equity.  Prerequisites: GEOG 121 or GEOG 122. GEOG 361 is recommended.	<b>Present Calendar Entry:</b> None  <b>Action:</b> New course.  <b>Rationale:</b> This new course will broaden the range of economic and urban geography offerings at the 300 level, complementing GEOG 361, which has a stronger Canadian focus, while developing themes relating to globalization and international development introduced in GEOG 121, GEOG 122, and GEOG 250. It will be offered by a new

	member of faculty, joining the department in 2008.
<b>Proposed Calendar Entry:</b>  GEOG 461 (3) Political-economic geographies  Principal theories and debates in contemporary political-economic geography, with particular emphasis on global and regional transformations.  Prerequisite: GEOG 361 or GEOG 364.	<b>Present Calendar Entry:</b> None  <b>Action:</b> New course.  <b>Rationale:</b> This new course will broaden the range of economic and urban geography offerings at the 400 level, building on foundations in GEOG 361 and GEOG 362, but with a stronger emphasis on theoretical frameworks and controversies in the field of political-economic geography. It will be offered by a new member of faculty, joining the department in 2008.

<b>Faculty:</b> ARTS <b>Department:</b> HISTORY <b>Faculty Approval Date:</b> Feb 7, 2008  <b>Effective Session</b> FALL, Term 1 Year __2008 for Change	<b>Date:</b> Oct. 16, 2007 <b>Contact Person:</b> Daniel Vickers <b>Phone:</b> 7-3560 <b>Email:</b> dvickers@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  HIST 401 (3): <b>Seafaring in the Age of Sail</b>  <b>Humankind's encounter with its ocean frontier through exploration, trading, fishing, whaling, piracy, and naval warfare from 1400 to 1850.</b>	<b>URL:</b>  <b>Present Calendar Entry:</b>  <b>Type of Action:</b> New Course  <b>Rationale:</b> This course makes permanent the Topics Course, HIST 447B, taught in 2007-08. It reflects a major research interest of the professor and resembles a course he has taught regularly at several universities around the continent since 1984. It provides a specialized upper division offering with a global focus that grows naturally out of our lower division global history sequence.

<b>Faculty:</b> Arts <b>Department:</b> Political Science <b>Faculty Approval Date:</b> Feb 7 2008  <b>Effective Session</b> Term Fall Year 2008 for Change	<b>Date:</b> November 15, 2007 <b>Contact Person:</b> Irina Florov <b>Phone:</b> 2-5969 <b>Email:</b> advising@politics.ubc.ca
<b>Proposed Calendar Entry:</b>	<b>URL:</b> n/a

<p>POLI 443 (3/6) D MODERN WESTERN POLITICAL THOUGHT</p> <p>Seminar: texts in the history of modern Western political thought, such as works by Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Karl Marx, Alexis de Tocqueville, John Stuart Mill, Friedrich Nietzsche, Max Weber and Sigmund Freud.</p> <p>Prerequisite: Any 6 credits from POLI 240, 340-349.</p>	<p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This seminar reflects the interests of a full time faculty member, and responds to the students' demands for a history of political ideas course.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Creative Writing Program  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> W 2008 Term 1  Year 2008 for change</p>	<p><b>Date:</b> October 14, 2007  <b>Contact Person:</b> Peggy Thompson  <b>Phone:</b> 604-831-3792  <b>Email:</b> peggyt@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 207 (3) Short Screenplay Workshop</b></p> <p>Restricted to BFA Film Production students.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> To date, the UBC Film Production BFA Program has not had its own dedicated courses in screenwriting. Students have only studied screenwriting on an elective basis through the Creative Writing Program.</p> <p>There have been many problems with this arrangement. Students either don't take the courses, can't get into them or the timing of when they take the courses is too late to support the rest of their work in the BFA Film Production Program.</p> <p>To address this shortcoming, in the first year of the BFA Film Production Program, students will be required to take the existing CRWR Screenplay Lecture Course (CRWR 206) in Term One and in Term Two will be required to take this course (CRWR 207), which will be only for BFA FIPR students and the content will be carefully tailored to suit their needs.</p>

	<p>These two courses together will provide a solid 6-credit foundation in screenwriting which will greatly enhance student experience in the BFA Film Production Program.</p> <p>This foundation also allows for a new option the Creative Writing Program is providing to BFA Film Production Students: application to take an additional 6 to 12 credits of upper level screenplay writing workshops.</p> <p>This new course will be taught by a Creative Writing Program faculty member with experience in teaching and writing screenplays. There are currently three such professors in the Creative Writing Program.</p> <p>The offering of this course by the Creative Writing Program to the Film Production Program is part of the Memorandum of Understanding between Creative Writing and the Department of Theatre and Film.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 208 (3) INTRODUCTION TO WRITING THE GRAPHIC NOVEL</b> Techniques of creating, developing and writing the graphic novel, manga, and other forms of illustrated writing.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This new course is designed to introduce students to the genre of the graphic novel and its antecedents, as well as help them master basic structure and writing concepts to enable future work in the genre.</p> <p>We would like to offer this new course to address the growing popularity and importance of this genre of writing.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 213 (3) INTRODUCTION TO WRITING FOR NEW MEDIA</b> Forms of writing for new media, including podcasting, blogging, and writing for websites, games and online environments.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This new course is designed to</p>

	<p>introduce students to a wide variety of forms of writing for new media, including podcasting, blogging, writing for games and online environments, and writing for the web.</p> <p>We would like to offer this new course to address the growing popularity and importance of this genre of writing.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 217 (3) INTRODUCTION TO WRITING FOR STAGE PLAY AND RADIO</b></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This new lecture course is designed to introduce first and second year students to techniques and forms of playwriting and writing for radio.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CRWR 423 (3) PREPARATION FOR A CAREER IN WRITING</b></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This course has been offered to students for the past few years as a CRWR Special Projects course, and has proven successful enough to require its own course number. No new resources are required.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CRWR 447 <b>(3-12) C</b> DIRECTED READING  The course will emphasize current trends and techniques rather than critical evaluation. Not offered every year.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR">http://www.students.ubc.ca/calendar/courses.cfm?code=CRWR</a></p> <p><b>Present Calendar Entry:</b>  CRWR 447 <b>(6)</b> DIRECTED READING  The course will emphasize current trends and techniques rather than critical evaluation. Not offered every year.</p> <p><b>Type of Action:</b> Change credit weight to be able to offer the course as either 3 or 6 credits in a given year.</p> <p><b>Rationale:</b> Due to budgetary restrictions and</p>

	reduced numbers of full time faculty, the increased flexibility that comes with being able to offer applied arts workshop courses as either 3 or 6 credits will allow Creative Writing to continue to offer courses in the nine genres that make the Program distinct.
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<b>Faculty:</b> Arts <b>Department:</b> Theatre and Film <b>Faculty Approval Date:</b> Feb 7, 2008  <b>Effective Session</b> W Term 1 Year 2008 for Change	<b>Date:</b> October 14, 2007 <b>Contact Person:</b> Sharon McGowan <b>Phone:</b> 604-720-9629 <b>Email:</b> sharon.mcgowan@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>FIPR 234 (3) Production Planning and Professional Practices</b>  Planning of film productions from concept to completion.	<b>URL:</b> <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale:</b> Film production is a complex research practice that involves a wide range of practical, legal, business and management considerations on even the smallest of projects.  Professional practices for planning productions have been developed in the film industry to facilitate smooth production and to prevent complications.  In the past, these practices have been taught in small increments in other courses in the Film Program, making it difficult to explore the subject with the depth required and in a time frame that ensures that all students have the required knowledge before embarking on their major productions.  This new, large enrollment, survey lecture course, offered at the 200 level, will be required for BFA Film Production students and open to all UBC students.  Positioned early in the Program, this course will enable students to learn and apply these professional practices prior to any film projects or film assignments they are required to do.



	<p>Courses of this kind are offered in most other university film programs.</p> <p>This course ties in with FIPR 434 (6) Producing for Film and Television that we are also proposing to offer in the BFA. In that course, the content introduced here will be developed at a deeper and more complex level.</p> <p>These two courses together will provide students with a new stream of learning in the film management and business area.</p> <p>This course, as well as FIPR 434, will be taught by Associate Professor Sharon McGowan, a current UBC Film Production Program faculty member. One of Professor McGowan's main research areas is film and television production planning and producing.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 235 (3) Image Concepts for Filmmakers</b></p> <p>The theory and practice involved in creating images for film and video.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Filmmaking is a highly visual art, yet few film students have a background in the theory and technique of creating conceptually and aesthetically strong images.</p> <p>Using basic still photography with digital cameras as a format, this course will examine the conceptual and aesthetic elements required to create a strong image. Students will use these images to create short, conceptually based video work.</p> <p>This new, optional course will offer film students a stronger conceptual and aesthetic foundation for their work throughout the BFA Program. The course will also be open to other UBC students wishing to explore these concepts.</p> <p>The course will provide a conceptual and aesthetic bridge for BFA students between the</p>

	<p>skills taught in the required FIPR 233 (3) Introduction to Video Production and the required FIPR 337 (3) Cinematography and Lighting I. And the ideas introduced will provide an excellent foundation for the new optional course, FIPR 435 (6) Alternative Cinema Production. The course will also support BFA students in the films they write and produce in the other courses offered in the Film Program.</p> <p>Film Program faculty member, Associate Professor Chris Gallagher, will teach this course. Professor Gallagher has a background in cinematography and still photography as well as alternative and artistic approaches to cinema.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 299 (3) Directed Studies: On-Campus Research</b></p> <p>On campus film production field research. Based on film project work on campus productions. Restricted to Film Production students except with permission. Contact department.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> Each year in the UBC Film Production Program over 12 films of at least 10-15 minutes in length, are made by students at the 3<sup>rd</sup> and 4<sup>th</sup> year as well as at the graduate level.</p> <p>Working on these projects represents an extraordinary opportunity for students at an earlier stage of their studies to gain valuable exposure to the creative, managerial and technical aspects of film production. Such exposure can provide opportunities for practical application of theories students are learning in other courses and can also facilitate their career planning for the film industry.</p> <p>This Directed Studies will be an optional course for BFA Film Production students in the first year of their program. The course will also be available to students outside of the Film Production Program registered in co-requisites, FIPR 233 and FIPR 234.</p> <p>This FIPR 299 Directed Studies will also tie</p>

	<p>into FIPR 399, another new Directed Studies course we are proposing in which students conduct field research on professional projects being made in the film industry, off campus.</p> <p>Many other university film programs offer such Directed Studies courses or Internship courses to enable students to learn both on other student projects and to gain valuable experience and knowledge from professional industry projects.</p> <p>Faculty in the UBC Film Production Program have a broad experience with film production and have a supervisory involvement with the many student films being made. They are in an ideal position to provide supervision to additional students who are working on these projects for credit.</p> <p>This course was developed with the model of Geography 447 Directed Studies: Off Campus Research in mind. Specific criteria for these courses (assignments, guidelines) were developed with the advice and guidelines provided by the Arts Co-op Program.</p> <p>As a step toward greater coherence within our department, the numbering of this course also corresponds to Theatre 299 (3/6) Production 1 and Theatre 399 (3/6) Production 2. These courses are designed to provide students with similar practical experience.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 337 (3) Cinematography and Lighting 1</b></p> <p>Introductory cinematography and lighting techniques and aesthetics for 16mm film and video.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Cinematography and lighting are fundamental arts required in filmmaking. This course offers a foundation in these disciplines.</p> <p>BFA Film Production students currently learn this foundation in short seminars included in courses that are focused on broader topics and do not have time to study them in the</p>

	<p>appropriate depth.</p> <p>This course will be required for BFA Film Production students. It will offer the proper foundation in this area and will support students to move into the pre-existing course FIPR 437 Cinematography and Lighting 2, which covers more advanced aspects of the disciplines.</p> <p>Most university film production programs offer at least two levels of cinematography and lighting in their curriculum. With the addition of this course, we plan to meet this standard.</p> <p>There are a number of highly qualified cinematographers with university degrees and extensive professional experience who are available to teach this course as adjunct professors.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 338 (3) Sound Recording for Film and Video</b></p> <p>An introduction to the technique and aesthetics of recording sound for film and video.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Good quality sound is an essential part of successful film production. Sound recording requires a grasp of many complex technical and aesthetic techniques and principles and the ability to apply these throughout the many phases involved in film production.</p> <p>In the BFA Film Production Program, students currently learn film sound in short seminars included in other courses that are focused on a multiplicity of skills and they do not have enough time to focus on sound, particularly sound recording, in the depth required.</p> <p>This course will be required for BFA Film Production students. It will offer the proper foundation in this area and the skills and understanding gained will support students tremendously in all of their other production coursework.</p>

	<p>This course will also support the material in the required course FIPR 339 (3) Post Production Techniques I and FIPR 439 (3) Post Production Techniques II. In these courses, students study sound and audio editing techniques along with picture editing. The knowledge gained in this new course will greatly enhance the ability of students to benefit from these pre-existing courses.</p> <p>Most university film production programs offer at least one level of sound training in their curriculum. We would like to meet this standard.</p> <p>Professional sound recordists with university degrees are available to teach this course.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 399 (3/6)C Directed Studies: Off Campus Research</b></p> <p>Off campus film production field research. Based on film project work outside the university.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> BFA Film Production students benefit intellectually, creatively and professionally when they have the opportunity to observe and experience the theories and practices they have learned in class and on student films, applied on professional, large-scale projects.</p> <p>This will be an optional course available only to BFA Film Production students in the third or fourth year of their Program.</p> <p>In this course, students will work on film industry projects in various roles and will record and analyze their experiences according to a set of course guidelines.</p> <p>Many other university film programs offer such Directed Studies courses or Internship courses to enable students to gain valuable experience and knowledge from exposure to professional industry projects.</p>

	<p>Faculty in the UBC Film Production Program have broad experience with industry film production and will be able to assist students with setting up these research positions and are well qualified to supervise students in this Directed Studies.</p> <p>This course was developed with the model of Geography 447 Directed Studies: Off Campus Research in mind. Specific criteria for this course (assignments, guidelines) were developed with the advice and guidelines provided by the UBC Arts Co-op Program.</p> <p>As a step toward greater coherence within our department, the numbering of this course also corresponds to Theatre 299 (3/6) Production 1 and Theatre 399 (3/6) Production 2. These courses are similarly designed to provide students with practical experience in their field.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 434 (6) Producing for Film and Television</b></p> <p>A detailed examination of the creative and business aspects of producing for film and television.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Becoming an effective producer is a critical and essential aspect of building a successful career as a filmmaker. Producing is also a professional field of work on its own and is considered to be one of the world's most complex business practices. Producing includes the creative and business management, financing and effective sales and promotion aspects of bringing a film or television project from concept through exhibition.</p> <p>To date, there have been no formalized seminars or courses on producing offered by the Film Program. This has been a serious impediment to many students advancing their careers after graduation.</p> <p>This will be an optional course for BFA Film Production students and will be open to students from other disciplines by application</p>

	<p>to the instructor and completion of prerequisite FIPR 234 (3).</p> <p>Courses in several levels of producing are offered in many university film programs. Several of the major university film programs in the USA (Columbia, USC and NYU) also offer MFA degrees in film and television producing.</p> <p>With the addition of this optional course, along with the addition of the required BFA course, FIPR 234 (3) Production Planning and Professional Practices, we are aiming to bring the UBC Film Production Program up to the minimum standard of training offered in producing skills and concepts at major film production programs.</p> <p>Current faculty member, Associate Professor Sharon McGowan, who will teach this course, has a research practice in film and television producing.</p>
<p><b>Proposed Calendar Entry:</b></p> <p>FIPR 435 (6) <b>Alternative Cinema Production</b></p> <p>Experimental approaches to content, structure, technology and style in film and video production. Prerequisites or co-requisites FIPR 233, 234, 337, 339.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Alternative Cinema is an area in which many filmmakers find their unique voice and a research area that has led to most of the major innovations in the filmmaking art form.</p> <p>To date, the UBC Film Production Program has not offered any courses focusing on alternative cinema practices. Some aspects have been taught in other courses, but the focus in the Program has been mainly on traditional narrative cinema. As a result, innovative cinema research has not blossomed the way it could in a major university.</p> <p>This course will be offered as an option to 4<sup>th</sup> year BFA Film Production students, MFA Film students and other students with instructor permission and the completion of prerequisites</p>

	<p>or co-requisites FIPR 233, 234, 337, and 339.</p> <p>Many other university film programs have at least one course in alternative or experimental cinema offered at various levels. The addition of this course will help us to meet that standard.</p> <p>Current faculty member, Associate Professor Chris Gallagher, who will teach this course, is a recognized experimental and alternative cinema practitioner. His work in this area has been exhibited internationally and he has won research grants to produce films in this area.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIPR 436 (6) Documentary Development and Production</b></p> <p>Documentary concept development, essential production techniques and marketing.</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> The documentary film has grown in popularity and relevance in recent years and Vancouver is a centre for innovative documentary filmmaking in the world.</p> <p>At least one course in Documentary Filmmaking is offered in most other university film programs. With the addition of a course dedicated to this genre we will meet this standard.</p> <p>This course will be an optional course for BFA Film Production students in their 4<sup>th</sup> year and it will be open to UBC students across the university from other departments who have an interest in documentary filmmaking and have completed prerequisites. We anticipate interest from other programs and departments such as FNSP, ANTH, VISA, CRWR, THTR, and EDUC.</p> <p>In the past, the development (writing and research) and production of documentary films has been covered in small units within existing courses in the BFA Film Production Program. This arrangement has been highly unsatisfactory for covering the essentials of this</p>



	<p>complex genre in any depth.</p> <p>Both current full-time faculty members in the UBC Film Production Program have extensive backgrounds in documentary filmmaking and consider it one of their main research areas. The addition of this course will enable the Program to more effectively utilize faculty strengths as well as provide more options for students.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Theatre &amp; Film  <b>Faculty Approval Date:</b> Feb 7, 2008</p> <p><b>Effective Session</b> 2008W Term 1 Year  Year 2008 for change</p>	<p><b>Date:</b> September 1, 2007  <b>Contact Person:</b> Ernest Mathijs  <b>Phone:</b> 822 6656  <b>Email:</b> emathijs@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>FIST 300 (3) Cult Cinema</b>  Overview of world cult cinema.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=FIST">www.students.ubc.ca/calendar/courses.cfm?code=FIST</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> This course makes use of the expertise of a new faculty member, and it reflects current changes in the discipline concerning the construction of aesthetic canons (see course outline for details)</p> <p>The proposed course broadens the range of courses available for the completion of the Minor and Major in Film Studies</p> <p>The course is also designed to attract and facilitate students from cognate disciplines in the department of Theatre, Film and Creative Writing, the Faculty of Arts, and other Faculties interested in an overview of cinema outside the regular canon.</p> <p>The proposed course will make intensive use of web-based teaching tools (web ct) for discussions and assignments.</p>

<b>Faculty:</b> Arts <b>Department:</b> <b>Faculty Approval Date:</b> March 6, 2008  <b>Effective Session</b> Winter Term 1 Year 2008 for Change	<b>Date:</b> Feb. 24, 2008 <b>Contact Person:</b> Janet Giltrow <b>Phone:</b> 2-3247 <b>Email:</b> jgiltrow@exchange.ubc.ca
<b>Proposed Calendar Entry:</b> <b>ASTU 150 (3) Arts Studies in Writing</b> <b>Writing and reading in the social sciences</b> <b>and humanities, focusing on practices which</b> <b>the research disciplines share, and those</b> <b>which differentiate them.</b>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New Course  <b>Rationale:</b> Through writing, reading, discussion, and critical reflection, ASTU 150 introduces students to research culture. Concentrating on scholarly discourses, ASTU 150 takes as its materials research publications drawn from three or more disciplines in the social sciences and humanities.  ASTU 150 assumes as a Faculty responsibility the writing instruction traditionally assigned to English 112 (Strategies for University Writing). ASTU 150, however, goes beyond the general aims of English 112 to the more specific goal of inviting students to participate in the discourses of the disciplines.  ASTU 150 would be a basis for Arts' proposed 9-credit Writing and Communication Requirement. ASTU 150 would be one of several ways of fulfilling the 3-credit first-year component of this Requirement.

# THE UNIVERSITY OF BRITISH COLUMBIA



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c/o Enrolment Services  
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1 April 2008

To: Senate

From: Senate Curriculum Committee

Re: **GRADUATE PROPOSALS**

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Attached please find submitted category 1 graduate curriculum proposals for your consideration.

**Faculty of Arts:**

Course	Title	Action
POLI 513 (3/6) D	Current Debate In Comparative Political Economy: Globalization And Democracy	new course
PSYC 504 (3/6) D	Special Topics in Health Psychology	new course

**Faculty of Commerce and Business Administration**

Course	Title	Action
COMM 622 (3)	Seminar in Classics and Theory Construction in Organizational Behaviour	new course

<b>Faculty:</b> Arts <b>Department:</b> Political Science <b>Faculty Approval Date:</b> October 2006  <b>Effective Session:</b> W08 for Change	<b>Date:</b> January 24, 2008 <b>Contact Person:</b> Irina Florov <b>Phone:</b> 2-5969 <b>Email:</b> advising@politics.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>POLI 513 (3/6) D CURRENT DEBATE IN COMPARATIVE POLITICAL ECONOMY: GLOBALIZATION AND DEMOCRACY</b>	<b>URL:</b> N/A  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course.  <b>Rationale:</b> Comparative political economy is a major subfield of comparative politics, and all doctoral students have the option of choosing comparative political economy as a thematic subfield in writing their comprehensive examination. This course provides graduate students with the training necessary to sit their comprehensive examination in this subfield.

<b>Faculty:</b> Arts <b>Department:</b> Psychology <b>Faculty Approval Date:</b>  <b>Effective Session:</b> W07 for change	<b>Date:</b> July, 2006 <b>Contact Person:</b> Tannis MacBeth <b>Phone:</b> 822-4826 <b>Email:</b> tmacbeth@psych.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PSYC 504 (3/6) D SPECIAL TOPICS IN HEALTH PSYCHOLOGY.</b>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course  <b>Rationale:</b> The content of PSYC 504 would focus on current topics in health psychology. There is currently no graduate course in the Psychology Department's curriculum devoted to this topic, though several faculty members are experts in the area and the department has approved a new graduate programme in health psychology.  <b>ID Number for Supporting Documents:</b> PSYC 504-NEWR

<b>Faculty:</b> Commerce and Business Administration <b>Department:</b> N/A <b>Faculty Approval Date:</b> March 21, 2006  <b>Effective Session:</b> Term 1 Year 06/07 for change	<b>Date:</b> March 15, 2006 <b>Contact Person:</b> Dale Griffin <b>Phone:</b> 2-0156 <b>Email:</b> dale.griffin@sauder.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>COMM 622 (3) SEMINAR IN CLASSICS AND THEORY CONSTRUCTION IN ORGANIZATIONAL BEHAVIOUR</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course Number  <b>Rationale:</b> This course has been offered for a number of years under the 590 listing, and it would be better for it to have its own name.

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5941  
amandeep.mann@ubc.ca

April 1, 2008

To: Vancouver Senate

From: Nominating Committee

Re: **Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval) and Adjustments to Senate Committees (approval) and Election of Student Senators to the Council of Senates (approval)**

---

**a) Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (approval)**

The Nominating Committee recommends that if in September 2008, student senators are not available to attend regularly scheduled meetings of the committees they are assigned to due to their class schedules, adjustments be made as necessary to better ensure student representation is available at Senate committees throughout the next year.

***Motion:** That Senate appoint student senators to the Committees of Senate as follows, for term ending March 31, 2009 and thereafter until replaced.*

**1. Academic Building Needs**

Azim Wazeer  
Rob McLean

**2. Academic Policy**

Alfie Lee  
Aidha Shaikh

**3. Admissions**

Helaine Boyd  
Azim Wazeer

**4. Agenda**

Blake Frederick  
Alex Loughheed



**5. Appeals on Academic Standing**

NB: These appointments are made with the proviso that the current student members of the Committee remain as members until the appeal presently before them is resolved.

Brenda Osmond  
Geoff Costeloe  
Laura Silvester

**6. Curriculum**

Robert Taddei (current, new election Fall 2008)  
Geoff Costeloe  
Philip Edgcumbe  
Vacancy  
Vacancy

**7. Library**

Alfie Lee  
Vacancy  
Vacancy  
Vacancy

**8. Student Appeals on Academic Discipline**

Brenda Osmond  
Rob McLean  
Vacancy

**9. Student Awards**

Helaine Boyd  
Aidha Shaikh

**10. Teaching and Learning**

Blake Frederick  
Azim Wazeer  
Robert Taddei (current, new election Fall 2008)

**11. Tributes**

Laura Silvester  
Geoff Costeloe

**12. Elections Committee of the Council of Senates**

Alex Lougheed (replacing Tim Leaver)

**13. Budget Committee of the Council of Senates**

Vacancy

NB: Ms. Aidha Shaikh remains on the Council of Senates as a member of Committee 4.



**b) Adjustment to Senate Committees (approval)**

***Motion:** That Senate approve the revisions to the Committees of Senate as follows:*

**1. Ad hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body**

Add Alex Lougheed to replace Brendon Goodmurphy

**c) Election of Student Senators to the Council of Senates (approval)**

As per section 38.1(e) of the University Act, the Vancouver Senate must elect four (4) representatives to the Council of Senates and Senate has determined that two (2) such representatives be students. The Nominating Committee recommends to Senate the nomination of Blake Frederick and Rob McLean for election to the Council of Senates.

***Motion:** That Senate elect Mr. Blake Frederick and Mr. Rob McLean to the Council of Senates.*

Respectfully Submitted,

Dr. Rhodri Windsor-Liscombe, Chair  
Senate Nominating Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Student Awards Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

**March 26, 2008**

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (April 2008) (approval)

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The Student Awards Committee recommends as follows:

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

**Faculty of ARTS Entrance Award for Aboriginal Students:** Two awards of \$2,500 each have been endowed by the Faculty of Arts for aboriginal students entering a program of studies in the Faculty of Arts and enrolled in at least 24 credits of course work over the Winter Session. The awards may be renewed for one year only, subject to satisfactory completion of the first year and enrolment in a second year of study in the Faculty of Arts with at least 24 credits of course work. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2008/09 Winter Session)

**CHINESE Canadian Medical Society (B.C.) Scholarship:** A \$1,500 scholarship has been endowed by the Chinese Canadian Medical Society (B.C.) for an M.D. student who has demonstrated an interest in and an aptitude for medical practice in rural communities. The award is made on the recommendation of the Faculty of Medicine, with preference for a student in the second year of the M.D. Program. (First award available for the 2008/09 Winter Session)

**DE BEERS Scholarship in Mining Engineering, Materials Engineering and Geological Engineering:** Three scholarships of \$2,000 each are offered by De Beers Canada to students in Mining Engineering, Materials Engineering and Geological Engineering. Candidates must have completed their first year of study and have a high academic average. The awards are made on the recommendation of the respective three departments. (First awards available for the 2008/09 Winter Session)

**Paul DODD Memorial Bursary:** Bursaries totalling \$6,500 have been endowed through a bequest by Paul Wakefield Dodd for students in the Master of Social Work Program who plan a career in clinical Social Work. (First awards available for the 2008/09 Winter Session)

**GO GLOBAL International Learning Programs Award:** Awards valued up to \$5,000 each are offered to undergraduate and graduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships/ practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with the Office of Student Financial Assistance and Awards. (First award available for the 2008/09 Winter Session)



**GRADUATING Class of 1947 Entrance Scholarship:** A \$2,800 scholarship has been endowed by members of the Class of 1947 on the occasion of their 60<sup>th</sup> anniversary. The award is offered to an outstanding student entering the University from secondary school. The award is made on the recommendation of the Office of Student Financial Assistance and Awards. (First award available for the 2008/09 Winter Session)

**GRADUATING Class of Electrical Engineering 1971 Service Award:** A \$1,000 award has been endowed by members of the Graduating Class of 1971 in Electrical Engineering for an undergraduate student with good academic standing in Electrical and Computer Engineering who has demonstrated leadership through active involvement in professional societies, student government, and/or campus and community activities. The award is made on the recommendation of the Department of Electrical and Computer Engineering. (First award available for the 2008/09 Winter Session)

**Bernard LAPOINTE Graduate Bursary in Food and Resource Economics:** A \$1,200 bursary is offered by Bernard Lapointe (M.Sc. in Agricultural Economics, 1988) to a student in the Master of Science Program in Agricultural Economics or in Food and Resource Economics. (First award available for the 2008/09 Winter Session)

**LAW Alumni Association Entrance Scholarship:** A \$2,500 scholarship is offered by the Law Alumni Association to a student entering the LL.B./J.D. Program who demonstrates academic excellence. The award is made on the recommendation of the Faculty of Law. (First award available for the 2008/09 Winter Session)

**MASTER of Food Science Scholarship:** Scholarships totalling \$20,000 are offered to students in the Master of Food Science Program who are Canadian citizens or Permanent Residents. The awards are made on the basis of academic merit on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

**MASTER of Food Science International Scholarship:** Scholarships totalling \$50,000 are offered to international students in the Master of Food Science Program. The awards are made on the basis of academic merit on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First awards available for the 2008/09 Winter Session)

**Doug MITCHELL Thunderbird Award:** One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of Thunderbird teams, with a preference for members of the UBC football team, in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee to outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2008/09 Winter Session)

**PHYSICAL Medicine and Rehabilitation Kiran van Rijn Centenary Scholarship:** A \$1,000 scholarship has been endowed by Dr. Theo van Rijn (Head of the UBC Division of PM&R from 2002 to 2007) in memory of his son, Kiran van Rijn (1975-2005). Kiran was a dedicated student, a scholar, an aspiring researcher, and a committed athlete who, in his time, contributed to UBC's Physical Medicine and Rehabilitation Residency program both directly and indirectly. Candidates for the scholarship must be active residents in the Physical Medicine and



Rehabilitation Residency Training Program, demonstrate scholarly and research excellence, and demonstrate qualities of a caring, dedicated clinician. The award is made on the recommendation of the Division of Physical Medicine and Rehabilitation in the Faculty of Medicine. (First award available for the 2008/09 Winter Session)

**ST. JOHN's College Li Pai Lin Memorial Graduate Scholarship:** Scholarships totalling \$2,500 have been endowed by Anita K.F. Li and family in memory of her husband, Li Pai Lin, who was an alumnus of St. John's University in Shanghai. The awards are offered to students in the Faculty of Graduate Studies who are residents of St. John's College at UBC and are made on the recommendation of the Faculty. (First awards available for the 2008/09 Winter Session)

**STROTHER Family Entrance Scholarship in Law:** The Strother family offers an entrance scholarship of \$12,000 per year to a student with an excellent academic record entering the LL.B./J.D. program who displays great promise for the practice and study of law. The award is made on the recommendation of the Faculty of Law. Students receiving the entrance award will be eligible for renewal provided they maintain a grade point average within the top 10% of their class. (First award available for the 2008/09 Winter Session)

**YOUNGER Family Centenary Award in Medicine:** A \$2,500 award has been endowed by the family of the late Dr. Andrew H. Younger of Calgary (B.A.Sc.1945, M.A.Sc.1946) for a student in the M.D. Program who has achieved good academic standing and demonstrated significant contributions or leadership in student associations, community services, athletics and/or cultural activities. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2008/09 Winter Session)

#### **Previously-Approved Awards With Changes in Terms or Funding Source:**

**Award 05340 - ASSOCIATED Engineering Award:** (revised description) A \$3,000 award is offered by Associated Engineering to an undergraduate student entering third year of Civil, Chemical, Mechanical or Electrical Engineering who has an interest in pursuing a career in consulting engineering. Candidates must be either Canadian citizens or Permanent Residents of Canada, have demonstrated student leadership, and have achieved high academic standing. The award is made on the recommendation of the Faculty of Applied Science.

How amended: The following sentence has been deleted from the terms with the agreement of the donors: "Award recipients are invited to apply for a cooperative education placement or internship with Associated Engineering."

**Award 02515 - B.C. Home Economics Scholarships Foundation BC Home Economists in Business Prize:** (revised description) A \$900 prize has been endowed by the Home Economists in Business section of the British Columbia Home Economics Scholarships Foundation for a student entering the fourth year in a program in Food, Nutrition and Health with preference for a student who has shown leadership in an undergraduate society. The award is made on the recommendation of the Faculty of Land and Food Systems.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed (with \$18,346 in principal) as a prize. In addition, the terms have been amended to reflect changes in UBC's academic structure.



**Award 02511 – BC Home Economics Scholarships Foundation Evelyn Kerr Memorial**

**Scholarship:** (revised description) A \$1,000 scholarship has been endowed by the British Columbia Home Economics Association Scholarships Foundation in memory of Evelyn Kerr, a well-respected home economics teacher in British Columbia. The award is made to a student entering fourth year in a B.A. program. The student must have completed courses with a focus on the family, and plan to pursue family life education or home economics/family studies teaching. The award is made by the Department of Sociology on the recommendation of Family Studies scholars in that unit.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed at \$20,000. In addition, the terms have been amended to reflect changes in UBC's academic structure.

**Award 02414 – BC Home Economics Scholarships Foundation Charlotte Black Memorial**

**Scholarship:** (revised description) A \$750 scholarship has been endowed by the British Columbia Home Economics Association Scholarships Foundation in memory of Charlotte Black, Director of the School of Home Economics at UBC from 1951 to 1965. The award is made to a student who is preparing for a teaching career in Home Economics Education. The award is made on the recommendation of the Faculty of Education.

How amended: The award, formerly offered and an annually-funded \$500 scholarship, is now endowed at \$15,500+. In addition, the terms have been amended to reflect changes in UBC's academic structure.

**Award 03355 – Erich Wagner Memorial Scholarship:** (revised description) A \$500 scholarship has been endowed in memory of Erich Wagner, a violinist and music teacher in Germany, by his daughter. It is awarded on the recommendation of the School of Music to a student of a stringed instrument.

How amended: The donor has deleted Voice as an eligible area of study. In addition, she has deleted the requirement that the recipient must have previously completed at least one year of study at UBC. The terms of the endowment deed signed by the donor on January 5, 2001 are sufficiently open to permit the requested amendments to the award description.

# THE UNIVERSITY OF BRITISH COLUMBIA



## **Vancouver Senate Ad-hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body**

c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel: (604) 822-0140 | Fax: (604) 822-5945  
ginette.vallee@ubc.ca

1 April 2008

**To: Vancouver Senate**  
**From: Ad hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body**  
**Re: Reporting Deadline**

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At the 16 May 2007 meeting of Senate, the Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body was struck. Since that time, the committee has had the opportunity to meet with many interested groups from across campus, and offers a progress report for your information (attached).

In order to fulfill its mandate, the committee respectfully requests that you consider the following motion:

### **Motion:**

*That the reporting deadline of the Ad hoc Committee on Academic Advising Issues relating to a Culturally-Diverse Student Body be extended from April 2008 to October 2008.*

Respectfully submitted,

Dr. Elizabeth Dean, Chair  
Senate Ad hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Ad hoc Committee on  
Academic Advising Issues Relating to a Culturally-Diverse Student Body  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

1 April 2008

**To:** Vancouver Senate

**From:** Senate Ad hoc Committee on Academic Advising Issues Relating to a Culturally-Diverse Student Body

**RE:** Progress Report (Information)

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## AD-HOC COMMITTEE ON ACADEMIC ADVISING ISSUES RELATING TO A CULTURALLY-DIVERSE STUDENT BODY

### COMMITTEE MEMBERS:

Dr. Elizabeth Dean (Chair), Senator, Faculty of Medicine  
Dr. George Bluman, Senator, Elected by the Joint Faculties  
Ms. Mackie Chase, Director, UBC Centre for Intercultural Communication  
Mr. Brendon Goodmurphy, Vice-President Academic, UBC Alma Mater Society; Student,  
Faculty of Arts  
Dr. Paul Harrison, Senator, Elected by the Joint Faculties  
Ms. Janet Mee, Director, Access & Diversity Office  
Mr. Raymond Pan, Senator, Elected by the Students At-large  
Mr. Walter Sudmant, Director, Office of Planning and Institutional Research  
Dr. Robert Tierney, Senator, Dean of Education  
Dr. Ronald Yaworsky, Senator, Convocation

### TERMS OF REFERENCE:

To identify the factors related to cultural diversity that may affect a student's academic success (including cultural barriers and facilitators), and whether such factors influence help-seeking and resource-seeking if a student begins to have difficulty;

To develop recommendations that can be implemented to assist international and immigrant students, in particular, in accessing and understanding academic policies and procedures, identifying resources that would assist them in understanding policy (in particular when students begin to have difficulty) and that this information and its delivery are provided in a culturally sensitive and competent manner; and

To report back to Senate with recommendations as above by April 2008.

### ACTIVITIES:

The committee has convened 5 times since it was commissioned in May 2007. Our mandate was first to verify the best we could whether international and immigrant students disproportionately run into problems compared with other students, and whether these students are disproportionately represented at the Senate Committee on Appeals on Academic Standing and the Senate Committee on Student Appeals on Academic Discipline.



**Stakeholders of Interest to the Committee:**

International and immigrant students  
Student service providers on campus  
Faculty members

**SUMMARY TO DATE:**

- Informal review, due to confidentiality issues, of students who come before the Senate Committees on Appeals on Academic Standing and Student Appeals on Academic Discipline; based on surname alone, concern supported
- Review of student service providers on campus particularly those with a focus on cultural diversity (with respect to ethnicity and language)
- Review of existing data bases – Walter Sudmant, Director of Planning and Institutional Research, UBC; National Survey of Student Engagement (NSSE)

On 21 January 2008, the committee met with student service providers. Service providers present at the meeting:

Faculty of Applied Science

Ruth Kwok                      Student Recruiter/International Student Coordinator, Engineering Student Services

Faculty of Arts

Indy Batth                      Academic Advisor, Transition & Retention, Arts Academic Advising Services

Jessica Harris                      Academic Advisor, Arts Academic Advising Services

Faculty of Commerce and Business Administration

Jamie Tooze                      International Student Coordinator, Undergraduate Program, Sauder School of Business

Faculty of Education

Yvonne Brown                      Manager, International Initiatives, External Programs and Learning Technologies

Gary Rupert                      Program Coordinator, Teacher Education Office

Faculty of Land and Food Systems

Joshua Robertson                      Advising Officer

Faculty of Science

Stacey Simpson                      International Student Coordinator

Janet Sinclair                      Student Development Officer

Cathy Tan                      Advising Clerk

School of Human Kinetics

Fran Harrison                      Undergraduate Program Administrator

School of Music

Rayne Graham                      Student Advisor





**Themes** that emerged related to perceived barriers and facilitators for international and immigrant students in accessing and navigating support systems at UBC included the following principal areas: Language issues, culture shock, being away from family, stigma of help-seeking, availability of academic advising resources, racism, university policy, accent, privacy, appeals system, at-risk students who fall through the cracks, and power issues.

**Perceived areas of success** related to support systems at UBC for international and immigrant students included: AGSC 100 (a 1 credit course providing students with an Orientation to the programs and learning environment and core values of the Faculty of Land and Food Systems), orientation sessions, tri-mentoring programs, open-door policy, follow-up, faculty members reporting 'red-flag' behaviour, parents' orientation.

**Suggestions:** Coordination of services for international and immigrant students to help streamline services (minimize gaps and potential overlap), cultural facilitators, ombudsperson, UNIV 101 (for-credit or not-for-credit course designed to help first-year students adjust to the university, develop a better understanding of the learning process, and acquire essential academic success skills), cultural training for staff/faculty/administrators, regular forum for faculties to come together and discuss these types of issues.

On 25 February 2008, the committee met with Patricia Mirwaldt, MD, Director, Student Health, and Michelle Suderman, Associate Director, International Student Development & International Student Advisor, International House. This meeting identified health-related issues seen by student health and international/immigrant students, and enabled us to review the process of admissions to UBC with respect to international students beginning with the pre-application phase, application phase, acceptance, orientation when still at home, orientation on arrival, and on-going orientation. Considerable sensitivity to this issue was apparent.

On 27 February 2008, representatives of the Committee attended a Meeting with the Associate Deans, Students. Common themes emerged: resources for international and immigrant students varied widely, with the perception in some faculties that students whose second language was English but lived in the Lower Mainland seemed less well-integrated and knowledgeable than international students. There was discussion about getting this cohort more involved. Strategies were proposed, e.g., students helping students, more peer supports (same culture and language) for international students and faculty point of contact for all students, even assured annual meetings.

#### **GENERAL OBSERVATIONS:**

Student service providers may benefit from an overarching body to optimize their contribution to student needs, to avoid overlap of services, to avoid gaps in services, to share ways and means of making their services attractive and accessible to students in need.

There are considerable differences in the degree to which various faculties and departments support international and immigrant students.

Committee is giving thought to how outcomes of these student academic support services can be captured, so that student needs can be addressed and targeted specifically, and resources duly allocated. In the interest of confidentiality certain types of data that could be very useful in program development are not being collected.





**PROPOSED REMAINING ACTIVITIES (IN ANTICIPATION SURVEY QUESTIONS HAVE BEEN DRAFTED BY THE COMMITTEE):**

That the work of the committee be continued. Most existing members are able and willing to continue to serve on the committee until the fall.

**Survey of students** – random survey and some focus groups posing the same questions as those in the meetings with service stakeholders to date; i.e., knowledge of services related to academic support; knowledge of access to services; satisfaction of outcome when accessed a service; if not accessed, why (no problem, or some perceived barrier).

**Survey of faculty** – random survey of their knowledge of student services related to academic support; knowledge of access to student services; perceived role in identifying students at need and directing students to these services; feedback regarding how this information can best be forwarded to faculty.

**INTERIM RECOMMENDATIONS:**

Our intentions is to ensure that as many stakeholders as possible inform the Committee's final conclusions and recommendations resulting from its mandate (students, academic service providers, and faculty and staff), that a mechanism is proposed for coordinating the interests and work of the needs of these stakeholders, that existing and proposed data bases are tapped related to our mandate, e.g., Walter Sudmant at PAIR, and that some agreement is reached that could advance data collection across the service providing agencies/units with a view to better serve the stakeholders and distribute and use resources without compromising confidentiality and privacy.

Respectfully submitted,

Elizabeth Dean, PhD (Chair)

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Ad Hoc Committee on Writing and Communication Skills  
c/o Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1

4 April 2008

To: Senate

From: Senate Ad Hoc Committee on Writing and Communication Skills

RE: Report of the Ad Hoc Committee on Writing and Communication Skills

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**Motion #1:** *That the Report of the Ad hoc Committee on Writing and Communication Skills be received.*

**Motion #2:** *That Recommendations 1 through 9 contained in pages 7 and 8 of the Report of the Ad hoc Committee on Writing and Communication Skills be approved.*

**Jurisdictional Note:** Although the Committee's report refers to "the University" or "UBC", the Committee is aware that the Vancouver Senate and its committees have jurisdiction that is limited to UBC Vancouver. While the Committee would be pleased if UBC Okanagan adopted a similar policy, the Committee's observations and recommendations apply only to UBC Vancouver.

## MANDATE AND COMPOSITION

At the May 16, 2007 meeting of Senate, the following terms of reference for the ad hoc committee on Writing and Communication Skills were approved:

1. To review the work of the "Write, Write, and Rewrite Report" presented to Senate in May 2001 and previous Senate reports on writing skills;
2. To consider submissions from faculties and other units on the optimum structure(s) for the teaching of writing and communication skills to students over the course of their programs;
3. To recommend to Senate:
  - a. What is/are the objective(s) of teaching writing and communication skills to students and how can success in achieving this/these objective(s) be assessed;
  - b. Whether a centralized or decentralized approach is optimum for the teaching of such skills; and
  - c. What would the resource implications be of any recommendations to Senate; and
4. To report back by December 2007 with the committee's recommendations. (The deadline was extended to March and then to April 2008 by agreement of Senate)

The composition of the Committee is as follows:

Dr. Dennis Danielson, Representative of the Department of English  
Ms. Diana Diao, Senator, Student Caucus  
Dr. Bruce Dunwoody, Associate Dean, Faculty of Applied Science  
Dr. David Fielding, Senator, Faculty of Pharmaceutical Sciences



Dr. Christopher Friedrichs, Senator, Faculty of Arts  
Dr. Janet Giltrow, Representative of the Faculty of Arts  
Dr. Paul Harrison, Representative of the Faculty of Science and Senator, Joint Faculties (Chair)  
Dr. Peter Marshall, Senator, Chair of the Curriculum Committee  
Dr. Peter Ward, Senator, University Librarian  
Dr. Ronald Yaworsky, Senator, Convocation

## SUMMARY

This report was informed by a review of the work of several previous committees that have explored this issue (see Appendix II) and the happy circumstance that put at least two people who had participated in those discussions on the current committee. In addition, the broad representation of academic units in the membership of the committee ensured that many current initiatives in learning and teaching at UBC Vancouver were brought to the table. Additional ideas and advice were provided by other academic units at UBC Vancouver (through the Committee of Deans), at UBC Okanagan (through Senate and Deans) and Enrolment Services units.

It was relatively easy to reach consensus on the ***principle that development of proficiency in writing and other communication skills is fundamental in an undergraduate education*** and the University is therefore responsible for providing students with experience of communicating both in a research context for scholarly purposes and in more general ways as educated citizens. The first principle leads to a second, viz that ***at least some of the learning should take place in the student's discipline and therefore a distributed model is endorsed***.

The Committee feels that all undergraduate degree programs should require several courses (we settled on the equivalent of nine credits) that provide guided instruction and feedback on writing or other forms of communication (see Appendix I). If such a requirement were instituted, then three credits of the requirement should be fulfilled with a course requiring extensive writing in the English language, preferably to be taken in the first year of the program. The additional credits could be within dedicated writing/communication courses or integrated within courses having a larger purpose. A "communication course" must provide formative feedback before any summative evaluation of communication abilities occurs: that is, it must emphasize constructive, collegial response to student writing or oral communication rather than simply evaluation and grading of it.

A decentralized model for teaching communication has strong resource implications, both for the development and support of appropriate communication courses and for the redistribution of responsibilities between faculties for the teaching of communication. ***The current financial climate of the University does not favour the ambitious proposal*** set out in Appendix I. As such, the recommendations of the Committee cannot be implemented as envisioned at the moment, but the Committee recommends to Senate that the full proposal be implemented once the financial situation of the University is more



amenable. In the meantime, *individual faculties should be encouraged to work toward the goal as opportunities arise* and a series of recommendations to that end are presented for Senate's consideration.

## **DETAILED RESPONSE TO TERMS OF REFERENCE**

### ***Objectives of teaching writing and communication skills***

One objective of teaching writing and communication skills is to encourage learners to join the academy, to become working members of the community of researchers in their chosen disciplines. Further, UBC's graduates should be equipped as educated citizens and so they need to learn to communicate outside their disciplines as well. Therefore, our students and faculty need to see that the University values the development of communication skills along with other key aspects of their education. Some UBC programs inherently excel in providing such experience. But for many students, in other programs, the curriculum emphasizes the mastery of disciplinary or interdisciplinary knowledge at the expense of explicit focus on the communicative practices by which such knowledge is shared, developed, and disseminated. For many years the only overt sign to students in a number of undergraduate programs that communication skills are valued has been a requirement to take first-year English courses. Although that practice is almost universal there is actually no University English Requirement. Degree programs are approved one by one by Senate but in the absence of a statement of principles on the teaching of writing and communication skills it has been difficult for a faculty to break from tradition.

To achieve the objectives outlined above, the Committee strongly believes that experiences in learning communication skills must be embedded throughout a student's undergraduate program. The current common practice of having students take a first-year English course emphasizing writing instruction and feedback can begin the process but such a course should not be expected, except in a limited way, to achieve the goal stated above of helping students connect in a meaningful way with the academic discourse that defines a research-intensive university. Alternative courses, embedded in specific disciplines (or selected groups of disciplines) should be available across the university and not only in first year, but throughout the undergraduate years.

The Committee developed a series of recommendations, in Appendix I, to reach the objectives. However, the Committee has been made aware of the financial constraints under which the University is currently operating and concluded that recommendations which involved significant expenditures or which would require shifting resources between faculties would not be widely implemented at the moment. The Committee has responded by developing an alternative set of recommendations which would both encourage and enable movement toward the goal and would have fewer financial implications. Those recommendations are presented below and the original recommendations are contained in Appendix I.



### ***Centralized or decentralized approach***

As stated above, the Committee believes that a decentralized model will serve the university better than the current reliance on first-year English courses. All students should develop facility in communicating knowledge to their peers, to experts in their field, and to the wider community. The foundation of that communication remains facility in writing in the English language but the teaching of communication is best taught in the context of the student's discipline. How else can students be drawn into the discourse of the academic disciplines which have different rhetorics, ways of expressing themselves and communicating ideas? This observation speaks strongly for a decentralized model for instruction in communication. In addition, students tell us that they are more motivated to master communication skills if they practice communicating in a way that helps them to better understand their disciplines.

The counter argument has been presented that first-year English courses provide one of the few opportunities for students from different disciplines to interact in an academic environment. That may be true, but the argument fails to acknowledge that the primary function of any communication course should be to teach communication. An argument that a decentralized model would enhance the primary function of such a course is much stronger than any argument concerning a secondary function played by the course. The University has been developing other activities to encourage interaction between students of different disciplines, such as the Multidisciplinary Undergraduate Research Conference. Also, most undergraduate programs have a breadth requirement to ensure that students benefit from the different perspectives of others outside their disciplines. Such intellectual exploration should not be constrained by imposing too many expectations on courses in a particular discipline.

Faculties and schools should have considerable freedom to emphasize modes of communication that are particularly appropriate for their disciplines. For example, in some disciplines effective oral communication in a clinical setting is the key to success, and some programs may therefore choose to emphasize this form of communication. Two current initiatives in the development of discipline-based writing courses will illustrate the potential for improving student learning.

First, the BASC (Engineering) degree, in common with several other undergraduate programs, currently requires one first-year ENGL course, but unlike most programs it also requires APSC 201 (Technical Communication), a course developed by discipline-based communication specialists in the faculty's Centre for Professional Skills Development. To further assist students in developing strong written communication skills, the Faculty of Applied Science received Senate's approval in March to use a combination of the Engineering Communication Competency Test and a course in grammar and technical writing developed by the UBC Writing Centre for engineering students to ensure that students are prepared for APSC 201. The faculty has identified a need for more discipline-based writing instruction and has proposed an alternative to the first-year ENGL requirement, the new first-year course APSC 176. The new course is operating in the parallel engineering program at UBC Okanagan and this committee looks



on the proposal sympathetically as a natural step in the development of the faculty's capacity to provide students with an education in communication skills appropriate to the discipline. Funding such a new course, even on a pilot basis, is a challenge best left to the Dean.

Second, in the Faculty of Arts there is recognition of a need to rethink the teaching of writing and research skills; hence a new course, ASTU 150 (Arts Studies in Writing), has been proposed, which, in its first offering, would focus on modes of writing and research appropriate for the humanities and social sciences. Further, several writing-intensive courses will be piloted at the second- or third-year levels that would meet the criteria set out in Appendix I (Recommendation C). The Committee encourages that faculty to pilot the new courses and to share the lessons it learns.

Other programs that assume that first-year, literature-focused English courses will facilitate the development of their students as scholars in their disciplines should see the initiatives in the Faculty of Applied Science and the Faculty of Arts as an opportunity for critical reflection on their curriculum. For many students, learning to communicate effectively in their discipline, whether it be Agroecology, Biology, Commerce, Engineering, History or Pharmacy, could be facilitated through courses offered in their own departments or faculties where communication in context could be emphasized.

If the full set of recommendations (Appendix I) cannot be implemented at this time then faculties and schools that cannot put resources into new courses can still take important initial steps. The Committee encourages every degree program to produce a statement of the nature of communication in the discipline and the value to students of the acquisition of advanced skills. Further, they should produce a list of the existing courses that do provide some experience in communicating ideas so that the opportunities for interested students will be made clear. By undertaking those tasks, faculties and schools would raise awareness and validate the efforts of instructors who already embed learning to communicate ideas in their course objectives.

### ***Resource implications***

To meet the goals described in the recommendations in Appendix I will require that resources be devoted to the review of learning outcomes of both existing programs and individual courses, to the development of new courses with appropriate pedagogy, and to the staffing of courses with suitably trained instructors of various kinds and with sufficiently low student to instructor ratios to ensure effective learning. Specifically, to assess skills in writing and other modes of communication requires that courses be resourced well enough that effective instruction and both formative and summative feedback take place. To achieve the goals will require academic leaders to examine how they set priorities for the allocation of resources both across the university and within units.

Some undergraduate degree programs have a core curriculum which may already be providing students with the needed learning experiences; in those cases, both students



and faculty would benefit if the program articulated the value of communication skills and linked particular courses to the acquisition of those skills (as proposed above). The courses themselves may not require much change. In other degree programs, existing course offerings will require significant revising; new courses will be needed in order to meet the new goals and resources already supporting other activities will have to be directed to these new areas.

A decentralized model for teaching communication also implies that there is a mechanism for the redistribution of resources when faculties assume new responsibilities for teaching. The University's budget model does not facilitate such changes although deans can always seek to cooperate. Perhaps the discussions underway through the Steering Committee for Academic Planning Process (SCAPP) will produce helpful new mechanisms. Further, the overall financial climate of the University does not favour the assumption of new responsibilities either centrally or in the faculties. Therefore, the recommendations of the Committee (Appendix I) cannot be implemented as envisioned at the moment. The Committee challenges the university to make the required changes to allow the full recommendations to be implemented once the financial situation of the University is more conducive. Rather than wait passively, individual faculties should be encouraged to work toward that end as opportunities arise.

#### **TOWARD A NEW EMPHASIS ON WRITING AND COMMUNICATION**

The recommendations to follow, both the original ones (Appendix I) and the final ones, are derived from the principles expounded above. While the financial constraints are understandable, and while they preclude mandating a university-wide Writing & Communication Requirement at this time, they do not preclude the Committee from encouraging faculties and schools to adopt such a requirement. We are mindful that to achieve the overall goals will require a considerable investment but the budgetary impacts of our recommendations would be minor in the first year and extend over several years as the changes were phased in. Managing the budgetary impacts would be largely at the discretion of the deans as they reallocate resources within their faculties and/or place a priority on their future requests for new or reallocated funds. Therefore, we continue to espouse a Writing & Communication requirement, but suggest that faculties and schools offering undergraduate programs be encouraged to move in this direction, rather than this becoming a firm requirement imposed on all programs.





## **FOR APPROVAL COMMITTEE RECOMMENDATIONS**

Therefore, building on curricular strengths where they exist and anticipating innovation on the part of academic leaders, *the Committee makes the following recommendations:*

1. That all undergraduate degree programs submit to the Senate Curriculum Committee - in time for consideration for publication in the 2009-2010 print version of the UBC Vancouver Calendar - a statement (of 200-300 words) of the nature of communication in the discipline, the value of acquiring general and discipline-specific communication skills, and the characteristics of courses that would provide opportunities for the acquisition of those communication skills, i.e., courses with appropriate learning outcomes and instructional practices that include feedback before summative evaluation of communication abilities occurs;
2. That all undergraduate degree programs audit their course offerings with the aim of identifying “communication courses” that support the development of communication skills as defined in that program’s new Calendar statement; that each program submits to the Senate Curriculum Committee a list of such communication courses; that the Senate Curriculum Committee recommend to Senate for inclusion in the program’s Calendar entry the list of those courses that meet with their approval; and that said process be completed in time for production of the 2009-2010 print version of the UBC Vancouver Calendar;
3. That the Senate Curriculum Committee be directed to report to Senate on the participation of undergraduate degree programs in recommendations 1 and 2 at least annually;
4. That the Faculty of Arts continue to offer a first-year course accessible to students across the University that provides instruction in writing suitable for university studies and that other faculties and schools be encouraged to collaborate with the Faculty of Arts on the design of the curriculum in that course to better suit the needs of students in their programs;
5. That the Faculty of Arts be encouraged to pilot ASTU 150 and writing-intensive courses at second-year and above and that the Faculty of Applied Science be encouraged to pilot APSC 176 and that both faculties provide Senate with a report by March 2010 including data that can inform future budget allocation decisions at the level of the faculty and the university. Other faculties are also encouraged to initiate changes consistent with the recommendations in Appendix I as opportunities arise and to provide Senate with reports;
6. That faculties and schools be encouraged to use resources such as the Teaching & Learning Enhancement Fund and the Teaching & Academic Growth unit to improve the effectiveness of instruction in communication; and that the Provost be encouraged to put priority on the allocation of discretionary funds to this effort;





7. That the Vancouver sub-committee of the Council of Senates Budget Committee be asked to take up the issue of decision-making and priority-setting with regard to campus-wide academic initiatives in general as well as this initiative specifically;
8. That Senate request the Provost to put priority on funding for a Writing and Communication Requirement in future budget discussions with the goal of implementing the proposal for a Writing and Communication Requirement as detailed in Recommendations A through I (Appendix I), and that the Provost report to Senate annually regarding progress towards implementing these Recommendations; and
9. That, having completed its responsibilities to the best of its abilities given the realities of financial constraint, the Ad Hoc Committee on Writing and Communication Skills be discharged.



## **APPENDIX I**

### **FOR INFORMATION**

#### **RECOMMENDATION FOR A WRITING AND COMMUNICATION REQUIREMENT (ASSUMING THAT RESOURCES WERE AVAILABLE):**

- A. That the University institute a University-wide, faculty- or school-centred Writing & Communication Requirement for all undergraduate degree programs to replace the current English Requirement where it exists;
- B. That the Writing & Communication Requirement consist of at least one three-credit course in writing in the English language, normally taken in the first year of the degree program, followed by an additional equivalent of six credits of instruction in communication. The additional credits could be within dedicated communication courses or integrated within courses having a larger purpose. The courses taken to fulfill the Writing & Communication Requirement will be available throughout the degree program to provide ongoing instruction and reinforcement of communication skills;
- C. That the faculties and schools submit to the Senate Curriculum Committee for consideration all courses designated as fulfilling a part of the Writing & Communication Requirement and that the Senate Curriculum Committee recommend to Senate those courses that meet with their approval. In that process, two principles should be paramount. First, a “communication” course must provide formative feedback before any summative evaluation of communication abilities occurs: that is, it must emphasize constructive, collegial response to student writing or oral communication rather than simply evaluation and grading of it. Second, the courses available should provide students with the ability to communicate not only within the discipline but also in broader contexts;
- D. That the Senate Curriculum Committee set up a process whereby all faculties offering undergraduate degree programs will report on progress made toward implementing this policy, and that the Senate Curriculum Committee report the outcomes to Senate by February 2009 and February 2010;
- E. That the Writing & Communication Requirement take effect for all students who first enter an undergraduate degree program at the University starting in or after September 2011;
- F. That each faculty and school offering an undergraduate program institute an evaluation program to assess the communication skills of its graduating class and report the results of the evaluations to Senate through the Teaching and Learning Committee. The first report will be expected four years after Senate adopts the new Writing & Communication Requirement and biennial reports will be expected thereafter;
- G. That the Faculty of Graduate Studies review the ways that the acquisition of advanced communication skills are addressed in its programs and be encouraged



to institute a Writing & Communication Requirement in a way that is appropriate for its students;

- H. That the University attract and retain more tenure-track scholars with professional interests and pedagogical skills in communication; and
- I. That, having completed its responsibilities, the Ad-hoc Committee on Writing and Communication Skills be discharged.



## **APPENDIX II.**

### **(RECENT) PREVIOUS REPORTS, DISCUSSION PAPERS, AND COMMITTEES ON THE TOPIC OF ENGLISH AND WRITING:**

- Senate Ad hoc Committee on Standards in English: dealt with standards for writing skills of incoming first-year students; saw many issues transfer to the jurisdiction of the Senate Admissions Committee; struck in 1975, finally disbanded in 1987.
- English Requirement Committee, struck by the Committee of Deans in 2000. Produced “Advancing Literacy: A Discussion Paper on the UBC Undergraduate English Requirement”, November 2000 and “Write, Write, and Rewrite: A Proposal to Reform the Undergraduate English Requirement”, presented to Senate in May 2001.
- The most recent Senate Ad hoc Committee on New Writing Requirements struck in 2001, had as additional information, “Write About It! A Supplement to ‘Write, Write, and Rewrite: A Proposal to Reform the Undergraduate English Requirement’” by Janet Giltrow and Paul Yachnin, English Department; August 2001. The Committee did not report out to Senate but was discharged in May 2007 when the Ad hoc Committee on Writing and Communication Skills was established.



## APPENDIX III

### WHICH PROGRAMS ARE “UNDERGRADUATE”?

An easy way to define “undergraduate” programs is by the numbers assigned to the courses it offers: courses numbered 100-499 define undergraduate programs. That, however, is not a widely used definition. One might assume that “bachelor” and “undergraduate” are synonymous but UBC’s bachelor degree programs vary in many respects and there is no simple way to classify programs on the basis of their academic goals, their length, or the educational history of entering students. Further confusion arises because several degree programs are characterized as “professional programs” by virtue of their role in preparing students for specific careers and the close relationships with professional communities that are fostered by the faculties or schools. Among such programs are:

- a) Those that admit students directly from high school: e.g., the B.A.Sc. (Bachelor of Applied Science), B.Com., B.S.F. (Bachelor of Science in Forestry), B.M.W. (Bachelor of Midwifery),
- b) Those that require one or two years of prior post-secondary study: e.g., the B.En.D. (Bachelor of Environmental Design), B.M.L.Sc. (Bachelor of Medical Laboratory Science), B.Sc. (Pharm.), B.S.N. (Bachelor of Science in Nursing), and B.S.W. (Bachelor of Social Work),
- c) Those that, because of competition for limited spaces, often admit students with a prior degree but which formally require only three years of post-secondary study prior to admission: e.g., the B.Ed. (Elementary), LL.B. (soon to be renamed the J.D. (Juris Doctor)), M.D. and D.M.D., and
- d) Three true *post*-baccalaureate undergraduate programs, defined as those that require completion of a bachelor’s degree prior to admission: viz, the B.Ed. (Middle Years), B.Ed. (Secondary), and B.C.S. (Bachelor of Computer Science) programs.

The other undergraduate programs include the B.A., B.F.A., and B.Mus. in Arts; the B.Sc. (Forest Sciences), B.Sc.(Natural Resource Conservation), and B.Sc. (Wood Products) in Forestry; the B.H.K. (Human Kinetics) in Education; the B.Sc. (Agroecology), B.Sc. (Food, Nutrition and Health), and B.Sc. (Global Resources) in Land and Food Systems; and B.Sc. in Science. All of this latter group can admit students from high school or with up to two years of prior post-secondary study (i.e., on transfer). Arguments could be made for more than one of those programs that it, too, prepares graduates for a profession. Finally, any of the programs listed above, whether considered as “professional” or not, can be entered by a student who has a previous degree. It is the opinion of the Ad Hoc Committee on Writing and Communication that every bachelor program should provide its students with the opportunity to learn to communicate in ways that characterize the discipline.