

# THE UNIVERSITY OF BRITISH COLUMBIA



**Vancouver Senate Secretariat**  
Enrolment Services  
Senate and Curriculum Services  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
**[www.senate.ubc.ca](http://www.senate.ubc.ca)**

## **Vancouver Senate**

### **AGENDA**

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

**WEDNESDAY, JANUARY 21, 2009**

**7:00 P.M.**

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

1. **Senate Membership -- Mr. Brian J. Silzer**  
(information)  
Faculty Senators: Mahesh Upadhyaya (returning) and Andrew Riseman (new), representatives of the Faculty of Land and Food Systems
2. **Minutes of the Meeting of December 17, 2008 -- Vice-Chair Rhodri Windsor-Liscombe**  
(approval) (circulated)
3. **Business Arising from the Minutes**  
Referral to Nominating Committee: Culture of Service (approval) (circulated)
4. **Correspondence**  
Seasons' Greetings from the Board of Governors were received by the Secretary on behalf of the Senate.
5. **Admissions Committee -- Dr. David W. Fielding**  
(approval) (circulated)
  - a. Changes in Admission Requirements - Doctor of Medicine
  - b. Changes in Admission Requirements - Bachelor of Commerce and Bachelor of Arts
  - c. Essential Skills and Abilities (Technical Standards) for Admission, Promotion, and Graduation - Doctor of Medicine
6. **Curriculum Committee -- Dr. Peter Marshall**
  - a. Curriculum Proposals from the Faculties of Applied Science and Arts (approval) (circulated)
  - b. Certificate in Executive Business Leadership (information) (circulated)
7. **Nominating Committee -- Dr. Peter Marshall**  
(approval) (circulated)
  - a. Adjustments to Committee Membership
  - b. Joint Committee of the Board and Senates on University Coordination

.../continued

8. **Student Awards -- Dr. Brian Stelck**  
New Awards (approval) (circulated)
9. **Ad hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body -- guest presenter Dr. Elizabeth Dean**  
Final Report (approval) (circulated)
10. **Report from the University Librarian *pro tem* -- Dr. Peter Ward**  
2007/2008 Report of the University Librarian to the Senate (information) (circulated)
11. **Report from the Associate Vice-President Enrolment Services and Registrar -- Mr. Brian J. Silzer**  
2009/2010 Academic Year (information) (circulated)
12. **Proposed Agenda Items**
13. **Other Business**
14. **Agenda Committee -- in camera -- Dean Mary Anne Bobinski**  
Senator Leave Request (approval)

Section 16 (b) of the *Rules and Procedures of Senate* states that meetings  
will adjourn no later than 9:30 p.m.

Regrets: Lauren Hume, telephone 604.822.5239 or e-mail: [lauren.hume@ubc.ca](mailto:lauren.hume@ubc.ca)

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

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## Vancouver Senate

### MINUTES OF DECEMBER 17, 2008

#### Attendance

**Present:** Prof. S. J. Toope (Chair), Mr. B. J. Silzer (Secretary), Ms. K. Aminoltejari, Dr. R. Anstee, Ms. H. Boyd, Dr. B. Cairns, Mr. G. Costeloe, Dr. B. Craig, Dr. W. Dunford, Vice-President D. Farrar, Dr. D. Fielding, Mr. B. Frederick, Dr. W. Hall, Dr. P. G. Harrison, Dr. R. Irwin, Dean M. Isman, Dr. A. Ivanov, Dr. P. Loewen, Mr. A. Lougheed, Dr. P. L. Marshall, Dr. W. McKee, Mr. R. McLean, Mr. C. Meyers, Dr. K. Patterson, Dr. J. Plessis, Mr. G. Podersky-Cannon, Dr. T. Ross, Dr. L. Rucker, Dean C. Shuler, Ms. L. Silvester, Dean R. Sindelar, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Dr. M. Vessey, Mr. B. W. Wong, Mr. A. Wazeer, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Dr. T. Young.

**By invitation:** Mr. I. Burgess, Mr. A. Glynn, Mr. C. Hyson, Mr. P. Ouillet, Ms. A. See, Ms. J. Teasdale.

**Regrets:** Dean T. Aboulnasr, Dr. Y. Altintas, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Principal M. Burgess, Mr. D. Dance, Dr. J. Dennison, Mr. G. Dew, Ms. A. Dulay, Dean B. Evans, Dr. W. Fletcher, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Dr. S. Grayston, Ms. D. Herbert, Dr. S. B. Knight, Dr. B. S. Lalli, Ms. H. Lam, Mr. A. Lee, Dr. D. Lehman, Mr. D. Leung, Mr. B. MacDougall, Mr. W. McNulty, Mr. A. Mohan, Ms. S. Morgan-Silvester, Dean D. Muzyka, Principal L. Nasmith, Dr. G. Öberg, Dr. C. Orvig, Dr. B. Osmond, Dean S. Peacock, Ms. A. Peterson, Dean J. Saddler, Ms. A. Shaikh, Dean G. Stuart, Mr. D. Verma, Mr. A. Warbinek, Dr. P. Ward, Dr. R. Wilson, Ms. M. Young.

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

#### Call to Order

The fourth regular meeting of the 2008 - 2011 triennium was called to order.

## **Senate Membership**

Mr. Silzer introduced new member of Senate Ms. Khatareh Aminoltejari, student representative of the College for Interdisciplinary Studies.

## **Minutes of the Previous Meeting**

<i>Dr. Rucker</i>	}	<i>That the minutes of the meeting of November 12, 2008 be adopted as circulated.</i>
<i>Dr. Windsor-</i>		
<i>Liscombe</i>		

## **CORRECTIONS**

Dr. Loewen recalled having asked a question about the 2008 Enrolment Report that had not been accurately captured in the minutes and requested the opportunity to renew that question under Business Arising from the Minutes.

The motion was  
put and carried.

## **Business Arising from the Minutes**

### **2008 ENROLMENT REPORT (PP. 08/09 26-8)**

Mr. Silzer had circulated for information a summary of questions asked and answered following the presentation of the 2008 Enrolment Report at the November 2008 meeting. He also circulated an additional enrolment report on graduate students.

Dr. Loewen asked about consistency in grading among schools in the absence of the unifying effect of provincial examinations. He asked whether the admissions process contained some mechanism to distinguish between students based on their schools. Mr. Silzer stated that, although the University was aware of some differences between schools, there was no mechanism in place to adjudicate between schools. He expressed the opinion that it would be very difficult to fairly perform such an adjudication as part of an admission

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*Business Arising From the Minutes, continued*

process. The University sometimes decided, however, to provide feedback to specific schools whose grades varied from the norm.

Mr. Silzer stated that the practice for the current admission cycle would be to set cut-off averages slightly more conservatively to start off so as to guard against over-enrolment.

Dr. Loewen stated that he was not convinced that minor changes to the traditional admission process would be sufficient to address the possibility of a dramatic heterogeneity developing across the province. In response to a further question from Dr. Loewen, Mr. Silzer confirmed that the Enrolment Management Committee was well aware of the issue. The Committee had been discussing for many years the differences in grading systems across countries and provinces, as well as within the province. The Committee had not to date given serious consideration to redesigning the admissions process to differentiate between individual schools. Mr. Silzer questioned whether it would be possible to perform such differentiation on a fair and equitable basis, adding that he was certain that the Committee would be open to considering new ideas should the data from the current cycle suggest an emerging trend. Dr. Loewen agreed that fairness was a good principle, noting that it was equally important to be fair to a student with a lower grade from a school known to have a higher grading standard.

Mr. Edgcumbe asked whether the University tracked the performance of UBC students by school of origin. Mr. Silzer stated that this kind of tracking was possible, but that it would require a significant investment of resources. He noted that there was considerable pressure to evaluate applicants as quickly as possible so as to avoid losing top students to other universities extending earlier offers. Mr. Silzer stated that programs utilizing broader based admission were able to consider aspects of a student's suitability for a program other than grades.

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*Business Arising from the Minutes, continued*

Dr. Anstee reported that the Admissions Committee had begun discussing the matter of grade differences between schools, and that the Committee planned to consider ways to collect data to determine which students should receive a boost to their raw admission averages. He agreed that this would constitute a significant investment on the part of the University.

Mr. Silzer recalled a movement several decades earlier to devise a standardized university entrance examination for Canadian students. Despite significant investments in the development of a new test, the endeavour ultimately failed. Mr. Silzer admitted that, although he had some personal reservations about the idea, times had changed and perhaps new technology and tools for data collection and analysis could be of assistance.

The President stated that the issues raised would be reflected in the minutes and that Senate could expect more discussion on this topic when the Admissions Committee reported to Senate.

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

### **VICE-PRESIDENT, FINANCE, RESOURCES, AND OPERATIONS**

The President introduced and welcomed Mr. Pierre Ouillet, newly appointed Vice-President, Finance, Resources, and Operations. Mr. Ouillet was in attendance as a guest observer, and was to take up his new vice-presidential role in January 2009.

### **MEETING IN CHINA**

UBC had recently co-hosted a meeting in Nanjing with the Vice-Minister of Education of China. Participants had included roughly 50 leading Chinese universities as well as 24 universities from Canada, the United Kingdom, Singapore, Australia, New Zealand, and Ireland. The China Scholarship Council had recently pre-authorized the allocation of 50 Ph.D. awards to UBC. UBC was one of only three universities to receive this kind of allo-

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*Remarks from the Chair and Related Questions, continued*

cation. The purpose of the meeting was to explore ways to strengthen relationships between Chinese universities and Canadian, Irish, and other Commonwealth universities. The group had also discussed extending their relationships to include research collaboration.

## STRATEGIC PLANNING

The President reminded Senators about the Strategic Planning website at **www. strategicplan.ubc.ca** and encouraged them to visit often to take advantage of opportunities to engage in the planning process. He drew attention to “Questions of the Week” that might be of particular interest.

## INFRASTRUCTURE INVESTMENTS

The President reported that UBC was deeply engaged in discussions with the federal and provincial governments to advance the position that investment in universities should be considered part of government spending on infrastructure. UBC was working in partnership with other Group of 13 universities and the recently established BC Research Universities’ Council.

## GLOBAL FINANCIAL TURMOIL

The President drew attention to his letter to the UBC community dated December 15, 2008 regarding extreme volatility in global financial markets (available at **www.president.ubc.ca/financial\_letter\_dec2008.pdf** ). UBC was fortunate to find itself in a better situation than other institutions. UBC’s relatively low dependence on its endowment for operating activities, the structure of its pension funds, and its financial management decisions had all contributed to improving UBC’s relative ability to withstand market instability. The President indicated that it would be critical to watch future provincial budgets. He had recently spoken with Premier Gordon Campbell, and the Premier conveyed cau-

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*Remarks from the Chair and Related Questions, continued*

tious optimism that balanced budgets remained possible without significant reductions. Both the Premier and the Minister of Advanced Education continued to indicate strong support for meeting funding commitments in higher education.

The UBC endowment had lost approximately 20 percent of its value, compared to losses in the range of 35 percent for some institutions in the United States. Within UBC, some units were more heavily dependent on endowment funding than others.

The President thanked the office of Financial Services and the UBC Treasury for their efforts toward managing the current situation and reimagining the University's budget in a markedly new environment. The Board of Governors would soon receive a recommendation, for example, to reduce the spend rate on the endowment in order to preserve its capital. The University had decided to maintain all of its commitments to need-based student financial assistance, but the amount of some scholarships would need to be reduced. Each scholarship would be reviewed on a case-by-case basis. Endowment funded professorial salaries would constitute a significant challenge, particularly for certain units. All units would need to plan prudently to ensure that their ability to meet commitments to faculty, staff, and students. This planning might include using contingency funds or reducing expenditures in other areas. The President described the current approach as sober and thoughtful, but not characterized by panic.

## **DISCUSSION**

Mr. Frederick stated that the Board of Governors had recently held meetings about the UBC Farm in closed session. He asked for the President's perspective on that decision for a public institution. The President replied that the decision to meet in closed session had been reached collectively by Board members, including their Chair. The Board had committed, however, to an open academic planning process that constituted an opportunity to



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*Remarks from the Chair and Related Questions, continued*

create an exciting vision for the south campus. The President expressed the opinion that the Board had been quite careful to open up the discussion more than had been the case previously.

In response to a question from Mr. Lougheed about Senate's role in the budgeting process, the President expressed frustration that the Vancouver sub-committee of the Council of Senates Budget Committee had not yet been established for the current term. He noted that appointments to the Council Budget Committee appeared for approval later on the meeting agenda, and was hopeful that consultation with that group could begin immediately.

### **From the Board of Governors**

Senate received for information confirmation that the following items approved by the Vancouver Senate had been subsequently approved by the Board of Governors as required under the *University Act*.

#### **Senate Meeting of November 12, 2008**

1. Curriculum Proposals from the Faculties of Commerce & Business Administration and Graduate Studies (Applied Science, Arts, Education, College for Interdisciplinary Studies).
2. The establishment of the BC Leadership Chair in Functional Cancer Imaging in the Faculty of Medicine.
3. New awards.

### **Financial Statements 2007/2008 and Budget Outlook**

The assembly recognized Mr. Ian Burgess, Associate Vice-President, Finance, to give an overview of the University's Financial Statements for the fiscal year ending March 31, 2008. Mr. Burgess introduced fellow guests Mr. Andrew Glynn and Ms. Allison See.

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*Financial Statements 2007/2008 and Budget Outlook, continued*

Mr. Burgess gave an overview of the financial highlights for fiscal 2008.

- Total revenue: \$1.54 billion (\$55 million less than the previous year)
- Assets: \$3.73 billion
- Liabilities: \$2.24 billion
- Credit ratings remained very strong -- the highest ratings available for universities.

**GENERAL PURPOSE OPERATING PROJECTION TO MARCH 31, 2009**

- 2008/09 budget was initially balanced
- Late government budget cuts created a deficit of \$10.8M (after program cuts)
- The current March 2009 improved projection is a deficit of \$4.7M-(\$6.1M difference)
- On a recurring basis the University projected a deficit of \$13.7M entering 2010/11 without further action, which would be taken if necessary.

**DISCUSSION**

Mr. Frederick stated that the University had received failing grades with respect to transparency about its investments and asked about plans to make information more readily available. Mr. Burgess stated that his office would be pleased to provide information about the University's investments to the Council of Senates Budget Committee upon request. The President added that one of the challenges was that some of the holdings were in aggregated funds and it was therefore difficult to determine the exact nature of the investments.

In response a question about UBC's financial position relative to other universities, Dr. Farrar stated that UBC was in comparatively good shape. He noted that the University of Toronto had allocated a four percent cut to its base budget for the second consecutive year and that there would be no spending from the endowment for the current year. McGill University was facing a budget cut in the range of 10 percent. He added that it remained important that UBC proceed very carefully.

## **DEFICIT ELIMINATION PLAN**

Dr. Farrar gave an overview of the University's plan to eliminate its structural deficit. Projected deficits of \$6.5 million were anticipated for both 2008/2009 and 2009/2010. The 2008/2009 budget would have been balanced had the government not decided to allocate a cut late in the cycle. The projected deficit for 2008/2009 was \$6.5 million. The budgetary deficit for 2009/10 was \$11.7 million. Because the University remained in discussions with the government about the budget, Dr. Farrar was optimistic that there would be no need to allocate budget cuts for 2009/2010.

## **ENDOWMENT UPDATE**

Dr. Farrar gave an overview of recent events affecting the University's endowment. He noted that the spend rate for the endowment was to be reviewed every three years in normal circumstances, and that such a review was already underway before the onset of recent problems in the financial markets. Even prior to the recent market crash, there had been a growing sense that a spend rate of five percent was not sustainable. Dr. Farrar predicted that it would be necessary to reduce the spend rate to approximately three percent, and acknowledged that this reduction would have serious implications for research chairs and for some student financial assistance accounts. He added that some endowments had been identified as "under water", i.e., having suffered capital erosion, and that it would be necessary to find ways to better preserve intergenerational equity.

## **DISCUSSION**

Mr. Frederick asked how the University could project tuition fee increases prior to undertaking meaningful consultation with students. Dr. Farrar stated that the two percent increase would likely be the University's recommendation to the Board of Governors, and expressed the opinion that two percent was a very reasonable increase. Dr. Farrar stated

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*Financial Statements 2007/2008 and Budget Outlook, continued*

that he was not familiar with the exact process for tuition fee consultations that was managed by the Vice-President, Students.

In response to a question from Dr. Vessey about the how some endowments came to be “under water,” the President explained that this was quite a localized issue affecting a relatively small number of endowments. Reporting mechanisms had improved significantly over the previous 1.5 years, making it easier to earlier identify such problems.

In response to a question from Ms. Silvester, the President stated that the Board would likely find it necessary to reevaluate a reduced spend rate each year. While it would likely be unwise to adjust the spend rate each year, the President expressed the opinion that an annual assessment would be prudent.

### **Academic Policy Committee**

Committee Chair Dr. Harrison presented the report.

### **STUDENT DEVELOPMENT -- ORIENTATION AND TRANSITION ACTIVITIES**

The Committee had circulated a proposal to extend the existing cancellation of classes in support of Imagine UBC to provide opportunities for more extensive orientation and

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*Academic Policy Committee, continued*

transition programming for students.

<i>Dr. Harrison</i>	}	<i>That on the Tuesday following Labour day of each Winter Session starting with 2009 Winter, all classes for students in – or offered by – the following programs be replaced by Imagine UBC, with the exception of those classes that start at or after 5:00 pm and meet only once per week:</i>
<i>Dr. Rucker</i>		

*Faculty of Arts - All undergraduate programs except the Bachelor of Social Work*

*Faculty of Commerce & Business Administration – Bachelor of Commerce*

*Faculty of Dentistry – Bachelor of Dental Science in Dental Hygiene*

*Faculty of Applied Science – Bachelor of Applied Science*

*Faculty of Forestry – All undergraduate programs*

*Faculty of Education – Bachelor of Human Kinetics*

*Faculty of Land & Food Systems – All undergraduate programs*

*Faculty of Science – All undergraduate programs.*

## **DISCUSSION**

Dr. Harrison spoke briefly to the proposal, noting that the Imagine UBC program had been operating successfully for many years despite logistical challenges related to the availability of people and space. The Committee had also been convinced that there were

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*Academic Policy Committee, continued*

groups of students transitioning to UBC whose needs were not being effectively met under the current arrangement.

In response to a question from Mr. Costeloe, Dr. Harrison stated that much of the desired programming for upper-year students had not yet been developed. If the proposal were to receive Senate approval, Student Development staff would begin working with Faculties as quickly as possible.

In response to a question about the seemingly divided Alma Mater Society executive opinion on the matter, the Chair recognized Mr. Chad Hyson, who stated that there had been some concern expressed about the impact on courses that were scheduled to meet only once per week. As these concerns had been expressed early in the consultation process, it was possible that some people had been reassured by later revisions to the proposal. Mr. Lougheed recalled that members of the AMS executive had also asked questions about how the proposal would affect pay for graduate student teaching assistants, as well as about how the University would allocate any resulting savings.

The assembly recognized Mr. Tristan Markle, Vice-President, Administration, Alma Mater Society. Mr. Markle stated that, while there were differing opinions on the proposal, there had been plenty of early consultation with students. He thanked Mr. Hyson for his efforts in this area.

Dr. Yaworsky spoke in support of the motion. He asked how the list of participating Faculties and programs had come to be. Dr. Harrison noted that the list comprised primarily direct entry and college transfer programs. Other programs, such as law, medicine, and dentistry, had developed their own orientation traditions.

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*Academic Policy Committee, continued*

Mr. McLean spoke in support of the proposal because of its focus on student engagement. He was hopeful that this was part of a continuing endeavour to help students become part of a community.

Mr. Lougheed suggested that transition programs target students with families, as he perceived less of a feeling of community among that student group.

The motion was  
put and carried.

### **Admissions Committee**

Committee Chair Dr. Fielding presented the reports.

#### **CHANGES IN ADMISSION REQUIREMENTS: BACHELOR OF SCIENCE IN NURSING**

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on admission to the Bachelor of Science in Nursing, effective for the 2009 admission cycle and thereafter.</i>
<i>Dr. Sparks</i>		

Carried.

#### **CALENDAR CHANGES: BACHELOR OF SCIENCE**

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on admission and transfer to the Bachelor of Science program, effective for the 2009 admission cycle and thereafter.</i>
<i>Dr. Harrison</i>		

Carried.

*Admissions Committee, continued*

## CALENDAR CHANGES: BACHELOR OF SCIENCE IN FOOD, NUTRITION, AND HEALTH, DIETETICS MAJOR

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised Calendar entry on admission to the Bachelor of Science in Food, Nutrition, and Health, Dietetics Major, effective for the 2009 admission cycle and thereafter.</i>
<i>Dr. Plessis</i>		

Carried.

## EXTENSION OF REPORTING DEADLINE

Dr. Fielding recalled that, at the December 2007 meeting of Senate, the Committee had been directed to undertake a review of UBC's undergraduate admission policies with a view to determining their efficacy toward meeting the goals of *Trek 2010* and the *Academic Plan*. He gave an overview of the process that was underway within the Committee, and requested more time to complete it.

<i>Dr. Fielding</i>	}	<i>That the Senate Admissions Committee be permitted to report back at the April 2009 meeting of the Senate in lieu of the December 2008 meeting specified by the Senate.</i>
<i>Dr. Rucker</i>		

Carried.

## Curriculum Committee

*See also 'Appendix A: Curriculum Summary.'*

Committee Chair Dr. Marshall presented the report.

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculties of Applied Science, Commerce and Business Administration, Graduate Studies (College of Health Disciplines, College for Interdisciplinary Studies, and Education) and Science be approved.</i>
<i>Dr. McKee</i>		



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*Curriculum Committee, continued*

## DISCUSSION

Upon invitation from Dr. Marshall, Dr. McKee described the proposed new sub-specialization in Human-Computer Interaction as a new direction for graduate curriculum at UBC. He noted that while undergraduate students could choose from a range of majors and minors, graduate students had not previously had the opportunity to further specialize within their programs. The first new sub-specialization was interdisciplinary in nature and would be available to students in a number of programs. In response to a question from Ms. Aminoltejari, Dr. McKee stated that the new sub-specialization would be listed on the student transcript but not on the parchment.

The motion was  
put and carried.

## Joint Reports from the Curriculum Committee and the Admissions Committee

*See also 'Appendix A: Curriculum Summary.'*

Curriculum Committee Chair Dr. Marshall presented the reports.

### BACHELOR OF SCIENCE IN APPLIED BIOLOGY (B.SC. (APPLIED BIOLOGY))

<i>Dr. Marshall</i>	}	<i>That Senate approve the Bachelor of Science in Applied Biology (B.Sc. (Applied Biology)) program and its associated courses as set out in the attached report.</i>
<i>Dr. Hall</i>		

## DISCUSSION

Dean Isman gave a brief overview of the Faculty's reasons for developing the new program. He was confident that the program would be attractive to students and that the credential would be immediately recognizable. He noted that the Ministry of Advanced Education had expressed support for the degree name. The Faculty of Land and Food Sys-

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*Joint Reports from the Curriculum Committee and the Admissions Committee, continued*

tems had arranged partnerships with the Faculties of Science and Forestry to carry out the necessary teaching.

Mr. Costeloe expressed support for the new program, describing it as an integrated approach that would prepare students for real life.

The motion was  
put and carried.

#### MASTER OF FOOD AND RESOURCE ECONOMICS (M.F.R.E.)

<i>Dr. Marshall</i>	}	<i>That Senate approve the Master of Food and Resource Economics (M.F.R.E.) program and its associated courses as set out in the attached report.</i>
<i>Dr. McKee</i>		

#### **DISCUSSION**

Dean Isman noted that this new professional master's program had been modelled after the successful Master of Food Science. He suggested it would appeal to students world wide who were interested in working in industry or government who did not wish to undertake a research-intensive degree.

The motion was  
put and carried.

Dr. Marshall reminded Senate that the consent of the Board of Governors and the Minister of Advanced Education were necessary before the University could offer any new degree program.

#### **Nominating Committee**

Committee Chair Dr. Windsor-Liscombe presented the report.

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*Nominating Committee, continued*

## CURRICULUM COMMITTEE MEMBERSHIP

<i>Dr. Windsor- Liscombe Dr. Sparks</i>	}	<i>That the membership of the Vancouver Senate Curriculum Committee be adjusted to include the Chair of the Vancouver Senate Admissions Committee as an ex-officio, voting member of the Committee.</i>
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Carried.

## ACADEMIC BUILDING NEEDS QUORUM ADJUSTMENT

<i>Dr. Windsor- Liscombe Dr. Sparks</i>	}	<i>That the quorum for the Vancouver Senate Academic Building Needs Committee be reduced to five (5) voting members of the Committee.</i>
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## DISCUSSION

In response to a question from Mr. Lougheed about why the reduction was necessary, the assembly recognized Mr. Christopher Eaton, who stated that the membership of the Committee had been previously reduced without the corresponding reduction in quorum having been made.

The motion was  
put and carried.

## MEMBERSHIP OF THE STANDING COMMITTEES OF THE COUNCIL OF SENATES

The Committee had circulated recommendations to staff Council of Senates Committees One through Five, as well as the Council of Senates Elections Committee and the Council

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*Nominating Committee, continued*

of Senates Budget Committee.

<i>Dr. Windsor- Liscombe Dr. Rucker</i>	}	<i>That Senate approve the Standing Committee appointments as listed by the Nominating Committee</i>
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*and;*

*That these appointments be effective until  
the conclusion of this Senate (August 31,  
2011), except in the cases of Ms. Shaikh and  
Mr. Lougheed, whose appointments are  
until March 31, 2009, and are made with  
the understanding that should one of the  
above persons cease to be a member of the  
Senate, he or she will be replaced on the  
relevant Committee by Senate at its earliest  
convenience.*

## **DISCUSSION**

In response to question, the assembly recognized Ms. Lisa Collins, who replied that Council Committees would elect their respective chairs by and from their members.

Dr. Vessey referred to earlier comments by Dr. Windsor-Liscombe about an apparent lack of a “culture of service” within the UBC community. He noted that the proposed Council appointments would effectively coopt a large number of Senators, and suggested that the Senate look for ways to address the problem. President Toope agreed, stating that the theme of service recognition had been discussed at a recent meeting of Senate Committee Chairs. The President suggested that a Senate committee might look into this matter further, and indicated his intent to report back on this matter at the following meeting of Senate.

The motion was  
put and carried.

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*Nominating Committee, continued*

## ELECTION OF SENATORS TO THE COUNCIL OF SENATES

<i>Dr. Windsor- Liscombe Ms. Silvester</i>	}	<i>That Senate elect Dr. Ronald Yaworsky and Dr. Sally Thorne to the Council of Senates.</i>
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Carried.

## Tributes Committee

Committee Chair Dr. Thorne presented the report.

## CANDIDATES FOR EMERITUS/EMERITA STATUS

*See also 'Appendix B: Emeritus/Emerita Status.'*

The Committee had circulated a list of candidates for emeritus/emmerita status.

<i>Dr. Thorne Ms. Silvester</i>	}	<i>That the attached list of individuals for emerita or emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti be added to the roll of convocation.</i>
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## DISCUSSION

In response to a question from Dr. Anstee, Dr. Thorne explained the criteria for emeritus/emmerita status following an early termination agreement (ETA). While the Senate had adjusted its policy several times over the preceding years, the current criterion was that age at termination plus years of service needed to equal or exceed 70. The Committee had previously considered recommending a change to a merit-based system that would see only a certain percentage of people eligible for the status, but had not seen fit to recommend a change to the tradition that many people had come to expect. Dr. Thorne

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*Tributes Committee, continued*

expressed the opinion that the current policy was fair and appropriate. She added that, with the cessation of mandatory retirement, individuals who previously would have “retired” were now considered to have “resigned” from the University.

The motion was  
put and carried.

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

Dr. Farrar presented the report.

#### **NAME CHANGE: CENTRE FOR HIP HEALTH AND MOBILITY**

Dr. Farrar had circulated a recommendation to change the name of the Centre for Hip Health, which had been established by the Senate at its January 2007 meeting. The Faculty of Medicine Executive Committee had also approved the proposal.

<i>Dr. Farrar</i>	}	<i>That Senate approve the change of name from the Centre for Hip Health to the Centre for Hip Health and Mobility, effective December 18, 2008.</i>
<i>Dr. Young</i>		

Carried.

### **Other Business**

#### **NOTICE OF MOTION: STATUS OF THE UBC FARM**

Mr. Frederick indicated that, contrary to his stated intention at the November 2008 meeting, he did not wish to give notice of motion regarding the status of the UBC Farm.

### **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled to take place on Wednesday, January 21, 2009.

## **APPENDIX A: CURRICULUM SUMMARY**

### **Faculty of Applied Science**

#### **PROGRAM CHANGES**

Minor in Arts – new option

BASc Mining Engineering, 2nd year course list

#### **NEW COURSES**

EECE 498 (3)

EECE 499 (3)

MECH 368 (3)

MECH 433 (3)

MINE 224 (4)

MINE 291 (3)

MINE 292 (3)

### **College for Health Disciplines**

#### **NEW COURSE**

IHHS 409 (3) International Indigenous Experiences of Colonization

### **Graduate Courses and Programs**

#### **COLLEGE FOR INTERDISCIPLINARY STUDIES**

##### **PROGRAM ENTRIES**

Human-Computer Interaction Sub-specialization

Media and Graphics Interdisciplinary Centre, HCI entry

#### **FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION**

##### **NEW COURSE**

BA 501 (1.5) M.B.A. Core Capstone

##### **PROGRAM ENTRY**

Add BA 501 as requirement to M.B.A. program entries

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*Appendix A: Curriculum Summary, continued*

**FACULTY OF EDUCATION**

**NEW COURSE**

EPSE 684 (3) Item Response Theory

**FACULTY OF LAND AND FOOD SYSTEMS**

**NEW PROGRAM**

Master of Food and Resource Economics (M.F.R.E.)

**PROGRAM ENTRY**

New program entry for M.F.R.E. degree

**NEW COURSES**

AGEC 515 (3) Agribusiness Management

AGEC 547 (6) Graduating Project

**Faculty of Land and Food Systems**

**NEW PROGRAM**

Bachelor of Science in Applied Biology (new program)

**NEW COURSES**

APBI 210 (4)

APBI 235 (3)

APBI 318 (4)

APBI 324 (3)

APBI 397 (3)

APBI 398 (3)

APBI 422 (3)

APBI 440 (3)

LFS 400 (3)

**CHANGED COURSES**

Change course codes from AGSC to LFS for the following course numbers:

LFS 100 (1)

LFS 250 (6)

LFS 252 (3)

LFS 301 (3)



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*Appendix A: Curriculum Summary, continued*

LFS 302 (3/6) d  
LFS 350 (3)  
LFS 450 (3)  
LFS 490 (3)  
LFS 496 (3/6) d

Change course codes from AGRO to APBI for the following course numbers (those proposals marked with an asterisk also contain additional changes)

APBI 244 (4)  
APBI 260 (6)\*  
APBI 311 (3)  
APBI 312 (3)\*  
APBI 314 (3)  
APBI 315 (3)\*  
APBI 316 (3)  
APBI 322 (3)  
APBI 351 (4)\*  
APBI 326 (4)  
APBI 327 (3)  
APBI 328 (4)  
APBI 342 (3)  
APBI 360 (4)\*  
APBI 361 (3)\*  
APBI 401 (3)  
APBI 402 (3)  
APBI 403 (3)  
APBI 411 (3)\*  
APBI 414 (3)\*  
APBI 418 (3)\*  
APBI 419 (3)\*  
APBI 420 (3)  
APBI 421 (3)\*  
APBI 423 (3)  
APBI 426 (3)  
APBI 427 (3)\*  
APBI 428 (3)  
APBI 444 (3)  
APBI 460 (3)\*  
APBI 490 (3)\*  
APBI 495 (3)\*  
APBI 497 (2-6) d  
APBI 498 (3)  
APBI 499 (6)

---

*Appendix A: Curriculum Summary, continued*

Change course code from SOIL to LFS for the following course number:

APBI 200 (3)

**Faculty of Science**

**PROGRAM CHANGES**

Bachelor of Science > Geography: change program description and requirements

**NEW AND CHANGED COURSES**

BIOL 304 (3)

BIOL 306 (3)

BIOL 440 (3)

MRNE 402 (3-12) D

EOSC 118 (3)

EOSC 340 (3)

EOSC 372 (3)

EOSC 373 (3)

GEOG .. GEOB (various courses)

GEOB 270 (3)

GEOB 308 (3)

GEOB 370 (3)

GEOB 400 (3)

GEOB 405 (3)

GEOB 472 (3)

GEOB 479 (3)

GEOB 448 (3/4) C

GEOB 490 (3)

## **APPENDIX B: EMERITUS/EMERITA STATUS**

### **Retirements and Resignations June 30 to December 31, 2008**

Arlin, Marshall: Professor Emeritus of Educational and Counselling Psychology and Special Education

Brandak, George M.: General Librarian Emeritus

Carden, Guy: Associate Professor Emeritus of Linguistics

Clark, Don Christopher: Professor Emeritus of Oral Health Sciences

Donaldson, David: Professor Emeritus of Oral Biological and Medical Sciences

Egerton, George W.: Associate Professor Emeritus of History

Flick, Jane M.: Associate Professor Emerita of English

Good, Graham: Professor Emeritus of English

Gosline, John M.: Professor Emeritus of Zoology

Lamb, Charles W.: Assistant Professor Emeritus of Mathematics

Paterson, Douglas D.: Associate Professor Emeritus of Architecture and Landscape Architecture

Wallace, Michael D.: Professor Emeritus of Political Science

Wong, David: Clinical Professor Emeritus of Anesthesiology, Pharmacology and Therapeutics

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Agenda Committee  
c/o  
Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-2951 | Fax : (604) 822-5945  
Lisa.collins@ubc.ca

January 9, 2009

To: Vancouver Senate

From: Agenda Committee

Re: **A Culture of Service: Referral to the Nominating Committee**

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Senators will recall some discussion at the December 17, 2008 meeting of the Senate about the need to encourage a stronger “culture of service” at the University. Those Senators who are Chairs of Senate Committees will also recall this same issue having arisen at the December 2008 Chairs meeting.

In light of these discussions, the Agenda Committee makes the following recommendation:

*That Senate direct the Nominating Committee to:*

- *Consider ways to enhance the “culture of service” amongst members of the university community; and*
- *review ways in which service to the University is currently evaluated and recognized; and*
- *explore mechanisms by which faculty, students, and staff can be encouraged to actively participate in the governance of the University and its units; and*
- *report back on its deliberations by the May 2009 meeting of Senate.*

Respectfully submitted,

Mary Anne Bobinski  
Chair, Agenda Committee

# 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) 822-5945  
amandeep.breen@ubc.ca

January 9, 2009

To: Vancouver Senate

From: Admissions Committee

Re: **a) Changes in Admission Requirements – Doctor of Medicine (approval)**  
**b) Changes in Admission Requirements – Bachelor of Commerce and Bachelor of Arts (approval)**  
**c) Policy on Essential Skills and Abilities for Admission, Promotion and Graduation – Doctor of Medicine (approval)**

---

**a) Changes in Admission Requirements – Doctor of Medicine (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission to the Doctor of Medicine program, effective for the 2009/2010 admission cycle (for entry in September 2010).

***Motion:*** *That Senate approve the revised calendar entry on admission to the Doctor of Medicine program, effective for the 2009/2010 admission cycle and thereafter.*

**b) Changes in Admission Requirements – Bachelor of Commerce and Bachelor of Arts (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval for the current admission cycle a proposal for the substitution of Grade 11 grades in place of a required Grade 12 grade for the calculation of an admission average for out-of-province applicants to the Bachelor of Commerce and Bachelor of Arts programs. Students admitted on the basis of an admission average that incorporates Grade 11 grades are required to satisfy all published admission requirements for admission to the University in order to retain the offer of admission. The proposal allows for more timely offers of admission and the Admissions Committee will closely monitor the implementation of this policy change.

***Motion:*** *That Senate approve the proposed changes to admission requirements for out-of-province applicants to the Bachelor of Arts and Bachelor of Commerce programs, effective for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).*

**c) Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation – Doctor of Medicine (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the Faculty of Medicine policy on Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the Doctor of Medicine program. In order to successfully complete the MD program, students must demonstrate the skills and abilities as described in the attached policy. The Admissions Committee will submit the associated calendar entry for approval at the February 2009 meeting of Senate.

***Motion:*** *That Senate approve the policy on Essential Skills and Abilities (Technical Standards) for Admission, Promotion and Graduation in the Doctor of Medicine program.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee





## Calendar Change Proposal Form

<b>Faculty: Medicine</b> <b>Department: MD Undergraduate Admissions</b> <b>Effective Session: 2009/2010 Admission Cycle (for entry in Sept. 2010)</b> <b>Year for change: 2009</b>	<b>Date: December 5, 2008</b>  <b>Contact Person: Dr. M. Clifford Fabian</b> <b>Phone: 604.827.3303</b> <b>Email: mcfabian@medd.med.ubc.ca</b>
<b>URL from Web Calendar:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340">http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340</a>  <b>Proposed Calendar Entry:</b>  <b>Prerequisites</b>  <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). OAC courses are not considered to be at the university level. The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year for which admission is sought.</p> <p><b><u>The following prerequisite courses are required for entry into the Doctor of Medicine program: a full year (minimum of six credits) in English, Biology, General/Inorganic Chemistry, Organic Chemistry and Biochemistry. Specific course requirements are listed on the MD Undergraduate Admissions Website. [link]</u></b></p> <p><del>The following prerequisite courses are required for entry into the Doctor of Medicine program. UBC courses are listed; the equivalents from recognized post-secondary institution will be accepted. Applicants are strongly encouraged to consult the M.D. Undergraduate Admissions website for more details.</del></p> <ol style="list-style-type: none"> <li><del>English, <b>minimum</b> 6 credits. (Any two of ENGL 110, 111, 112, 120, 121. ENGL 112 is recommended.)</del></li> <li><del>Biology, minimum 6 credits. BIOL 111, 121 and 140L. If taken prior to September 2000, please consult the Faculty website.</del></li> <li><del><b>General/Inorganic Chemistry, minimum 6 credits. (CHEM 121 and 123) or (CHEM 111 and 113).</b></del></li> <li><del>Organic Chemistry, <b>minimum 6 credits</b> (CHEM 203 and 204) OR CHEM (205, 233 and 235).</del></li> <li><del>Biochemistry, <b>minimum</b> 6 credits. BIOC 300 or 303 preferred. BIOL 201 and</del></li> </ol>	<b>URL from Web Calendar:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340">http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340</a>  <b>Present Calendar Entry:</b>  <b>Prerequisites</b>  <p>Candidates for admission must have completed a minimum of three full years of university-level study (90 credits). OAC courses are not considered to be at the university level. The required university-level prerequisite courses (or their equivalents) must be completed by April 30 of the year for which admission is sought.</p> <p>The following prerequisite courses are required for entry into the Doctor of Medicine program. UBC courses are listed; the equivalents from recognized post-secondary institution will be accepted. Applicants are strongly encouraged to consult the M.D. Undergraduate Admissions <a href="#">website</a> for more details.</p> <ol style="list-style-type: none"> <li>English, 6 credits. (Any two of ENGL 110, 111, 112, 120, 121. ENGL 112 is recommended.)</li> <li>Biology, minimum 6 credits. BIOL 111, 121 and 140L. If taken prior to September 2000, please consult the Faculty website.</li> <li>Inorganic Chemistry, minimum 6 credits. (CHEM 121 and 123) or (CHEM 111 and 113).</li> <li>Organic Chemistry, 6 credits (CHEM 203 and 204) OR CHEM (205, 233 and 235).</li> <li>Biochemistry, 6 credits. BIOC 300 or 303 preferred. BIOL 201 and BIOC 302 for UBC students only.</li> </ol> <p>Students completing <a href="#">Science One</a> at UBC meet the first-year Biology and Chemistry requirements. Courses in behavioural sciences, biometrics and statistics, and physics are recommended, but not required.</p>



## THE UNIVERSITY OF BRITISH COLUMBIA

~~BIOC 302 for UBC students only.~~

Students completing [Science One](#) at UBC meet the first-year Biology and Chemistry requirements. Courses in behavioural sciences, biometrics and statistics, and physics are recommended, but not required.

### Medical College Admission Test

All applicants must take the Medical College Admissions Test (MCAT) and request that their results be released to UBC. Information and online registration are available on the MCAT [website](#).

Please note: UBC is not a part of the American Medical College Application Service (AMCAS). You must therefore specify that you would like us to receive your results by providing the UBC code (260). This can only be done **after** your results have been sent to you using MCAT's online "THx system." Applicants are strongly encouraged to use the menu option on the THx System called "Review the status of my THx requests" to confirm that results have been successfully released to UBC. **This is not done automatically.**

### Required Academic Standards

Applications for admission will be considered from candidates who will have completed all prerequisite courses prior to April 30 of the year for which admission is sought, have taken the MCAT, and who have attained a minimum overall academic average of 70% (GPA of 2.8/4.0) based on all university-level courses attempted. **There is an overall academic average threshold below which full file review might not be performed. [link] Statistics clearly indicate that BC residents with OGPA's of less than 75% and Out of Province applicants with less than 80% are seldom, if ever, invited for an interview. As such, applicants below these OGPA's most likely will not receive full file reviews. A full file review normally consists of a full academic evaluation, a non-academic evaluation and where appropriate, a rural/remote suitability evaluation.** Official transcripts showing proof of registration for outstanding prerequisite courses must be received by the application deadline. **All supporting documentation (including transcripts, citizenship documentation, AP/IB transcripts, high school transcripts, etc.) that arrive in the Admissions Office after the posted application deadline will**

### Medical College Admission Test

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Applicants who have completed university-level courses ten years or more prior to the date of application may apply in writing to have these grades excluded from the calculation of their overall average. If grades are waived, all coursework of that year and prior would be excluded from consideration (e.g., prerequisite courses taken during the excluded period will not be considered). Applicants must still have





## THE UNIVERSITY OF BRITISH COLUMBIA

### **not be accepted and will result in the application being rendered ineligible.**

Applicants who have completed university-level courses ten years or more prior to the date of application may apply in writing to have these grades excluded from the calculation of their overall average. If grades are waived, all coursework of that year and prior would be excluded from consideration (e.g., prerequisite courses taken during the excluded period will not be considered). Applicants must still have completed at least 90 credits after exclusion of early coursework has been applied, and ensure the required prerequisite courses have been fulfilled.

Persons who have been required to withdraw from another medical school for academic reasons are **not** eligible to apply.

### **Selection Process**

The entering class for this coming September is limited to 256 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria:

1. Academic criteria ~~at the time of application, including:~~

#### **Three academic evaluations are calculated:**

- a. overall academic ~~record~~ **average**, based on ~~the average of all university-level courses attempted~~ **(including summer courses and graduate courses with grades, if applicable)**; ~~Consideration is given to performance in courses at senior undergraduate and graduate levels, and to trends in grades from year to year~~
- b. most recent 60 credits average **(note: the number of credits used may vary for some applicants)**;
- c. prerequisite average, ~~based on the average of the prerequisites at the time of application~~
- d. MCAT scores

2. ~~Non-academic criteria, including: motivation, maturity, integrity,~~

completed at least 90 credits after exclusion of early coursework has been applied, and ensure the required prerequisite courses have been fulfilled.

Persons who have been required to withdraw from another medical school for academic reasons are **not** eligible to apply.

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  - b. most recent 60 credits average
  - c. prerequisite average, based on the average of the prerequisites at the time of application
  - d. MCAT scores
2. Non-academic criteria, including: motivation, maturity, integrity, emotional stability, realistic self-appraisal, social concern and responsibility, reliability, creativity, scientific and intellectual curiosity, attitude toward continuing learning, problem solving and decision-making aptitude, ability to communicate verbally and in writing, leadership potential, capacity to understand and co-operate with others concern for human welfare. Evaluation of these non-academic criteria is based on:



## THE UNIVERSITY OF BRITISH COLUMBIA

emotional stability, realistic self-appraisal, social concern and responsibility, reliability, creativity, scientific and intellectual curiosity, attitude toward continuing learning, problem-solving and decision-making aptitude, ability to communicate verbally and in writing, leadership potential, capacity to understand and co-operate with others, concern for human welfare. Evaluation of these non-academic criteria is based on:

**The evaluation of non-academic criteria is based on the following:**

- a. a non-academic autobiographical essay submitted by the applicant
- b. additional essay by Aboriginal (First Nations, Métis, or Inuit) candidate, if applicable
- c. a list of extracurricular activities prepared by the applicant
- d. a report of non-academic experiences and a rural interest statement
- e. three references, when requested,
- f. multiple mini-interview, if granted
- g. rural/remote suitability

**Please refer to the website (link = [http://www.med.ubc.ca/education/md\\_undergraduate/MD\\_Undergraduate\\_Admissions/Evaluation\\_Criteria.htm](http://www.med.ubc.ca/education/md_undergraduate/MD_Undergraduate_Admissions/Evaluation_Criteria.htm)for additional information.)**

The interview is a critical component of the admission process. The interview process ~~will~~ follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates ~~will likely be~~ **usually are** scheduled for the ~~end~~ **middle** of February and the beginning of March.

The selection of candidates for admission to the UBC Faculty of Medicine undergraduate distributed **MD undergraduate** program is governed by guidelines established by the **Admissions Policy Committee and approved by the** Senate of UBC, ~~and is the responsibility of the Faculty of Medicine Admissions Selection Committee and the Associate Dean, Admissions.~~ The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC Faculty of Medicine undergraduate distributed **MD undergraduate** program. The process is designed to choose

- a. a non-academic autobiographical essay submitted by the applicant
- b. additional essay by Aboriginal (First Nations, Métis, or Inuit) candidate, if applicable
- c. a list of extracurricular activities prepared by the applicant
- d. a report of non-academic experiences and a rural interest statement
- e. three references, when requested,
- f. multiple mini-interview, if granted
- g. rural/remote suitability

The interview is a critical component of the admission process. The interview process will follow the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates will likely be scheduled for the end of February and the beginning of March.

The selection of candidates for admission to the UBC Faculty of Medicine undergraduate distributed program is governed by guidelines established by the Senate of UBC, and is the responsibility of the Faculty of Medicine Admissions Selection Committee and the Associate Dean, Admissions. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC Faculty of Medicine undergraduate distributed program. The process is designed to choose well-rounded students who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. Similarly, selection processes of other Canadian medical schools reflect their own individual values, and are designed to select candidates who would most likely be successful in their respective programs.



## THE UNIVERSITY OF BRITISH COLUMBIA

well-rounded students **from a variety of backgrounds** who meet the goals of the expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. ~~Similarly, selection processes of other Canadian medical schools reflect their own individual values, and are designed to select candidates who would most likely be successful in their respective programs.~~

The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, **sexual orientation**, marital, or economic status. ~~The selection of candidates is made by consensus of the Admissions Selection Committee. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. Preference is given to residents of British Columbia. A maximum of twelve positions may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help determine their suitability for the Northern Medical Program, education in the North. This information is used in the overall admissions process. With other non-academic criteria, references, interview scores and academic criteria, this information aids the Northern Medical Program (NMP) Admissions Subcommittee in recommending admission of students felt to be appropriate for having their M.D. Undergraduate education at the NMP.~~

### **UBC Faculty of Medicine Undergraduate Distributed Program**

The UBC Faculty of Medicine offers a distributed program involving 256 students at geographically separated campuses. Thirty-two students will be in the Northern Medical Program located at the University of Northern British Columbia and another 32 will be in the Island Medical Program located at the University of Victoria. The remaining 192 students will be located at UBC.

### **Application Procedure**

Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from June until the application deadline. Applications can be found at the M.D. Undergraduate Admissions [website](#). All inquiries should be addressed to MD

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### **Application Procedure**

Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from June until the application deadline. Applications can be found at the M.D. Undergraduate Admissions [website](#). All inquiries should be addressed to MD Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a program of studies must be received by June 15 of the year for which admission is sought.

All British Columbia residents are required to pay an application fee of CAD \$105.00; out-of-province applicants are required to pay CAD \$155.00. An additional evaluation fee of CAD



Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a program of studies must be received by June 15 of the year for which admission is sought.

All British Columbia residents are required to pay an application fee of CAD \$105.00; out-of-province applicants are required to pay CAD \$155.00. An additional evaluation fee of CAD \$30.00 is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition. **All application fees are under review.**

The Faculty of Medicine will interview a sub-set of approximately ~~650~~ **660** applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled at the end of February and beginning of March. UBC has adopted the Multiple Mini-Interview which exposes an applicant to between 10 and 12 interviewers and requires that he/she deal with a carefully pre-selected scenario/situation in ~~8~~ **7** minutes. The interviewers consist of a combination of academic, clinical, community representatives and **UBC** 3rd or 4th year medical students, representing diverse geographic areas of BC. After the interview, and after receiving further information about the three sites, applicants will determine where they would prefer to study. This information will be confidential until after admissions decisions are made. Please refer to the M.D. Undergraduate Admissions [website](#).

Notification will be issued to all applicants starting in mid-~~to late~~ May. Successful applicants are offered a position in the Faculty of Medicine **to a specific site.**

#### **Aboriginal Applicants**

The UBC Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty of Medicine has a target of 5% of the annual complement of funded seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission

\$30.00 is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition.

The Faculty of Medicine will interview a sub-set of approximately 650 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled at the end of February and beginning of March. UBC has adopted the Multiple Mini-Interview which exposes an applicant to between 10 and 12 interviewers and requires that he/she deal with a carefully pre-selected scenario/situation in 8 minutes. The interviewers consist of a combination of academic, clinical, community representatives and 3rd or 4th year medical students, representing diverse geographic areas of BC. After the interview, and after receiving further information about the three sites, applicants will determine where they would prefer to study. This information will be confidential until after admissions decisions are made. Please refer to the M.D. Undergraduate Admissions [website](#).

Notification will be issued to all applicants starting in mid- to late May. Successful applicants are offered a position in the Faculty of Medicine.

#### **Aboriginal Applicants**

The UBC Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty of Medicine has a target of 5% of the annual complement of funded seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular admission process. If you wish to apply as an Aboriginal applicant, you will be required to write an additional essay that will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. Please contact the Aboriginal Programs Coordinator in



stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular admission process. If you wish to apply as an Aboriginal applicant, you will be required to write an additional essay, **submit two letters of support (academic and community) as well as proof of ancestry** that will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. **If you have questions, please** Please contact the Aboriginal Programs Coordinator in the Faculty of Medicine at 604-822-3236 or [email](#) for further information.

#### Post-Acceptance Requirements

Upon receipt of an official letter of offer, each successful applicant must send a deposit of ~~CAD\$300.00~~ **\$500.00** payable to the University of British Columbia by the date specified therein. The deposit is non-refundable but will be applied to tuition fees if the student attends the Doctor of Medicine program in the academic session specified.

Upon acceptance, each applicant must submit to the Student Health Service evidence of immunizations (Tetanus/Diphtheria-Toxoid, Polio, MMR) and a negative TB skin test (if the skin test is positive, a chest x-ray is required).

Undergraduate medical students without immunity to Hepatitis B are at risk for infection. Students who are Hepatitis B antigen positive may pose a risk of passing infection to others. All students are strongly encouraged to know their serological status for Hepatitis B prior to applying to the undergraduate program of the Faculty of Medicine. Students are advised that undergraduate medical students who test positive for Hepatitis B antigen may face certain restrictions in the course of their medical training and may be constrained in their ability to practice.

All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they demonstrate that they are Hepatitis B surface antigen positive. Sero-conversion will be tested in all medical students, either upon entry if they have received prior vaccination, or upon completion of a vaccination series.

Undergraduate medical students who continue

the Faculty of Medicine at 604-822-3236 or [email](#) for further information.

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Undergraduate medical students who continue to fail to sero-convert will be tested for the presence of Hepatitis B antigen by the Student Health Service. Students who demonstrate Hepatitis B infectivity may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.



## THE UNIVERSITY OF BRITISH COLUMBIA

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The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of BC. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an M.D. degree will be accepted or recognized by this or any other licensing body.

Counselling resources are available to any undergraduate medical student identified as Hepatitis B positive.

### **Applicants with Disabilities**

Applicants to the Faculty with disabilities will be considered in accordance with UBC's policy on Academic Accommodation for Students with Disabilities. This policy does not eliminate the need for evaluation or the need to meet essential learning outcomes. Students seeking academic accommodation due to disability must:

- provide the necessary documentation to the Disability Resource Centre (the University does not provide or assume the cost of diagnostic services), and
- bring the request for academic accommodation or for changes in accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations.

Students with disabilities are encouraged to pursue their studies as long as their continued involvement does not pose a health or safety hazard to themselves or others, and as long as they are able to meet the core requirements for a medical degree. The Faculty of Medicine will make every reasonable effort to ensure that any modified course of training will meet professional licensing requirements. However, licensing requirements and decisions are within the sole jurisdiction of the College of Physicians and Surgeons of British Columbia. Similarly, access to the full-range of post-graduate training may be limited for students with

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For more information please contact the UBC Disability Resource Centre at 604-822-5844 or visit the [website](#).

### **Reapplications**

Unsuccessful applicants may reapply in subsequent years without prejudice, although candidates who are repeatedly unsuccessful are





disabilities.

For more information please contact the UBC Disability Resource Centre at 604-822-5844 or visit the [website](#).

### Reapplications

Unsuccessful applicants may reapply in subsequent years without prejudice, although candidates who are repeatedly unsuccessful are encouraged to explore other career options. Applications are made available again the following June.

### Admission of Students by Transfer

Transfer students may be accepted to the third year of the Doctor of Medicine program only if vacancies exist in that class. Transfers are generally not possible in any other year.

In order to be eligible, students requesting transfer must be in good standing in a Canadian or US medical school accredited by the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education.

The application deadline for transfer students is January 31. Applicants must submit an outline of their University curriculum, application fees (see above), a letter indicating their reasons for wishing to transfer, and a letter from the dean (or designate) of the medical school which they currently attend. Interviews may be required.

Requests for partial year transfers will not be considered.

### Applications from Current Graduate Students

Admission of graduate students into the Faculty of **Medicine** will be made through the existing selection procedures as outlined above. Such students must complete all portions of the program in which they are registered, including the **successful defense and submission of approved thesis in final form to the Faculty of Graduate Studies by July 1 prior to admission to the Faculty of Medicine. Graduate students in non-thesis based programs must complete all required courses, projects, exams, practica etc. and have all grades submitted by this deadline.**

Deferrals will NOT be granted to allow an applicant to complete their graduate program.

**Graduate students who are invited for an**

encouraged to explore other career options. Applications are made available again the following June.

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**interview will be required to submit a letter from their thesis supervisor, or program/department head confirming that the applicant is on track to complete all program requirements by the July 1 deadline. If the supervisor is unable to confirm that the applicant will likely finish by this date on the Graduate Student Report form, the interview offer will be rescinded.**

For further information on the admission of graduate students, please refer to the M.D. Undergraduate Admissions (link = [http://www.med.ubc.ca/education/md\\_ugrad/M D\\_Undergraduate\\_Admissions/Graduate\\_Students.htm](http://www.med.ubc.ca/education/md_ugrad/M D_Undergraduate_Admissions/Graduate_Students.htm)).

#### **Deferred Entry**

Requests for deferred entry will be considered only from students who have completed a first degree, and then only in exceptional circumstances.

**Note:** Deferral requests must be made **only after an offer of admission has been made.**

#### **Registration**

The Faculty's academic year normally begins late in August for first, second and third years. The academic term for fourth year begins early in September.

Students in each year of the medical program will be notified of registration procedures.

No student will be allowed to register after the first day of instruction in the term, nor will they be admitted to any class after its first session, except by permission of the Dean.

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Requests for deferred entry will be considered only from students who have completed a first degree, and then only in exceptional circumstances.

**Note:** Deferral requests must be made **at the time of application.**

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The Faculty's academic year normally begins late in August for first, second and third years. The academic term for fourth year begins early in September.

Students in each year of the medical program will be notified of registration procedures.

No student will be allowed to register after the first day of instruction in the term, nor will they be admitted to any class after its first session, except by permission of the Dean.





# THE UNIVERSITY OF BRITISH COLUMBIA

## MEMORANDUM

**Date:** December 5, 2008

**To:** Senate Admissions Committee

**From:** Dale Griffin  
Senior Associate Dean, Academic  
Sauder School of Business

Janet Giltrow,  
Associate Dean (Students),  
Faculty of Arts

A handwritten signature in black ink, appearing to be 'Dale Griffin', written over a light blue circular stamp.

**Subject:** Substitution of Grade 11 Grades for Timely Admission Evaluations

In order to identify top applicants in a timely fashion and provide them with offers of admission early enough to yield them for our programs, the Sauder School of Business and the Faculty of Arts propose a pilot project to permit the Undergraduate Admissions Office to incorporate a Grade 11 grade into an admission average in place of a required Grade 12 grade for applicants to our Bachelor of Arts and Bachelor of Commerce programs.

The substitution of Grade 11 for Grade 12 grades would occur only if the following conditions were in place:

- 1) the applicant is a secondary school applicant from outside of British Columbia (a process is already in place to collect verifiable grades for this group in sufficient time to make offers);
- 2) the applicant has all of the required courses either in progress or completed;
- 3) one or more of the approved or required Grade 12 courses does not yet have a grade; and
- 4) a grade in a comparable Grade 11 course (in the same subject area) is available to substitute into the calculation of the admission average.

This practice would allow for earlier calculation of admission averages by staff in the Undergraduate Admissions Office and will help to facilitate deadline-driven admission decisions (getting an offer to an applicant by the date when they need it) for a larger proportion of our applicants, rather than waiting for applicants with Grade 12 courses in progress to submit grades in May or June.

For future tracking and analysis purposes, we propose that a code be used by Undergraduate Admissions to identify admission averages that incorporate one or more Grade 11 grades.

Any students admitted based on an admission average that incorporates a Grade 11 grade would still have to satisfy all published admission requirements to the university and for our programs in order to retain their offer. Final transcripts would continue to be checked for completion of all required courses, graduation, and a final admission average that meets the published university minimum for admission.

It is our hope that this change in the procedure for early admission evaluations will be viewed as a progressive move that aligns with the "Principles of Effective Undergraduate Admission" and that it will be endorsed by the Senate Admissions Committee for implementation as a pilot in the current admission cycle.



Approved by Faculty Executive November 20, 2007

**University of British Columbia  
Faculty of Medicine**

**Essential Skills and Abilities (Technical Standards)  
For Admission, Promotion and Graduation in the MD Program**

The Faculty of Medicine at the University of British Columbia is responsible to society to provide a program of study so that graduates have the knowledge, skills, professional behaviours, and attitudes necessary to enter the supervised practice of medicine in Canada. Graduates must be able to diagnose and manage health problems, and provide comprehensive, compassionate care to their patients. For this reason, students in the MD program must possess the skills necessary to interview, examine, and counsel patients, and competently complete certain technical procedures in a reasonable time, all the while ensuring patient safety.

In addition to obtaining an MD degree, and completing an accredited residency training program, an individual must pass the licensure examinations of the Medical Council of Canada (MCC) in order to practice medicine. Prospective candidates should be aware that cognitive, physical examination, management skills, communication skills, and professional behaviours are all evaluated in timed simulations of patient encounters.

All students must have the required skills and abilities as described in the following section on Technical Standards. All individuals are expected to review this document to assess their ability to meet these standards. This policy does not preclude individuals with disabilities. Students who anticipate requiring disability-related accommodation are responsible for notifying the medical school.

Because of the comprehensive, additive and integrative nature of the curriculum, students are expected to complete the MD degree within four years. Students with a disability may be granted an extension of time within which to complete the MD program. These requests are considered on a case-by-case basis.

**Technical Standards for Students in the MD Program**

A candidate for the MD degree must demonstrate the following abilities:

**Observation:**

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

**Communication:**

A student must be able to communicate with and observe patients in order to effectively and efficiently elicit information, describe mood, activity and posture and perceive non-verbal communication. A student must be able to communicate effectively and sensitively with patients, families and any member of the health care team. A student must also be able to summarize coherently a patient's condition and management plan.

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

**Motor:**

A student must demonstrate the ability to safely perform a physical examination on a patient, including palpation, auscultation and percussion. The examination must be done in a timely fashion. A student must be able to use common diagnostic aids or instruments either directly or in an adaptive form (e.g. sphygmomanometer, stethoscope, otoscope and ophthalmoscope). A student must be able to provide general and emergency medical care to patients.

**Intellectual-Conceptual, Integrative and Quantitative Abilities:**

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

**Behavioural and Social Attributes:**

A student must consistently demonstrate the emotional health required for full utilization of her/his intellectual abilities. The application of good judgment and the prompt completion of all responsibilities attendant to the diagnosis and care of patients is necessary. The development of mature, sensitive and effective relationships with patients, families and other members of the health care team are also required. The student must be able to tolerate the physical, emotional, and mental demands of the program and function effectively under stress. Adaptability to changing environments and the ability to function in the face of uncertainties that are inherent in the care of patients are both necessary. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that physicians must demonstrate and are expected qualities of students.

**Students with Disabilities**

UBC's Faculty of Medicine is committed to diversity, and recognizes its moral and legal duty to provide academic accommodation. In furtherance of this commitment, the Faculty diligently seeks to ensure equal access by students with disabilities to the MD program, and supports their academic success throughout the years of study. Additionally, the Faculty recognizes the potential structural, systemic and attitudinal barriers that students with disabilities might face, and endeavors to address these if and when they arise, in accordance with UBC policies<sup>1</sup>, the BC Human Rights Code and the Canadian Charter of Rights and Freedoms.

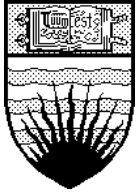
The Faculty of Medicine is committed to facilitating the integration of students with disabilities into the University community. Each student with a disability is entitled to accommodation in accordance with the current human rights legislation that will assist her or him to meet the standards. Accommodations will be made to facilitate a student's progress. However, such accommodation cannot compromise patient safety and well-being. Accommodation may require members of the University community to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining the academic and technical standards.

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

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<sup>1</sup> Namely, UBC's Policy on Discrimination and Harassment, Policy #3; and Academic Accommodation for Students with Disabilities, Policy #73.

# THE UNIVERSITY OF BRITISH COLUMBIA



January 8, 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: a) January Curriculum Proposals (**approval**)  
b) Certificate in Executive Business Leadership (**information**)

- 
- a) 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 and Arts be approved.*

- b) The Senate Curriculum Committee has approved a new Certificate in Executive Business Leadership as submitted by the Faculty of Commerce and Business Administration. The details of the approved Certificate are attached for your information.

Respectfully submitted,

Peter Marshall, Chair  
Senate Curriculum Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee  
c/o

**Enrolment Services | Senate & Curriculum Services**  
Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1  
ginette.vallee@ubc.ca | PH 604-822-0140 | FX 604-822-5945

8 January 2009

To: Senate

From: Senate Curriculum Committee

RE: Applied Science > M.Eng. > Biomedical Engineering > name change from  
Clinical Engineering to Biomedical Engineering

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Attached please find the name change from Clinical Engineering to Biomedical Engineering proposal from the Faculty of Applied Science for your consideration.

Faculty of Applied Science:

Engineering Curriculum Report ~ Category 1 ~ Fall 2008

**Category (1)**

Faculty: Applied Science Department: Dean's Office Faculty Approval Date: November 6, 2008 Effective Date: September 2009	Date: October 31, 2008 Contact Person: Deb Feduik Phone: 822-8386 Email: deb.feduik@ubc.ca
<p><b>Proposed Calendar Entry:</b></p> <p><b>Program Areas:</b></p> <p>Chemical and Biological Engineering  <a href="http://www.chml.ubc.ca">www.chml.ubc.ca</a></p> <p>Civil Engineering  <a href="http://www.civil.ubc.ca">www.civil.ubc.ca</a></p> <p><b>Biomedical</b> Engineering  <a href="http://www.bme.ubc.ca">www.bme.ubc.ca</a></p> <p>Electrical and Computer Engineering  <a href="http://www.ece.ubc.ca">www.ece.ubc.ca</a></p> <p>Geological Engineering  <a href="http://www.eos.ubc.ca">www.eos.ubc.ca</a></p> <p>Materials Engineering  <a href="http://www.mtrl.ubc.ca">www.mtrl.ubc.ca</a></p> <p>Mechanical Engineering  <a href="http://www.mech.ubc.ca">www.mech.ubc.ca</a></p> <p>Mechatronics Design  <a href="http://www.mech.ubc.ca">www.mech.ubc.ca</a></p> <p>Mining Engineering  <a href="http://www.mining.ubc.ca">www.mining.ubc.ca</a></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,838,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,838,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Areas:</b></p> <p>Chemical and Biological Engineering  <a href="http://www.chml.ubc.ca">www.chml.ubc.ca</a></p> <p>Civil Engineering  <a href="http://www.civil.ubc.ca">www.civil.ubc.ca</a></p> <p><del>Clinical</del> Engineering  <a href="http://www.bme.ubc.ca">www.bme.ubc.ca</a></p> <p>Electrical and Computer Engineering  <a href="http://www.ece.ubc.ca">www.ece.ubc.ca</a></p> <p>Geological Engineering  <a href="http://www.eos.ubc.ca">www.eos.ubc.ca</a></p> <p>Materials Engineering  <a href="http://www.mtrl.ubc.ca">www.mtrl.ubc.ca</a></p> <p>Mechanical Engineering  <a href="http://www.mech.ubc.ca">www.mech.ubc.ca</a></p> <p>Mechatronics Design  <a href="http://www.mech.ubc.ca">www.mech.ubc.ca</a></p> <p>Mining Engineering  <a href="http://www.mining.ubc.ca">www.mining.ubc.ca</a></p> <p><b>Type of Action:</b> Change name of degree specialization from Clinical Engineering to Biomedical Engineering and assigning of the specialization code BMEG already used for the MASc and PhD programs.</p> <p><b>Rationale:</b> This is to put the Master of Engineering specialization in line with the research degrees in Biomedical Engineering. It recognizes the graduate-level training received</p>

Faculty of Applied Science:

Engineering Curriculum Report ~ Category 1 ~ Fall 2008

	<p>in the area of Biomedical Engineering. There is no change in the curriculum or admissions. The current Master of Engineering in Clinical Engineering was established in 1980 for the training of engineers in the field of hospital-based biomedical engineering work. The field of Biomedical Engineering has since broadened significantly and become a recognized discipline by the Association of Professional Engineers and Geoscientists of Bc and The Canadian Council of Professional Engineers. The Faculty of Applied Science established graduate Biomedical Engineering programs offering MASc and PhD degrees. The MEng in Clinical Engineering and MASc/PhD programs follow the same core course requirements. The only exception with the MEng is that it has more technical electives in Biomedical Engineering.</p> <p><b>Category 1</b> <b>Document ID#: APSC 006</b></p>
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# THE UNIVERSITY OF BRITISH COLUMBIA



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

8 January 2009

To: Senate

From: Senate Curriculum Committee

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

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Attached please find the submitted category 1 undergraduate curriculum proposal from the Faculty of Arts for your consideration.

i) The following **program changes**:

B.A. > CNEERS > Honours in Archaeology and History of Greece, Rome, and the Near East  
B.A. > CNEERS > Honours in Classical Studies  
B.A. > CNEERS > Honours in Myth and Literature in Greece, Rome and the Near East  
B.A. > CNEERS > Major in Archaeology and History of Greece, Rome, and the Near East  
B.A. > CNEERS > Major in Classical Studies  
B.A. > CNEERS > Major in Myth and Literature in Greece, Rome and the Near East  
B.A. > CNEERS > Minor in Archaeology and History of Greece, Rome and the Near East  
B.A. > CNEERS > Minor in Classical Studies  
B.A. > CNEERS > Minor in Myth and Literature in Greece, Rome and the Near East  
B.A. > Geography > Program entry for Biogeosciences; description of Major  
B.A. > Geography > Honours in Geography  
B.A. > Geography > Minor in Geography  
B.A. > Geography > Major in Geography (Environment and Sustainability)  
B.A. > Geography > Major in Geography (Human Geography)  
B.A. > Psychology > Honours, Major, Minor

ii) The following **new and changed courses**:

ANTH 221 (3)	CLST 232 (3)	GEOG 439 (3)
ANTH 241 (3)	CLST 401 (3)	GEOG 469 (3)
ANTH 312 (3)	CLST 402 (3)	GEOG 489 (3)
ANTH 378 (3)	CLST 403 (3)	GEOG 499 (3)
ANTH 412 (3)	CLST 404 (3)	JRNL 100 (3/6) D
ANTH 478 (6)	CNRS 335 (3/6) D	PHIL 491 (3-6) D
ASIA 353 (3)	CRWR 301 (3/6) D	PSYC 207 (3)
ASIA 498 (3)	CRWR 405 (3/6) D	PSYC 208 (3)
CLST 105 (3)	CRWR 409 (3/6) D	PSYC 217 (3)
CLST 110 (3)	CRWR 410 (3/6) D	PSYC 218 (3)
CLST 111 (3)	GEOG 419 (3)	SOCI 435 (3/6) D
CLST 231 (3)	GEOG 429 (3)	



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty: Arts</b>  <b>Department: CNERs</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Honours in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours program requires an overall average of 76%, an average of at least 80% in program-related courses already taken, and the permission of the department. Students are required to maintain an 80% average in the program.</p> <p>First and Second Years</p> <p>Students take 12 credits chosen from CLST 110 (3), CLST 111 (3), CLST 204 (3), CLST 231 (3), CLST 232 (3), NEST 101 (3).</p> <p>Third and Fourth Years</p> <p>Students take 48 credits of third- and fourth-year courses.</p> <p>These must include 27 credits chosen as follows:</p> <ul style="list-style-type: none"> <li>• CLST 330 (6)</li> <li>• 6 credits of upper-level history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3)</li> <li>• NEST 302 (6)</li> <li>• at least 3 credits of a fourth-year</li> </ul>	<p><b>URL:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Honours in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours program requires an overall average of 76%, an average of at least 80% in program-related courses already taken, and the permission of the department. Students are required to maintain an 80% average in the program.</p> <p>First and Second Years</p> <p><del>Students take 12 credits of Classical Studies, and/or Latin, and/or Greek with at least a 68% average, and the permission of the Department. Students are encouraged to take courses in the ancient languages.</del></p> <p>Third and Fourth Years</p> <p><del>Students take 48 credits, which must include CLST 330, 331, NEST 302, and either CLST 449 or RELG 499. The remaining 24 credits may be chosen from CLST 306, 307, 308, 311, 312, 335, 351, 352, 353, 354, 355, 356, 360, 429, 430, 431; RELG 306, 314, 315, 340, 341, 407; NEST 301, 303, 304. GREK 200, LATN 200, or HEBR 405 may be used for up to 12 of</del></p>




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<p>seminar, chosen from CLST 401 (3), CLST 402 (3), CLST 403 (3), CLST 404 (3)</p> <ul style="list-style-type: none"> <li>• either CLST 449 (6), or RELG 499 (6)</li> </ul> <p>The remaining 21 credits may be chosen from any upper-level art and archaeology or history CLST courses, or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3), or from NEST 301 (3), 303 (3), 304 (3) or from CNRS 335 (3/6). HEBR 405 (6) or any GREK or LATN course numbered 301 or above may be used for any or all of these 21 credits.</p>	<p>these credits. <del>Either GREK 100 and GREK 200 or LATN 100 and LATN 200 may be counted as 12 of the 54 credits of upper-level Arts courses required for the Faculty of Arts B-A</del></p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. deletion of description of first and second years; replaced by specification of history and archaeology CLST and NEST courses</li> <li>2. in list of required upper-level courses:             <ol style="list-style-type: none"> <li>a) specification of number of required credits (and raised from former 24 to 27)</li> <li>b) deletion of CLST 331, replaced by 6 credits of upper-level CLST history courses</li> <li>c) addition of fourth-year seminar</li> <li>d) credit values added</li> </ol> </li> <li>3. in list of optional courses:             <ol style="list-style-type: none"> <li>a) alteration of number of optional credits</li> <li>b) deletion of specification of CLST courses allowed for optional credits, replaced by 'any upper-level art and archaeology or history CLST courses'</li> <li>c) addition of CNRS 335</li> <li>d) addition of upper-level GREK and LATN courses</li> <li>e) elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>f) credit values added</li> </ol> </li> </ol> <p><b>Rationale</b></p> <ol style="list-style-type: none"> <li>1. error in calendar (this is the old description of the honours entry criteria); replaced by first-and second-year requirements</li> <li>2.             <ol style="list-style-type: none"> <li>a) clarity (addition of seminar raises number by three credits)</li> <li>b) CLST 331 has been deleted;</li> </ol> </li> </ol>
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	<p>students still must choose 6 history credits, but now can choose 6 from any of the three-credit third-year history courses</p> <ul style="list-style-type: none"> <li>c) majors and honours students must now take at least one fourth-year research and intensive writing course</li> <li>d) clarity</li> </ul> <p>3.</p> <ul style="list-style-type: none"> <li>a) adjusted to change in number of required credits</li> <li>b) CLST 335, 351, 354, 429, 430, 431 have been deleted; CLST 335 has been renamed CNRS 335 (and added to list of optional courses), the others will be taught in fourth-year seminars</li> <li>c) replaces old CLST 335</li> <li>d) program includes classical history, study of classical languages is encouraged</li> <li>e) unnecessary and out of keeping with the language policies of other departments in the faculty</li> <li>f) clarity</li> </ul> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Honours in Classical Studies</p> <p>Students take 60 credits which normally include the courses listed below. Admissions into the Honours Program requires an overall average of 76%, an</p>	<p><b>URL:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Honours in Classical Studies </p>



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<p>average of at least 80% in program-related courses already taken and the permission of the Department. Students are required to maintain an 80% average in the program.</p> <p>First and Second Years</p> <p>Students take 12 credits of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p>Students take 48 credits of upper-level Classical Studies courses.</p> <p>These must include 27 credits chosen as follows:</p> <ul style="list-style-type: none"> <li>• 6 credits from CLST 330 (6)</li> <li>• 6 credits of third-year literature courses, chosen from CLST 313 (3), 314 (3), 317 (3), 318 (3)</li> <li>• 6 credits of third-year history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3)</li> <li>• at least 3 credits of a fourth-year seminar, chosen from CLST 401 (3), CLST 402 (3), CLST 403 (3), CLST 404 (3)</li> <li>• CLST 449 (6)</li> </ul> <p>The remaining 21 credits may be chosen from any CLST course numbered 300 and above (with the exception of CLST 301, which may not be used for credit in Honours Classical Studies). CLST 333 (3), 334 (3) are highly recommended. NEST 301 (3), 302 (6), 303 (3) and 304 (3), CNRS 316 (6), CNRS 335 (3/6), and CNRS 370 (3), and PHIL 310 (3) and 311 (3) may be substituted for up to 12 of these optional 21 credits. GREK or LATN courses numbered 301 or above may be substituted for up to 15 of these optional</p>	<p>Students take 60 credits which normally include the courses listed below. Admissions into the Honours Program requires an overall average of 76%, an average of at least 80% in program-related courses already taken and the permission of the Department. Students are required to maintain an 80% average in the program.</p> <p>First and Second Years</p> <p>Students take 12 credits of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p>Students take 48 credits of upper-level Classical Studies courses, which must include <del>CLST 310, 330, 331, and 449. CLST 305 is recommended.</del> The remaining <del>18-24 credits</del> may be chosen from any CLST course numbered 300 and above (with the exception of CLST 301, which may not be used for credit in Honours Classical Studies). NEST 301, 302, 303 and 304, CNRS 316 and 370, and PHIL 310 and 311 may be substituted for up to 12 of these optional <del>18-24 credits.</del> <del>GREK 200, LATN 200, and</del> GREK or LATN courses numbered 301 or above may be substituted for up to <del>12</del> of these optional <del>18-24 credits.</del> <del>Students in the Honours Program in Classical Studies may count either GREK 100 and GREK 200 or LATN 100 and LATN 200 as 12 credits of upper-level courses.</del></p> <p><del>†The Honours programs in Classical Studies and Classics may be combined with other disciplines (e.g., English, French, Hispanic and Italian Studies, and Religious Studies).</del></p> <p>Type of Action:</p> <ol style="list-style-type: none"> <li>1. in description of third and fourth years, in list of required courses: <ol style="list-style-type: none"> <li>a) deletion of CLST 310 (6);</li> <li>substitution of 6 credits of upper-level literature</li> </ol> </li> </ol>
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<p>21 credits.</p>	<ul style="list-style-type: none"> <li>b) deletion of CLST 331 (6) ; substitution of 6 credits of upper-level history</li> <li>c) deletion of CLST 305 as recommended</li> <li>d) addition of fourth-year seminar</li> <li>e) addition of credit values &amp; rephrasing of requirements</li> </ul> <p>2. in list of optional credits,</p> <ul style="list-style-type: none"> <li>a) number of optional credits changed</li> <li>b) previously recommended CLST 305 changed to CLST 333 or 334, and relocated from required to optional credits list</li> <li>c) addition of CNRS 335</li> <li>d) number of credits allowed for upper-level languages increased from 12 to 15</li> <li>e) elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>f) credit values added</li> </ul> <p>3. delete footnote</p> <p><b>Rationale:</b></p> <p>1.</p> <ul style="list-style-type: none"> <li>a) CLST 310 has been deleted; students still must choose 6 literature credits, but now can choose from any of the three-credit third-year CLST literature courses</li> <li>b) CLST 331 has been deleted; students still must choose 6 history credits, but now can choose from any of the three-credit third-year CLST history courses</li> <li>c) CLST 305 has been deleted; CLST 333 and 334 offer religion at the same level; relocation to optional credits list for clarity</li> <li>d) majors and honours students must now take at least one fourth-year research and intensive writing seminar</li> <li>e) clarity</li> </ul>
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	<p>2.</p> <ul style="list-style-type: none"> <li>a) adjusted to change 1</li> <li>b) CLST 305 has been deleted; CLST 333 and 334 offer religion at the same level; relocation to optional credits list for clarity</li> <li>c) CLST 335 has been deleted and replaced by CNRS 335</li> <li>d) reflects importance of languages to study of CLST; honours students have more optional credits than majors and can use them for languages without compromising their core CLST courses</li> <li>e) unnecessary and out of keeping with the language policies of other departments in the faculty</li> <li>f) clarity</li> </ul> <p>3. unnecessary</p> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae (undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Honours in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours Program requires an overall average of 76%, and average of at least 80% in program-related courses already taken, and the permission of the Department. Students are required to maintain an 80% average</p>	<p><b>URL:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Honours in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 60 credits which normally include the courses listed below. Admission into the Honours Program requires an overall average of 76%, and</p>



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<p>in the Program.</p> <p>First and Second Years</p> <p>Students take 12 credits of lower-level CLST and RELG courses which must include CLST 105 (3), and RELG 202 (6).</p> <p>Third and Fourth Years</p> <p>Students take 48 credits of third- and fourth-year courses.</p> <p>These must include 24 credits chosen as follows:</p> <ul style="list-style-type: none"> <li>• 3 credits from CLST 333 (3) or CLST 334 (3)</li> <li>• 6 credits from CLST 313 (3) or CLST 314 (3) or CLST 317 (3) or CLST 318 (3)</li> <li>• 3 credits from RELG 302 (3) or RELG 304 (3) or RELG 305 (3)</li> <li>• 3 credits from CNRS 370 (3)</li> <li>• at least 3 credits from CLST 402 (3) or CLST 404 (3)</li> <li>• 6 credits from either CLST 449 (6) or RELG 499 (6)</li> </ul> <p>The remaining 24 credits may be chosen from any upper-level literature or myth courses in NEST or CLST, or from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6), 315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3), or from CNRS 316 (6), or from HEBR 405 (6) or any GREK or LATN course numbered 301 or above.</p>	<p>average of at least 80% in program-related courses already taken, and the permission of the Department. Students are required to maintain an 80% average in the Program.</p> <p>First and Second Years</p> <p>Students take 12 credits, <del>consisting of CLST 100</del> and RELG 202.</p> <p>Third and Fourth Years</p> <p><del>Students take 48 credits which must include CLST 305, RELG 304, CNRS 370 and either CLST 449 or RELG 499. The remaining 30 credits may be chosen from CLST 310, 311, 312, 313, 314, 315, 317, 318; or from RELG 302, 311, 314, 315, 385, 403, 407, 414, 415; or from CNRS 316. GREK 200, LATN 200, or HEBR 405 may be substituted for up to 12 of these 30 credits. Either GREK 100 and GREK 200 or LATN 100 and LATN 200 may be counted as 12 credits of upper-level courses.</del></p> <p>Type of Action:</p> <ol style="list-style-type: none"> <li>1. in description of first and second years: <ol style="list-style-type: none"> <li>a) deletion of CLST 100, replaced by CLST 105</li> <li>b) credit values added</li> </ol> </li> <li>2. in list of required upper-level courses: <ol style="list-style-type: none"> <li>a) deletion of CLST 305, replaced by either CLST 333 or 334</li> <li>b) addition of 6 credits of upper-level literature courses</li> <li>c) addition of RELG 302 and 305 as alternatives for RELG 304</li> <li>d) addition of fourth-year seminar</li> <li>e) credit values added</li> </ol> </li> <li>3. in list of optional courses: <ol style="list-style-type: none"> <li>a) deletion of specified CLST options, replaced by 'any upper-level literature or myth course in CLST'</li> <li>b) addition of upper-level NEST literature or myth courses</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"> <li>c) addition of upper-level GREK or LATN courses</li> <li>d) elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>e) credit values added</li> </ul> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>a) CLST 100 has been deleted as a course; the new course CLST 105 has been created to introduce classical myth</li> <li>b) clarity</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>a) CLST 305 (6) has been deleted as a course, replaced by CLST 105 (3) at the lower-level and CLST 333 (3) and 334 (3) at the upper-level. Students must take CLST 105 (3) and one of CLST 333 (3) and 334 (3).</li> <li>b) correction of omission</li> <li>c) not all RELG courses are given every year, RELG 302 and 305 are acceptable alternatives for RELG 304</li> <li>d) majors and honours students must now take at least one fourth-year research and intensive writing course</li> <li>e) clarity</li> </ul> </li> <li>3. <ul style="list-style-type: none"> <li>a) corrections (CLST 310 (6) deleted, 6 credits of literature moved to required courses; CLST 311 and 312 are history courses; CLST 315 deleted, now taught in literature or reception seminar (CLST 402 or 404)</li> <li>b) correction of omission</li> <li>c) study of original classical languages is encouraged</li> <li>d) unnecessary and out of keeping with the language policies of other departments in the faculty</li> <li>e) clarity</li> </ul> </li> </ol>
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	<p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Major in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 42 credits which normally include the courses listed below.</p> <p>First and Second Years</p> <p>Students take 6-12 credits chosen from CLST 110 (3), CLST 111 (3), CLST 204 (3), CLST 231 (3), CLST 232 (3), NEST 101 (3).</p> <p>Third and Fourth Years</p> <p>Students take 30-36 credits of third- and fourth-year courses.</p> <p>These must include 21 credits chosen as follows:</p> <ul style="list-style-type: none"> <li>• CLST 330 (6)</li> <li>• 6 credits of upper-level history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3)</li> <li>• NEST 302 (6)</li> <li>• at least 3 credits of a fourth-year</li> </ul>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Major in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 42 credits which normally include the courses listed below.</p> <p>First and Second Years</p> <p><del>Students take 12 credits of first- and second-year Classical Studies, and/or Near Eastern Studies, and/or Religious Studies courses.</del></p> <p>Third and Fourth Years</p> <p><del>Students take 30 credits, which must include CLST 330 and 331 and NEST 302. The remaining 12 credits may be chosen from: CLST 306, 307, 308, 311, 312, 335, 351, 352, 353, 354, 355, 356, 360, 429, 430, 431; RELG 306, 314, 315, 340, 341, 407; NEST 301, 303, 304. GREK 200, LATN 200, or HEBR 405 may be used for any or all of these 12 credits. Majors in Archaeology and History may count either GREK 100 and GREK 200, or LATN 100 and</del></p>



<p>seminar, chosen from CLST 401 (3), CLST 403 (3), CLST 404 (3)</p> <p>The remaining 9-15 credits may be chosen from any upper-level art and archaeology or history CLST courses, or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3), or from NEST 301 (3), 303 (3), 304 (3) or from CNRS 335 (3/6). HEBR 405 (6) or any GREK or LATN course numbered 301 or above may be used for any or all of these 9-15 credits.</p>	<p><del>LATN 200 as 12 credits of upper-level courses.</del></p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>in description of first and second years: <ol style="list-style-type: none"> <li>reduction in number of required lower-level courses</li> <li>specification of history and archaeology CLST and NEST courses; deletion of RELG 100</li> </ol> </li> <li>in description of third and fourth years, altered number of courses</li> <li>in list of required upper-level courses: <ol style="list-style-type: none"> <li>deletion of CLST 331, replaced by 6 credits of upper-level CLST history courses</li> <li>addition of fourth-year seminar</li> <li>credit values added</li> </ol> </li> <li>in list of optional courses: <ol style="list-style-type: none"> <li>alteration of number of optional credits</li> <li>specification of CLST courses allowed for optional credits deleted, replaced by 'any upper-level art and archaeology or history CLST courses'</li> <li>addition of CNRS 335</li> <li>addition of upper-level GREK and LATN courses</li> <li>elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>credit values added</li> </ol> </li> </ol> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>6 credits is sufficient preparation for the upper-level courses</li> <li>selection of courses appropriate for this program</li> </ol> </li> <li>adjusted to new lower-level credits</li> </ol>
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	<p>3.</p> <ul style="list-style-type: none"> <li>a) CLST 331 has been deleted; students still must choose 6 history credits, but now can choose 6 from any of the three-credit third-year history courses</li> <li>b) majors and honours students must now take at least one fourth-year research and intensive writing course</li> <li>c) clarity</li> </ul> <p>4.</p> <ul style="list-style-type: none"> <li>a) adjusted to change 1</li> <li>b) CLST 335, 351, 354, 429, 430, 431 have been deleted; CLST 335 has been renamed CNRS 335 (and added to list of optional courses), the others will be taught in fourth-year seminars</li> <li>c) replaces old CLST 335</li> <li>d) program includes classical history, study of classical languages is encouraged</li> <li>e) unnecessary and out of keeping with the language policies of other departments in the faculty'</li> <li>f) clarity</li> </ul> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 20 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Major in Classical Studies</p> <p>Students take 42 credits, which normally</p>	<p><b>URL:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p>



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<p>include the following:</p> <p>First and Second Years</p> <p>Students take <b>6-12 credits</b> of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p>Students take <b>30-36 credits</b> of third- and fourth-year Classical Studies courses.</p> <p>These must include 21 credits chosen as follows:</p> <ul style="list-style-type: none"> <li>• 6 credits from CLST 330 (6)</li> <li>• 6 credits of third-year literature courses, chosen from CLST 313 (3), 314 (3), 317 (3), 318 (3)</li> <li>• 6 credits of third-year history courses, chosen from CLST 306 (3), 307 (3), 308 (3), 311 (3), 312 (3), 319 (3), 352 (3), 353 (3), 355 (3), 356 (3)</li> <li>• at least 3 credits of a fourth-year seminar, chosen from CLST 401 (3), CLST 402 (3), CLST 403 (3), CLST 404 (3)</li> </ul> <p>The remaining 9-15 credits may be chosen from any upper-level CLST courses (with the exception of CLST 301, which may not be used for credit in the CLST major). CLST 333 (3), 334 (3) are highly recommended. CNRS 316 (6), CNRS 335 (3/6), CNRS 370 (3), PHIL 310 (3), PHIL 311 (3) may be substituted for any or all of these optional credits. GREK or LATN courses numbered 301 or above may also be substituted for any or all of these optional credits.</p>	<p>Major in Classical Studies</p> <p>Students take 42 credits, which normally include the following:</p> <p>First and Second Years</p> <p>Students take <del>12 credits</del> of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p>Students take <del>30 credits</del> of third- and fourth-year Classical Studies courses, which must include <del>CLST 310, 330, and 331</del>. CLST <del>305</del> is recommended.</p> <p>The remaining <del>6-12</del> credits may be chosen from: <del>CLST 335, 429, 430, 431 (for those who wish to concentrate on art and archaeology); CLST 313, 314, 315, 317, 318 (for those who wish to concentrate on literature); CLST 311, 312, 351, 352, 353, 354, 355, 356 (for those who wish to concentrate on history)</del>. CNRS 316 and 370, and PHIL 310 and 311 may be substituted for any or all of these optional <del>6-12</del> credits. <del>GREK 200, LATN 200,</del> and Greek or Latin courses numbered 301 or above may also be substituted for any or all of these optional <del>6-12 credits</del>. <del>Majors in Classical Studies may count either GREK 100 and GREK 200 or LATN 100 and LATN 200 as 12 credits of upper-level courses</del></p> <p>Type of Action:</p> <ol style="list-style-type: none"> <li>1. in description of first and second years, reduction in number of required lower-level courses</li> <li>2. in description of third and fourth years, altered number of upper-level courses</li> <li>3. in list of required courses:             <ol style="list-style-type: none"> <li>a) deletion of CLST 310 (6);</li> <li>substitution of 6 credits of upper-level literature</li> </ol> </li> </ol>
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	<ul style="list-style-type: none"> <li>b) deletion of CLST 331 (6) ; substitution of 6 credits of upper-level history</li> <li>c) deletion of CLST 305 as recommended</li> <li>d) addition of fourth-year seminar</li> <li>e) rephrasing of requirements</li> </ul> <p>4. in list of optional courses:</p> <ul style="list-style-type: none"> <li>a) number of optional credits changed</li> <li>b) deletion of CLST 335, 429, 430, 431, 315, 351, 354</li> <li>c) deletion of specification of optional courses, replaced by 'any upper-level CLST courses'</li> <li>d) addition of the one exception to optional CLST courses</li> <li>e) previously recommended CLST 305 changed to CLST 333 or 334, and relocated from required to optional credits list</li> <li>f) addition of CNRS 335</li> <li>g) elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>h) credit values added</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>1. 6 credits is sufficient preparation for the upper-level courses</li> <li>2. adjusted to change #1</li> <li>3. <ul style="list-style-type: none"> <li>a) CLST 310 has been deleted; students still must choose 6 literature credits, but now can choose from any of the three-credit third-year CLST literature courses</li> <li>b) CLST 331 has been deleted; students still must choose 6 history credits, but now can choose from any of the three-credit third-year CLST history courses</li> <li>c) CLST 305 has been deleted; CLST 333 and 334 offer religion at the same level; relocation to optional</li> </ul> </li> </ul>
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	<p>credits list for clarity</p> <p>d) majors and honours students must now take at least one fourth-year research and intensive writing seminar</p> <p>e) rephrasing of requirements for clarity</p> <p>4.</p> <p>a) adjusted to change 1</p> <p>b) CLST 335 has been deleted and replaced by CNRS 335; CLST 429, 430, 431, 315, 351, 354 have been deleted and will be taught in fourth-year seminars</p> <p>c) unnecessary</p> <p>d) CLST 301 is a course primarily for science students and contains no content useful for CLST majors*</p> <p>e) CLST 305 has been deleted, upper-level content will be taught in CLST 333 or 334</p> <p>f) CNRS 335 replaces CLST 335</p> <p>g) unnecessary and out of keeping with the language policies of other departments in the faculty</p> <p>h) clarity</p> <p>*(CLST 301 (3) The Technical Terms of Medicine and Biological Science</p> <p>Acquaints the student with the Greek and Latin elements from which most specialized terms of modern medicine are constructed. Intended primarily for students planning to enter the medical, pharmaceutical, or biological sciences.)</p> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in</p>
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	numbers of students.
<b>Faculty: Arts</b> <b>Department: CNERS</b> <b>Faculty Approval Date:</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b>	<b>Date: 10 August 2008</b> <b>Contact Person: Lyn Rae</b> <b>(undergraduate advisor)</b> <b>Phone: 822-4066</b> <b>Email: alrae@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  Major in Myth and Literature in Greece, Rome, and the Near East  <b>Students take 42 credits, which normally include:</b>  First and Second Years  Students take 9-12 credits of lower-level CLST, RELG and/or NEST courses which must include CLST 105 (3), and RELG 202 (6).  Third and Fourth Years  Students take 30-33 credits of third- and fourth-year courses.  These must include 18 credits chosen as follows: <ul style="list-style-type: none"> <li>• 3 credits from CLST 333 (3) or CLST 334 (3)</li> <li>• 6 credits from CLST 313 (3), CLST 314 (3), CLST 317 (3) or CLST 318 (3)</li> <li>• 3 credits from RELG 302 (3), RELG 304 (3) or RELG 305 (3)</li> <li>• CNRS 370 (3)</li> <li>• at least 3 credits of a fourth-year seminar, either CLST 402 (3) or CLST 404 (3)</li> </ul> The remaining 12-15 credits may be chosen from any upper-level literature or myth courses in NEST or CLST, or	<b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a>  <b>Present Calendar Entry:</b>  Major in Myth and Literature in Greece, Rome, and the Near East  42 credits, which normally include:  First and Second Years  <del>12 credits: CLST 100 and RELG 202</del>  Third and Fourth Years  <del>30 credits, which must include CLST 305, RELG 304, CNRS 370. The remaining 18 credits may be chosen from CLST 310, 311, 312, 313, 314, 315, 317, 318; or from RELG 302, 311, 314, 315, 385, 403, 407, 414, 415; CNRS 316. GREK 200, LATN 200, or HEBR 405 may be substituted for up to 12 of these 18 credits. Majors in Myth and Literature may count either GREK 100 and 200 or LATN 100 and 200 as 12 of the 48 credits of upper-level courses required by the Faculty of Arts.</del>  <b>Type of Action:</b>  1. insertion of "Students take" into descriptions of major, of first and second years, of third and fourth years  2. in description of first and second years: <ul style="list-style-type: none"> <li>a) reduction in number of required</li> </ul>





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<p>from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6), 315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3), or from CNRS 316 (6), or from HEBR 405 (6) or any GREK or LATN course numbered 301 or above.</p>	<p>lower-level courses</p> <ul style="list-style-type: none"> <li>b) deletion of CLST 100, replaced by CLST 105</li> <li>c) credit values added</li> </ul> <p>3. in description of third and fourth years, altered number of upper-level courses</p> <p>4. in list of required upper-level courses:</p> <ul style="list-style-type: none"> <li>a) deletion of CLST 305, replaced by either CLST 333 or 334</li> <li>b) addition of 6 credits of upper-level literature courses</li> <li>c) addition of RELG 302 and 305 as alternatives for RELG 304</li> <li>d) addition of fourth-year seminar</li> <li>e) credit values added</li> </ul> <p>5. in list of optional courses:</p> <ul style="list-style-type: none"> <li>a) alteration of number of optional credits</li> <li>b) deletion of specified CLST options, replaced by 'any upper-level literature or myth course in CLST'</li> <li>c) addition of upper-level NEST literature or myth courses</li> <li>d) addition of upper-level GREK or LATN courses</li> <li>e) elimination of the possibility of counting lower-level language courses as upper-level credits</li> <li>f) credit values added</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>1. clarity</li> <li>2. <ul style="list-style-type: none"> <li>a) 9 is a sufficient number of lower-level credits</li> <li>b) CLST 100 has been deleted as a course; the new course CLST 105 has been created to introduce classical myth</li> <li>c) clarity</li> </ul> </li> <li>3. adjusted to change in lower-level credits</li> </ul>
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	<p>4.</p> <ul style="list-style-type: none"> <li>a) CLST 305 (6) has been deleted as a course, replaced by CLST 105 (3) at the lower-level and CLST 333 (3) and 334 (3) at the upper-level. Students must take CLST 105 (3) and one of CLST 333 (3) and 334 (3).</li> <li>b) correction of omission</li> <li>c) not all RELG courses are given every year, RELG 302 and 305 are acceptable alternatives for RELG 304</li> <li>d) majors and honours students must now take at least one fourth-year research and intensive writing course</li> <li>e) clarity</li> </ul> <p>5.</p> <ul style="list-style-type: none"> <li>a) adjusted to change in lower-level credits</li> <li>b) corrections [CLST 310 (6) deleted, 6 credits of literature moved to required courses; CLST 311 and 312 are history courses; CLST 315 deleted, now taught in literature or reception seminar (CLST 402 or 404)]</li> <li>c) correction of omission</li> <li>d) study of original classical languages is encouraged</li> <li>e) unnecessary and out of keeping with the language policies of other departments in the faculty</li> <li>f) clarity</li> </ul> <p>These changes are part of our re-conception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Minor in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p>Students take 6-12 credits chosen from CLST 110 (3), CLST 111 (3), CLST 204 (3), CLST 231 (3), CLST 232 (3), NEST 101 (3).</p> <p>Third and Fourth Years</p> <p>Students take 18-24 credits, chosen as follows: 6 credits from either NEST 302 (6) or CLST 330 (6).</p> <p>The remaining 12-18 credits may be chosen from any upper-level art and archaeology and/or history courses in CLST (with the exception of CLST 301, which may not be used for credit in the CLAH minor), or from NEST courses, or from RELG 306 (3), 314 (6), 315 (6), 340 (3), 341 (3), 407 (3).</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Minor in Archaeology and History of Greece, Rome, and the Near East</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p>6-12 credits chosen from <del>CLST 100</del>, CLST 204, <del>RELG 100</del>.</p> <p>Third and Fourth Years</p> <p><del>Students take 18-24 credits, which must include CLST 330 and 331 and NEST 302. Any remaining credits may be chosen from upper 300 or 400 level CLST, RELG, or NEST courses (with the exception of CLST 301, which may not be used for credit in the Archaeology and History Minor.</del></p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. in description of first and second years: <ol style="list-style-type: none"> <li>a) addition of "Students take ..."</li> <li>b) deletion of CLST 100 and specification of possible CLST courses</li> <li>c) addition of NEST 101</li> <li>d) deletion of RELG 100</li> </ol> </li> <li>2. in description of required courses in third and fourth years: <ol style="list-style-type: none"> <li>a) deletion of CLST 331</li> <li>b) reduction of number of credits of required upper-level courses from</li> </ol> </li> </ol>



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	<p>18 to 6</p> <p>3. in list of optional courses, specification of CLST and RELG courses</p> <p><b>Rationale:</b></p> <p>1.</p> <ul style="list-style-type: none"> <li>a) clarity</li> <li>b) CLST 100 has been deleted &amp; replaced by CLST 110 and 111; selection of other lower-level courses appropriate for this program</li> <li>c) NEST 101 is a new course and appropriate for this program</li> <li>d) not as appropriate for program as others</li> </ul> <p>2.</p> <ul style="list-style-type: none"> <li>a) CLST 331 has been deleted and replaced by CLST 231 and 232 (now options in first and second years)</li> <li>b) 18 required credits is too much for the minor; students should have choice of either NEST or CLST</li> </ul> <p>3. clarity &amp; selection of courses appropriate for this program</p> <p>These changes are part of our re-conception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
<p><b>Faculty: Arts</b> <b>Department: CNER</b> <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b> <b>Contact Person: Lyn Rae (undergraduate advisor)</b> <b>Phone: 822-4066</b> <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p>



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<p>Minor in Classical Studies</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p>6-12 credits of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p>18-24 credits chosen from Classical Studies courses numbered 300 and above (with the exception of CLST 301, which may not be used for credit in the Classical Studies minor). CNRS 316 (6), CNRS 335 (3/6), CNRS 370 (3), PHIL 310 (3) and 311 (3) may be substituted for up to 6 of these credits.</p>	<p>Minor in Classical Studies</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p><del>12-credits</del> of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p><del>18-credits</del> chosen from Classical Studies courses numbered 300 and above (with the exception of CLST 301, which may not be used for credit in the Classical Studies minor). CNRS 316 and 370 and PHIL 310 and 311 may be substituted for 3-6 of these credits.</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. reduction in number of required lower-level courses</li> <li>2. altered number of upper-level courses</li> <li>3. addition of CNRS 335</li> <li>4. credit values added</li> </ol> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. 6 credits is sufficient preparation for the upper-level courses</li> <li>2. adjusted to change #1</li> <li>3. replaces CLST 335</li> <li>4. clarity</li> </ol> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Minor in Classical Studies</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p><b>6-12 credits</b> of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p><b>18-24 credits</b> chosen from Classical Studies courses numbered 300 and above (with the exception of CLST 301, which may not be used for credit in the Classical Studies minor). CNRS 316 (6), CNRS 335 (3/6), CNRS 370 (3), PHIL 310 (3) and 311 (3) may be substituted for up to 6 of these credits.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Minor in Classical Studies</p> <p>Students take 30 credits which normally include the following:</p> <p>First and Second Years</p> <p><del>12 credits</del> of first- and second-year Classical Studies courses.</p> <p>Third and Fourth Years</p> <p><del>18 credits</del> chosen from Classical Studies courses numbered 300 and above (with the exception of CLST 301, which may not be used for credit in the Classical Studies minor). CNRS 316 and 370 and PHIL 310 and 311 may be substituted for 3-6 of these credits.</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. reduction in number of required lower-level courses</li> <li>2. altered number of upper-level courses</li> <li>3. addition of CNRS 335</li> <li>4. credit values added</li> </ol> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. 6 credits is sufficient preparation for the upper-level courses</li> <li>2. adjusted to change #1</li> <li>3. replaces CLST 335</li> <li>4. clarity</li> </ol>



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	<p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty: Arts</b>  <b>Department: CNERS</b>  <b>Faculty Approval Date:</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae (undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Minor in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 30 credits, which normally include the following:</p> <p>First and Second Years</p> <p>Students take 6-12 credits of lower-level CLST and RELG courses which must include CLST 105 (3), and RELG 202 (6).</p> <p>Third and Fourth Years</p> <p>Students take 18-24 credits of third- and fourth-year courses, which must include CNRS 370 (3). The remaining 15-21 credits may be chosen from any upper-level literature or myth courses in NEST or CLST, or from RELG 302 (3), 304 (3), 305 (3), 311 (3), 314 (6), 315 (6), 385 (3), 403 (3), 407 (3), 414 (3), 415 (3), or from CNRS 316 (6).</p>	<p><b>URL:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,65</a></p> <p><b>Present Calendar Entry:</b></p> <p>Minor in Myth and Literature in Greece, Rome, and the Near East</p> <p>Students take 30 credits, which normally include the following.</p> <p>First and Second Years</p> <p><del>6-12 credits, chosen from either CLST 100 or RELG 202.</del></p> <p>Third and Fourth Years</p> <p><del>18-24 credits, which must include CLST 305. The remaining 12-18 credits may be chosen from CLST 310, 311, 312, 313, 314, 315, 317, 318; or from RELG 302, 311, 314, 315, 385, 403, 407, 414, 415; CNRS 316.</del></p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. insertion of "Students take" into descriptions of minor, of first and second years, of third and fourth years</li> <li>2. in description of first and second</li> </ol>



	<p>years:</p> <ul style="list-style-type: none"> <li>d) deletion of CLST 100, replaced by CLST 105</li> <li>e) credit values added</li> </ul> <p>3. in description of third and fourth years, CLST 305 deleted as required course, replaced by CNRS 370</p> <p>4. in description of optional upper-level courses:</p> <ul style="list-style-type: none"> <li>g) deletion of specified CLST options, replaced by 'any upper-level literature or myth course in CLST'</li> <li>h) addition of upper-level NEST literature or myth courses</li> <li>i) credit values added</li> </ul> <p><b>Rationale:</b></p> <p>1. clarity</p> <p>2.</p> <ul style="list-style-type: none"> <li>d) CLST 100 has been deleted as a course; the new course CLST 105 has been created to introduce classical myth</li> <li>e) clarity</li> </ul> <p>3. CLST 305 (6) has been deleted as a course [replaced in part by CLST 105 (3)]; CNRS 370 (3) is good substitute</p> <p>4.</p> <ul style="list-style-type: none"> <li>g) some of the specified courses have been deleted (CLST 310 (6) and 315 (3)), others were there in error (311 and 312); new courses have been added (CLST 402, 404)</li> <li>h) correction of omission</li> <li>i) clarity</li> </ul> <p>These changes are part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b></p> <p><b>Effective Session <u>winter</u> Term <u>1</u>  Year <u>2009</u> for Change</b></p>	<p><b>Date:</b> 7 August 2008  <b>Contact Person:</b> Sally Hermansen  <b>Phone:</b> 2-5970  <b>Email:</b> sallyh@geog.ubc.ca</p>
<p>Proposed Calendar Entry:  <i>Please note, course descriptions not included to save space/paper.</i></p> <p>Geography, Faculty of Arts  GEOG: Geography</p> <p>Courses identified with the subject code GEOG have Arts credit.</p> <hr/> <p>GEOG 121 (3) Geography, Modernity and Globalization I  GEOG 122 (3) Geography, Modernity and Globalization II  GEOG 210 (3) Vancouver and Its Region  GEOG 250 (3) Cities  GEOG 281 (3) Geography of the Pacific Rim  GEOG 290 (3) Introduction to the Geography of Canada  GEOG 310 (3) Environment and Resources  GEOG 312 (3) The Global Climate System  GEOG 315 (3) Environmental Inventory and Classification  GEOG 316 (3) Geography of Natural Hazards  GEOG 317 (3) The Physical Environment of British Columbia  GEOG 318 (3) Environmental Change and Quality  GEOG 319 (3) Environmental Impact Assessment  GEOG 321 (3) Historical Geography of Urbanization: Cities, Space, and Power  GEOG 327 (3) Historical Geography of Canada, I: Canada Before 1850  GEOG 328 (3) Historical Geography of Canada, II: Canada After 1850  GEOG 329 (3) Introduction to Political Geography  GEOG 331 (3) Geography of Health and Health Care  GEOG 345 (3) Theory and Practice in Human Geography</p>	<p>URL:  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=GEOG">http://www.students.ubc.ca/calendar/courses.cfm?code=GEOG</a></p> <p><b>Type of Action:</b> Remove course restrictions in the preamble to the courses and change subject code for specific courses having science credit. Leave human geography courses in GEOG.</p> <p><b>Present Calendar Entry:</b></p> <p>Geography, Faculty of Arts  GEOG: Geography</p> <p><del><i>Students registered in the B.Sc. program in Geography may receive Arts credit for no more than two of the following courses: GEOG 290, 321, 327, 328, 329, 350, 360, 361, 362 and 363. These are the only Geography courses that will be considered as Arts electives for the B.Sc. in Geography. The following Geography courses may not be used for either Arts or Science designated credit but may be used as free electives: GEOG 210, 310, 311, 312, 315, 316, 317, 318, 319, 371, 374, 375, 410, 412, 475. The following GEOG courses have Science credit: 101, 102, 103, 200, 204, 206, 207, 270, 300, 304, 305, 307, 308, 309, 372, 373, 376, 401, 402, 403, 404, 405, 406, 407, 408, 409, 444, 449, 471, 472, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509. Additional fees are charged for some courses.</i></del></p> <p><i>List of course descriptions not included to save space/paper.</i></p> <p><b>Rationale:</b> We propose to designate all courses in Geography as having either Arts or Science credit, removing the free electives category. All Geography courses</p>



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<p>GEOG 350 (3) Introduction to Urban Geography  GEOG 352 (3) Urbanization in the Global South  GEOG 353 (3) Geographies of Migration and Settlement  GEOG 357 (3) Introduction to Social and Behavioural Geography  GEOG 360 (3) Geography of Retail, Wholesale, and Service Activities  GEOG 361 (3) Introduction to Economic Geography  GEOG 362 (3) Geography of Economic Development  GEOG 363 (3) The Geography of Resource Industries  GEOG 364 (3) Globalization, Cities, and Regions  GEOG 371 (3) Research Strategies in Human Geography  GEOG 374 (3) Statistics in Geography I  GEOG 379 (3/6) d Field Course in Human Geography  GEOG 380 (3) Introduction to the Geography of Asia  GEOG 390 (3/6) d Geography of Selected Regions  GEOG 391 (3) Geography of Europe  GEOG 395 (3) Introduction to the Geography of the Americas  GEOG 410 (3) Environment and Society  GEOG 412 (3) Water Management: Theory, Policy, and Practice  GEOG 419 (3) Research in Environmental Geography  GEOG 422 (3) Modes of Subsistence  GEOG 423 (3) Development of Environmental Thought  GEOG 424 (3) Feminist Geographies  GEOG 426 (3) Historical Geography of British Columbia  GEOG 429 (3) Research in Historical Geography  GEOG 439 (3) Research in Social-Cultural Geography  GEOG 440 (3) Power, Knowledge and Human Geography  GEOG 442 (3) Student Directed Seminar in Human Geography  GEOG 446 (3) Topics in Geography  GEOG 447 (3) Directed Studies: Off Campus Research  GEOG 448 (3) Directed Studies in Geography  GEOG 449 (3/6) Honours Essay</p>	<p>that have Arts credit will be identified using the existing GEOG subject code and all courses with Science credit will be identified using the new GEOB subject code. As the intellectual scope of both human and physical geography has expanded there is no longer an undesirable degree of overlap between the Biogeosciences and Human Geography. We believe it is appropriate to encourage students in the science programs to take a wider range of courses in human geography. We have removed the restrictions regarding Arts credit for science students in Geography.</p>
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<p>GEOG 450 (3) Urban Research  GEOG 453 (3) Political Geographic Analysis  GEOG 456 (3) Film and the City  GEOG 457 (3) Social and Behavioural Geography  GEOG 459 (3) Geographic Research Opportunity  GEOG 460 (3) Geography of Manufacturing  GEOG 461 (3) Political-Economic Geographies  GEOG 464 (3) Spatial Interaction  GEOG 468 (3) Geography of International  Economic Systems: Canada and the Pacific Basin  GEOG 469 (3) Research in Economic  Development  GEOG 475 (3) Spatial Data Analysis  GEOG 481 (3) Geography of Japan  GEOG 484 (3) Geography of Southeast Asia  GEOG 485 (3) Geography of China  GEOG 489 (3) Research in Political Geography  GEOG 493 (3) Geographies of Post Cold War  Europe  GEOG 494 (3) Geography of the Ex-Soviet States  GEOG 495 (3) Social and Environmental Change  in Latin America  GEOG 496 (3) Geography of Africa  GEOG 497 (3) Arctic Geography  GEOG 499 (3) Research in Migration Studies  GEOG 512 (3) Climate Change in the 21st  Century  GEOG 514 (3) Topics in Environmental  Geography  GEOG 515 (3) Satellite Remote Sensing  Applications to Oceanography and Meteorology  GEOG 517 (3) Environmental Sustainability  GEOG 519 (3) Environment, Development and  Security  GEOG 520 (3) Themes and Interpretive Issues in  Modern Human Geography  GEOG 521 (3) Philosophy, Social Theory, and  Human Geography  GEOG 522 (3) Feminism and Geography  GEOG 523 (3/6) Advanced Seminar in Human  Geography  GEOG 524 (3/6) d Cultural Geography  GEOG 525 (3) Cultures of Nature in  Contemporary Political Ecologies  GEOG 527 (3) Remaking North America:  Historical Geographies of Changing Environments  GEOG 528 (3) Society and Environment in British  Columbia  GEOG 533 (3) Political Geography  GEOG 545 (3/6) d Topics in Human Geography</p>	
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<p>GEOG 547 (3/6) d Directed Reading in Human Geography</p> <p>GEOG 548 (0) Major Essay</p> <p>GEOG 551 (3) Urban Social Geography</p> <p>GEOG 552 (3) Urban Systems in Developed Countries</p> <p>GEOG 553 (3) Urbanization in Developing Countries</p> <p>GEOG 554 (3) Historical Urban Geography</p> <p>GEOG 560 (3/6) d Economic Geography</p> <p>GEOG 570 (3) Advanced Geographic Information Systems</p> <p>GEOG 571 (3) Research Methods in Human Geography</p> <p>GEOG 572 (3/6) d Spatial and Cartographic Techniques</p> <p>GEOG 599 (15) Master's Thesis</p> <p>GEOG 699 (0) Doctoral Dissertation</p> <p>NOTE: Geography, Faculty of Science GEOB: Geography</p> <p>Courses identified with the subject code GEOB have Science credit.</p>	
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<p><b>Faculty:</b> Arts</p> <p><b>Department:</b> Geography</p> <p><b>Faculty Approval Date:</b></p> <p><b>Effective Session <u>winter</u> Term <u>1</u></b> <b>Year <u>2009</u> for Change</b></p>	<p><b>Date:</b> August 2008</p> <p><b>Contact Person:</b> Sally Hermansen</p> <p><b>Phone:</b> 2-5970</p> <p><b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>Honours in Geography</p> <p>The Honours program in Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation).</p> <p>Students who are interested in the Honours program should consult the Department before the end of their second year or at the beginning of their third year. Individual Honours programs require the approval of the Department. The total number of Honours students may be restricted to match available teaching</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79</a></p> <p><b>Type of Action:</b> Program change.</p> <p><b>Present Calendar Entry:</b></p> <p>Honours in Geography</p> <p>The Honours program in Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation).</p> <p>Students who are interested in the Honours program should consult the</p>



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<p>resources.</p> <p>First and Second Years As for Major in Geography (Human Geography).</p> <p>Third and Fourth Years At least 48 credits of Geography courses numbered 300 and above, as follows:</p> <ul style="list-style-type: none"> <li>• 3 credits from GEOG 345</li> <li>• 3 credits from one of: GEOB 270, 370, 372, 373, or GEOG 374</li> <li>• 3 credits from one of: GEOG 371, 440, 456</li> <li>• 9 credits from Geography fourth-year seminar and research courses (must be taken in the student's fourth year) seminar: 410, 412, 423, 424, 426, 446, 453, 456, 457, 468, 481, 484, 495, 496 research GEOG 419, 450, GEOB 472, 479</li> <li>• 18 credits, 6 from each theme including at least one course with substantial focus on an area beyond North America (eligible courses are marked *)</li> </ul> <p><i>CULTURES AND PLACES</i> At least 6 credits from: 321*, 327, 328, 329, 352*, 380*, 390, 391*, 395, 419, 422, 423, 424, 426, 429, 440, 456, 468, 481*, 484*, 485*, 493*, 494*, 495, 496*, 497, 499</p> <p><i>CITIES AND GLOBALIZATION</i> At least 6 credits from: 321, 329, 331, 350, 352, 353, 357, 360, 361, 362, 363, 364, 380, 391, 450, 453, 456, 457, 460, 464, 468, 493, 496</p> <p><i>NATURE AND SOCIETY</i> At least 6 credits from: 310, 312, 315, 316, 317, 318, 319, 361, 363, 395, 410, 412, 419, 423, 460, 464, 496, 497</p> <ul style="list-style-type: none"> <li>• 12 additional credits</li> </ul>	<p>Department before the end of their second year or at the beginning of their third year. Individual Honours programs require the approval of the Department. The total number of Honours students may be restricted to match available teaching resources.</p> <p>First and Second Years As for Major.</p> <p>Third and Fourth Years 48 credits of Geography courses numbered 300 and above, as follows:</p> <ul style="list-style-type: none"> <li>• <del>9 credits from methodology and techniques courses: GEOG 345, plus 6 credits from 371, 372, 373, 374, 376, 379, 471, 472, 475</del></li> <li>• <del>3 credits from courses on major world regions: GEOG 380, 391, 395, 496</del></li> <li>• <del>9 credits from: GEOG 31x, 32x, 35x, 36x</del></li> <li>• <del>9 credits from Geography fourth-year seminar courses<sup>2</sup> (must be taken in the student's fourth year)</del></li> <li>• 18 additional credits</li> </ul> <p>Minor in Geography</p> <p>First and Second Years As for Major.</p> <p>Third and Fourth Years 18 credits of Geography courses numbered 300 and above <del>as follows:</del></p> <ul style="list-style-type: none"> <li>• <del>3 credits from courses on major world regions: GEOG 380, 391, 395, 496</del></li> <li>• <del>6 credits from courses on key themes in geography: GEOG 31x, 32x, 35x, 36x</del></li> <li>• <del>9 additional credits</del></li> </ul> <p><del>Undergraduate Courses</del> <del>Students choose from the following</del></p>
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Total GEOG/B credits for an Honours program must be no fewer than 63 and within the 120 credits necessary for the BA, no more than 72.

Although some courses (identified in italic type) pertain to more than one theme, NO COURSE can be counted twice to meet credit requirements in Cultures and Places, Cities and Globalization, Nature and Culture or within A, B, and C categories of the Research and Methods theme.

### Minor in Geography (Human Geography)

First and Second Years  
As for Major.

Third and Fourth Years  
18 credits of Geography courses numbered 300 and above with 6 credits from each theme (Cultures and Places, Cities and Globalization, Nature and Society),

Total GEOG/B credits for a Minor in Geography (Human Geography) program must be no fewer than 30 and within the 120 credits necessary for the BA, no more than 42.

### ~~courses:~~

- ~~• Introductory courses: GEOG 101, 102, 103, 121, 122, 200, 204, 206, 207, 210, 250, 270, 281, 290, URST 200~~
- ~~• Major and Honours seminars: GEOG 345, 440, 444, 446, 447, 448~~
- ~~• Technique and field courses: GEOG 270, 309, 371-374, 376, 379, 471, 472, 475~~
- ~~• Regional courses<sup>3</sup>: GEOG 380, 390, 391, 395, 481, 484, 485, 493, 494, 495, 496, 497, 499~~
- ~~• Cultural historical courses: GEOG 321, 327, 328, 329, 411, 422, 423, 424, 425, 426, 428~~
- ~~• Courses on economic geography: GEOG 360, 361, 362, 363, 460, 464, 468~~
- ~~• Environmental courses: GEOG 310, 311, 312, 315, 316, 317, 318, 319, 410, 411, 412, 423, 497~~
- ~~• Urban courses: GEOG 321, 331, 350, 352, 357, 450, 456, 457, 464, URST 400~~
- ~~• Courses on Canada: GEOG 290, 327, 328, 426, 428, 497, 499~~
- ~~• Pacific Rim courses: 380, 395, 425, 468, 481, 484, 485, 494, 495~~

~~The following courses have science credit: GEOG 101, 102, 103, 200, 204, 205, 207, 270, 300, 304, 306, 307, 308, 309, 370, 372, 373, 376, 401-409, 444, 449, 471, 472. Several courses in Geography involve field expenses. Students should check with advisors.~~

~~<sup>1</sup>The Department recommends that the courses on key themes in Geography be chosen from more than one of the four categories. Consult the course guide and the departmental advisor.~~

~~<sup>2</sup>Each year, several 400-level courses will be run as limited enrolment seminars, with priority in registration for Honours and Major students in Geography up to~~



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	<p><del>August 15. Some of these courses will be offered only in alternate years. For the current year's seminar offerings, please consult the third and fourth year course guide available from the Department of Geography Office.</del></p> <p><del><sup>3</sup>Regional focus varies; see instructor.</del></p> <p>Rationale: To bring honours program in line with other geography program changes, and to refine minor as an introduction to Geography without intensive research engagement.</p>
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<p><b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b></p> <p><b>Effective Session <u>winter</u> Term <u>1</u> Year <u>2009</u> for Change</b></p>	<p><b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><del>[insert after Geography description, before Major in Geography (Human Geography)]</del></p> <p>Major in Geography (Environment and Sustainability)</p> <p>First and Second Years</p> <p>Students must take 6 credits from: GEOG 121, 122, or 210; 6 credits from: GEOB 102, 103 or PHYS 100; GEOB 270; and 3 credits from: GEOB 200 or 204, 206, 207.</p> <p>Third and Fourth Years</p> <p>39 credits from courses numbered 300 and above, as follows:</p> <p><i>Environmental concentration</i></p> <ul style="list-style-type: none"> <li>• 3 credits GEOG 310</li> <li>• 6 credits from GEOG 312, 316, 317 318, 319, 363</li> <li>• 3 credits from 327, 328, 481, 497</li> <li>• 3 credits from GEOB 300, 304, 305,</li> </ul>	<p>URL:</p> <p>Present Calendar Entry:</p> <p>Type of Action: New program.</p> <p>Rationale:</p> <p>The Major in Environment and Sustainability responds to rising public and student interest by systematizing a long standing core focus of geographical education as a discrete program. The Major offers a sound fundamental program in environmental studies combining expertise in Physical Geography (new Biogeosciences, BGEO) sciences with geographical perspectives rooted in social sciences and the humanities. The program also provides students with a solid grounding in particular geographical skills required in many facets of environmental study and work - GIS, cartography, statistics, qualitative research methods and the requirement for one research course in the environmental field. The Major offers an integrated geographical understanding of environmental issues.</p>





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<p>307, 308</p> <ul style="list-style-type: none"> <li>6 credits from GEOB 401, 402, GEOG 410, 412, 419, 423</li> </ul> <p><i>Human Geography program courses:</i></p> <ul style="list-style-type: none"> <li>3 credits from 321, 329, 353, 357, 395, 424, 425, 495</li> <li>3 credits from 350, 352, 360, 361, 362, 363, 364</li> </ul> <p><i>Research and Methods:</i></p> <ul style="list-style-type: none"> <li>6 credits GEOB 372, GEOG 374</li> <li>3 credits from GEOG 315, 345, 371 or GEOB 370, 373</li> <li>3 credits from GEOB 309, 403, 405, 406, 407, 472, 479 or GEOG 379, 410, 429, 447, 448</li> </ul>	<p>Students are required to gain exposure to other traditions of geographic inquiry and encouraged to choose electives from relevant environmental course in other departments.</p>
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<p><b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b></p> <p><b>Effective Session <u>winter</u> Term <u>1</u> Year <u>2009</u> for Change</b></p>	<p><b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>The Department of Geography offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, Bachelor of Arts, Master of Science, and Bachelor of Science. The Bachelor of Arts program includes a Major in Geography (Human Geography), and a Major in Geography (Environment and Sustainability). The Bachelor of Science offers a Program in Biogeosciences. For information on graduate programs, see <a href="#">Geography</a> in the Graduate Studies section. The Department participates in several interdisciplinary programs. The Department circulates its own booklet, "A Guide to Geography", which gives detailed information about the programs offered by the Department. It also produces a guide called "Geography Graduate Courses". Interested students should contact the Department for copies. Details about current offerings and course information can also be found on the Department <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79</a>.</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79</a></p> <p><b>Type of Action:</b> Program change.</p> <p><b>Present Calendar Entry:</b></p> <p>The Department of Geography offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, Bachelor of Arts, Master of Science, and Bachelor of Science. <del>See the Faculty of Science for information regarding the Bachelor of Science and Atmospheric Science, a program offered co-operatively by the Departments of Geography and Earth and Ocean Sciences.</del> For information on graduate programs, see <a href="#">Geography</a> in the Graduate Studies section. The Department <del>also collaborates with Archaeology, Canadian Studies, Arts Studies, European Studies, International Relations, Latin American Studies, Urban Studies, and Women's Studies.</del> In March, the Department circulates its</p>





## Major in Geography (Human Geography)

### First and Second Years

Students must take at least 9 credits from GEOG 121, 122, 210, or 290; and 6 credits from: GEOB 102, 103.

GEOB 270 taken in 2<sup>nd</sup> year will satisfy the Research & Methods (A) requirement (see following page) but does not count toward 30 credit upper division course requirement

### Third and Fourth Years

At least 30 credits of 300 or 400 level Geography courses:

- with at least six credits from each of the three themes (CULTURES AND PLACES, CITIES AND GLOBALIZATION, NATURE AND SOCIETY)
- and 12 credits from RESEARCH AND METHODS theme distributed as indicated.

These credits must include at least one course with substantial focus on an area beyond North America (eligible courses are marked \*)

Although some courses (identified in italic type) pertain to more than one theme, NO COURSE can be counted twice to meet credit requirements in Cultures and Places, Cities and Globalization, Nature and Society or within A, B, and C categories of the Research and Methods theme.

Students must have at least 42 and no more than 60 GEOG/B credits in total for the Major.

#### *CULTURES AND PLACES*

At least 6 credits from: 321\*, 327, 328, 329, 352\*, 380\*, 390, 391\*, 419, 422, 423, 424, 426, 429, 440, 456, 468, 481\*, 484\*, 485\*, 493\*, 494\*, 495, 496\*, 497, 499

#### *CITIES AND GLOBALIZATION*

At least 6 credits from: 321, 329, 331, 350, 352, 353, 357, 360, 361, 362, 363, 364, 380, 391, 450, 453, 456, 457, 460, 464, 468, 493, 496

own booklet, "A Guide to Geography", which gives detailed information about the programs offered by the Department. It also produces a guide called "Geography Graduate Courses". Interested students should contact the Department for copies. Details about current offerings and course information can also be found on the Department [website](#).

## Major in Geography

### First and Second Years

~~Students must take at least 6 credits from: GEOG 121, 122, 210, and 290; and at least 6 credits from GEOG 101, 102, 103, 200, 204, 206, and 207.~~

~~Students intending to major in Geography with an emphasis on environmental studies should take: GEOG 101 (or 102 and 103), 200 or 204, 206, 207, 210, and 6 credits of mathematics. Students intending to emphasize economic or urban geography should take 6 credits of mathematics.~~

### Third and Fourth Years

~~30 credits of Geography courses numbered 300 and above, as follows:~~

- ~~6 credits from methodology and techniques courses: GEOG 345, 371, 372, 373, 374, 376, 379, 471, 472, 475~~
- ~~3 credits from courses on major world regions: GEOG 380, 391, 395, 496~~
- ~~9 credits from courses on key themes in Geography<sup>1</sup>: GEOG 31x, 32x, 35x, 36x~~
- ~~3 credits from 400-level seminar courses<sup>2</sup> (must be taken in the student's fourth year)~~



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<p><b>NATURE AND SOCIETY</b> At least 6 credits from: 310, 312, 315, 316, 317, 318, 319, 361, 363, 395, 410, 412, 419, 423, 460, 464, 496, 497</p> <p><b>RESEARCH AND METHODS</b> At least 12 credits: incl. 3 credits from each of A, B, and C A: 270, 370, 372, 373, 374 B: 315, 345, 371, 440 C: one of (seminar course) 410, 412, 423, 424, 426, 440, 446, 453, 456, 457, 468, 481, 484, 495, 496 or one of (research course) GEOG 419, 429, 439, 447, 450, 459, 469, GEOB 472, 479, 489</p>	<p>• 9 additional credits</p> <p><b>Rationale:</b></p> <p>The changes to the Major in Human Geography respond to the substantial intellectual changes that have occurred in Human Geography in the last two decades. The structure of the department major has barely changed in 30 years and a new approach is overdue. This program identifies three central thematic areas of geographical inquiry and requires students to take at least two courses in each. It also responds to the challenge of introducing research experience into the undergraduate curriculum, by making integral to the degree a considerable concentration of the methods/skills required for research as well as research itself. In this way former "Techniques" requirements are structured and brought more fully into the conceptual design of the Human Geography Program.</p>
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<p><b>Faculty: Arts</b> <b>Department: Psychology</b> <b>Faculty Approval Date:</b></p> <p><b>Effective Session Winter Term 1 Year 2009 for Change</b></p>	<p><b>Date: August 27, 2008</b> <b>Contact Person: Jim Enns</b> <b>Phone: 822-6634</b> <b>Email: jenns@psych.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Major in Psychology</b></p> <p>Students are reminded that the Faculty of Arts requires at least 60 credits outside the Major for the Bachelor of Arts, and that the Department of Psychology requires at least 30 senior-level Psychology credits for the Psychology Major, and at least 48 senior-level Psychology credits for the Honours program. PSYC 340, 348, 440, or 448 may not be included for the minimum 30 Psychology credits required for the Major</p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,101">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,101</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Major in Psychology</b></p> <p>Students are reminded that the Faculty of Arts requires at least 60 credits outside the Major for the Bachelor of Arts, and that the Department of Psychology requires at least 30 senior-level Psychology credits for the Psychology Major, and at least 48 senior-level Psychology credits for the Honours</p>



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<p>Program.</p> <p>Students may declare their Major in Psychology upon attaining second year status (completion of 27 credits). Students must be declared Psychology Majors in order to take PSYC 217 and PSYC 218, which are required for the Major. Arts students who have declared Majors in either Cognitive Systems or Speech Sciences are also eligible to take PSYC 217 and PSYC 218.</p> <p>Students who are contemplating graduate studies or other research activities in psychology should consider taking PSYC 359 in addition to the above minimum requirements for the Bachelor of Arts.</p> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>▪ either PSYC 100 or PSYC 101 and PSYC 102</li> <li>▪ PSYC 217 and PSYC 218</li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must take a minimum of 30 credits in 300- or 400-level courses including:</p> <p>1. At least 6 credits from one of the following two lists:</p> <ul style="list-style-type: none"> <li>▪ Behavioural Neuroscience: PSYC 304, 306, 360, 361, 363, 364, 460, 461, 462, 466, 467</li> <li>▪ Cognitive Science: PSYC 309, 333,</li> </ul>	<p>program. PSYC 340, 348, 440, or 448 may not be included in the minimum 30 Psychology credits required for the Major Program.</p> <p>Students who are contemplating graduate studies or other research activities in psychology should consider taking PSYC 359 in addition to the above minimum requirements for the Bachelor of Arts.</p> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>▪ either PSYC 100 or PSYC 101 and PSYC 102</li> <li>▪ PSYC 217 and PSYC 218</li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must take a minimum of 30 credits in 300- or 400-level courses including:</p> <p>1. At least 6 credits from one of the following two lists:</p> <ul style="list-style-type: none"> <li>▪ Behavioural Neuroscience: PSYC 304, 306, 360, 361, 363, 364, 460, 461, 462, 466, 467</li> <li>▪ Cognitive Science: PSYC 309, 333,</li> </ul>
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334, 336, 337, 365, 367, 368, 463	334, 336, 337, 365, 367, 368, 463
<p>2. At least 6 credits from each of two of the following four lists:</p> <ul style="list-style-type: none"> <li>▪ Clinical/forensic/health: PSYC 300, 311, 314, 350, 400, 401, 430, 469</li> <li>▪ Developmental: PSYC 302, 315, 319, 320, 322, 325, 412, 413, 414</li> <li>▪ Foundations/psychometrics: PSYC 303, 312, 323, 359, 465</li> <li>▪ Personality/social: PSYC 305, 307, 308, 321, 358, 403, 407, 408, 415, 418</li> </ul> <p>All students are encouraged to include fourth-year courses in their programs. In addition to providing greater depth, they provide an opportunity to work in smaller groups.</p> <p><b>Honours in Psychology (B.A.)</b></p> <p>The Honours program is designed to provide intensive and extensive preparation in psychology for outstanding students who intend to pursue graduate studies in Psychology.</p> <p>Admission to the Honours program requires at least a 76% average in the second year and at least 80% in PSYC 217 and 218. Students failing to meet either of these criteria may petition for admittance into the program. All students enrolling in the Honours program must consult with the chair of the departmental Honours committee.</p> <p>Graduation in the Honours program requires:</p> <ul style="list-style-type: none"> <li>▪ a minimum of 120 total credits including 48 credits of Psychology courses numbered 300 or above, including several specified courses that are listed below, but no more than 6 credits total for PSYC 340,</li> </ul>	<p>2. At least 6 credits from each of two of the following four lists:</p> <ul style="list-style-type: none"> <li>▪ Clinical/forensic/health: PSYC 300, 311, 314, 350, 400, 401, 430, 469</li> <li>▪ Developmental: PSYC 302, 315, 319, 320, 322, 325, 412, 413, 414</li> <li>▪ Foundations/psychometrics: PSYC 303, 312, 323, 359, 465</li> <li>▪ Personality/social: PSYC 305, 307, 308, 321, 358, 403, 407, 408, 415, 418</li> </ul> <p>All students are encouraged to include fourth-year courses in their programs. In addition to providing greater depth, they provide an opportunity to work in smaller groups.</p> <p><b>Honours in Psychology (B.A.)</b></p> <p>The Honours program is designed to provide intensive and extensive preparation in psychology for outstanding students who intend to pursue graduate studies in Psychology.</p> <p>Admission to the Honours program requires at least a 76% average in the second year and at least 80% in PSYC 217 and 218. Students failing to meet either of these criteria may petition for admittance into the program. All students enrolling in the Honours program must consult with the chair of the departmental Honours committee.</p> <p>Graduation in the Honours program requires:</p> <ul style="list-style-type: none"> <li>▪ a minimum of 120 total credits including 48 credits of Psychology courses numbered 300 or above, including several specified courses that are listed below, but no more than 6 credits total for PSYC 340,</li> </ul>



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<p>348, 440, or 448</p> <ul style="list-style-type: none"> <li>an average of at least 76% in the final 60 credits of study</li> <li>an average of at least 80% in at least 12 credits of Psychology courses numbered 300 or above</li> </ul> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>either PSYC 100 or 101 and 102</li> <li>PSYC 217 and PSYC 218</li> <li>BIOL 121 or BIOL 344</li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>a minimum of 30 credits taken concurrently in third year, including PSYC 312, 349, and 359</li> <li>a minimum of 30 credits taken concurrently in fourth year, including PSYC 449</li> <li>no more than 6 credits total from PSYC 340, 348, 440, 448</li> <li>at least 6 credits from four of the five content areas listed below</li> </ul> <p>at least 12 credits from:</p> <ul style="list-style-type: none"> <li>Behavioural Neuroscience: PSYC 304, 306, 360, 361, 363, 364, 460, 461, 462, 466, 467</li> <li>Cognitive Science: PSYC 309, 333, 334, 336, 337, 365, 367, 368, 463, 465</li> </ul> <p>and at least 12 credits from:</p> <ul style="list-style-type: none"> <li>Clinical/Forensic/Health: PSYC 300, 303, 311, 314, 323, 350, 400, 401, 430, 469</li> <li>Developmental: PSYC 302, 315, 319, 320, 322, 325, 412, 413, 414</li> <li>Personality/Social: PSYC 305, 307,</li> </ul>	<p>348, 440, or 448</p> <ul style="list-style-type: none"> <li>an average of at least 76% in the final 60 credits of study</li> <li>an average of at least 80% in at least 12 credits of Psychology courses numbered 300 or above</li> </ul> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>either PSYC 100 or 101 and 102</li> <li>PSYC 217 and PSYC 218</li> <li>BIOL 121 or BIOL 344</li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>a minimum of 30 credits taken concurrently in third year, including PSYC 312, 349, and 359</li> <li>a minimum of 30 credits taken concurrently in fourth year, including PSYC 449</li> <li>no more than 6 credits total from PSYC 340, 348, 440, 448</li> <li>at least 6 credits from four of the five content areas listed below</li> </ul> <p>at least 12 credits from:</p> <ul style="list-style-type: none"> <li>Behavioural Neuroscience: PSYC 304, 306, 360, 361, 363, 364, 460, 461, 462, 466, 467</li> <li>Cognitive Science: PSYC 309, 333, 334, 336, 337, 365, 367, 368, 463, 465</li> </ul> <p>and at least 12 credits from:</p> <ul style="list-style-type: none"> <li>Clinical/Forensic/Health: PSYC 300, 303, 311, 314, 323, 350, 400, 401, 430, 469</li> <li>Developmental: PSYC 302, 315, 319, 320, 322, 325, 412, 413, 414</li> <li>Personality/Social: PSYC 305, 307,</li> </ul>
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<p>308, 321, 358, 403, 407, 408, 415, 418</p> <p>All students are encouraged to include fourth year courses in their programs. In addition to providing greater depth, they provide an opportunity to work in smaller groups.</p> <p><b>Minor in Psychology (BA)</b></p> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>▪ either PSYC 100 or 101 and 102</li> <li>▪ PSYC 207 and 208 or six credits of 200-level Psychology</li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must take at least 18, but no more than 30 credits, of 300- or 400-level psychology courses, and may not count PSYC 340, 348, 440, or 448 toward the minimum requirement of 18 credits.</p>	<p>308, 321, 358, 403, 407, 408, 415, 418</p> <p>All students are encouraged to include fourth year courses in their programs. In addition to providing greater depth, they provide an opportunity to work in smaller groups.</p> <p><b>Minor in Psychology (BA)</b></p> <p><b>First and Second Years</b></p> <p>Students must complete:</p> <ul style="list-style-type: none"> <li>▪ either PSYC 100 or 101 and 102</li> <li>▪ <del>PSYC 217 and 218</del></li> </ul> <p><b>Third and Fourth Years</b></p> <p>Students must take at least 18, but no more than 30 credits, of 300- or 400-level psychology courses, and may not count PSYC 340, 348, 440, or 448 toward the minimum requirement of 18 credits.</p> <p><b>Type of Action 1:</b> Restrict PSYC 217 and 218 to BA Psychology Majors, BA Cognitive Systems and BA Speech Sciences.</p> <p><b>Rationale 1:</b> PSYC 217 and 218 are gateway courses for the 400+ Psychology BA students that graduate each year at UBC. In keeping with UBC's mission to create "robust opportunities" for undergraduate students to "engage in research"; to experience the "excitement" and "rewards" of research (<a href="http://www.president.ubc.ca">http://www.president.ubc.ca</a>, "Where does UBC stand" letter, p.5), we wish to provide a more research intensive introduction to the BA in Psychology (PSYC 217/218). To accomplish this, specially selected graduate students will conduct 1-hr tutorials every week, in groups of 25-30 students, and involving</p>
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	<p>on-line as well as in-class experience in various aspects of behavioral research.</p> <p>The course content (and calendar description) will remain otherwise unchanged, but the demands of mounting weekly tutorials in small groups will entail limiting enrollment to 400-500 students each year rather than the current 1000+. A natural breakpoint for selecting students for these research-intensive tutorials is to restrict enrollment to declared Majors in Psychology and to accommodate the remaining non-Psychology Majors in parallel courses. Note that these changes are in keeping with the recent decision in the Faculty of Arts to allow students to declare a major in second year.</p> <p>Of the 1000+ students currently enrolled in PSYC 217 each year (annual average = 1010, 50% eventually declare PSYC as their Major (annual mean = 507). The 50% that do not are distributed as follows: Arts BAs with other majors account for 29% (8% ENGL, 5% ECON, 4% SOCI, 3% SPSC, 2% undeclared, remainder &lt; 1% of students in &gt; 20 diverse programs), Science BSc account for 12%, BCOM 5%, HKIN 2%, with the remaining &lt; 2% of students in more than 10 diverse programs or classified as "unknown."</p> <p>We will continue to accommodate the important segment of non-Psychology students by adding two courses to our curriculum that parallel the PSYC 217/218 stream but that focus on the consuming of psychology research rather than the producing of it (see attached NEW COURSE PROPOSALS for PSYC 207 and PSYC 208).</p> <p><b>Type of Action 2:</b> Students may declare Major after year 1 (after completing 27 credits)</p> <p><b>Rationale 2:</b> The Faculty of Arts Curriculum Committee recently made a</p>
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	<p>decision to allow students to declare their specialization in year 2.</p> <p><b>Type of Action 3:</b> Change 200-level PSYC courses required for Minor from PSYC 217 and PSYC 218 to PSYC 207 and PSYC 208 or 6 credits of 200-level Psychology.</p> <p><b>Rationale 3:</b> PSYC 217 and P218 will be restricted to PSYC Majors. These courses will be research intensive with tutorial groups. Students choosing to Minor in Psychology will take newly created PSYC 207 Contemporary Topics in Biological and Cognitive Psychology and PSYC 208 Contemporary Topics in Developmental, Social, Personality and Clinical Psychology. This ensures that there will be a variety of course topics for students to choose from.</p> <p><b>ID Number for Supporting Documents:</b>          PSYC 217-BUDGET IMPACT          PSYC 217-LIBRARY CONSULT          PSYC 217-DEPT CONSULT          (Linguistics/Cognitive Systems; Speech Sciences)          ...          PSYC 207-NEW          PSYC 208-NEW</p>
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Anthropology  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>summer</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> April 11, 2008  <b>Contact Person:</b> Charles Menzies  <b>Phone:</b> 2-2240  <b>Email:</b> cmenzies@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ANTH 221 (3) Contemporary Indigenous Cultural Expressions</b>          Indigenous expressive arts, and their current place in the lives of Indigenous Peoples.  <i>Prerequisites: ANTH 220 is recommended.</i></p>	<p><b>Present Calendar Entry:</b>  <b>ANTH 221 (3) Contemporary First Nations Cultural Expressions</b>  <del>Forms and styles of</del> indigenous expressive arts, and their current place in the lives of <del>British Columbia First Nations.</del>  <i>Prerequisite: ANTH 220 is recommended.</i></p> <p><b>Type of Action:</b>          Title change and course description change.</p> <p><b>Rationale:</b>          We wanted to broaden the focus of content from First Nations to Indigenous so more professors could teach this course and we would interest a larger student pool.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Anthropology  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>summer</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> April 11, 2008  <b>Contact Person:</b> Charles Menzies  <b>Phone:</b> 2-2240  <b>Email:</b> cmenzies@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>ANTH 241 (3) Museums, Colonialism and Material Culture</b>          The critical study of anthropology museums as social institutions and material culture research and classification from the late 19<sup>th</sup> century to the present day.</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 to be the intake course in our revised museum and visual anthropology stream.</p>



<p><b>Faculty: Arts</b>  <b>Department: Anthropology</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session: winter, term 1, 2008</b></p>	<p><b>Date: November 8, 2007</b>  <b>Contact Person: Charles Menzies</b>  <b>Phone: 2-2240</b>  <b>Email: cmenzies@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 312 (3) Introduction to the Anthropology of Gender</b>  Theoretical approaches to and the ethnographic study of gender in cross-cultural contexts.</p>	<p><b>Present Calendar Entry:</b></p> <p>ANTH 312 (3/6) <del>d Gender Relations — The nature of gender relations, their social and cultural expression, and theories of gender inequality drawn from anthropological or sociological research. Equivalency: SOCI 312</del></p> <p><b>Type of Action:</b>  Split ANTH 312 into two courses to reflect current teaching practice in the new Department of Anthropology.</p> <ul style="list-style-type: none"> <li>Change current name of third-year course AHTH 312 to “Introduction to the Anthropology of Gender”</li> </ul> <p><b>Rationale:</b> The stream in the anthropology of gender will provide a sequence of courses in an area that students have consistently requested more offerings. Changing the name of Anth312 reflects the recent split of the Department of Anthropology and Sociology into two separate Departments; the course title would now reflect the explicit anthropological content of the course. Currently third and fourth year students enroll in Anth312 and hence it is typically challenging for third year students and considerably less challenging for fourth year students. The anthropology of gender is a subfield of the discipline that has expanded significantly over recent decades and a four-course stream within the department will substantively prepare students in this critical theoretical area.</p> <p>This stream of courses draws upon the expertise of several faculty members whose research and teaching engage with the</p>



	<p>anthropology of gender. These courses also complement those offered in the Woman's and Gender Studies Programme.</p>
<p><b>Faculty: Arts</b> <b>Department: Anthropology</b> <b>Faculty Approval Date: October 9, 2008</b> <b>Effective Session __winter__ Term _1__</b> <b>Year __2008_ for Change</b></p>	<p><b>Date: November 5, 2007</b> <b>Contact Person: Charles Menzies</b> <b>Phone: 2-2240</b> <b>Email: charles.menzies@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b> <b>ANTH 378 (3) Anthropology of Visual Media</b> Analysis of contemporary mass media and of the anthropological use of media (photography, film, digital video etc).</p>	<p><b>Present Calendar Entry:</b> N.A.</p> <p><b>Type of Action: New course</b></p> <p><b>Rationale:</b> Expand current general field methods courses with anthropology of media stream which includes theory, production, and special topics courses. This form is for the new ANTH 378 course.</p> <p>This is part of a two course media anthropology stream including ANTH 378 and ANTH 478). The stream in media anthropology is an opportunity to provide a sequence of courses in an area students have expressed strong interest in. Media, in its various forms, has been and is becoming increasingly important in anthropological research. These courses build upon the ongoing work of current faculty who are actively engaged in visual anthropology research and in digital video production.</p> <p>This course also builds upon the expertise of staff and faculty associated with the revitalized Museum of Anthropology and its digital recording and documenting research initiatives. This stream of courses will also complement those in the renewed Film Study program and in the First Nations Studies Program.</p>



<p><b>Faculty: Arts</b>  <b>Department: Anthropology</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session: winter, term 1, 2008</b></p>	<p><b>Date: November 8, 2007</b>  <b>Contact Person: Charles Menzies</b>  <b>Phone: 2-2240</b>  <b>Email: cmenzies@interchange.ubc.ca</b></p>
<p><b>ANTH 412 (3) Advanced Topics in the Anthropology of Gender</b>  Contemporary theory employed in the anthropological study of gender.  Prerequisite: ANTH 312.</p>	<p><b>Present Calendar Entry:</b>  ANTH 312 (3/6) <del>d Gender Relations</del>  <del>—The nature of gender relations, their social and cultural expression, and theories of gender inequality drawn from anthropological or sociological research.</del>  <del>Equivalency: SOCI 312</del></p> <p><b>Type of Action:</b>  Split ANTH 312 into two courses to reflect current teaching practice in the new Department of Anthropology.</p> <ul style="list-style-type: none"> <li>• Add ANTH 412, “Advanced Topics in the Anthropology of Gender”</li> </ul> <p><b>Rationale:</b> The stream in the anthropology of gender will provide a sequence of courses in an area that students have consistently requested more offerings. Changing the name of Anth312 reflects the recent split of the Department of Anthropology and Sociology into two separate Departments; the course title would now reflect the explicit anthropological content of the course. Currently third and fourth year students enroll in Anth312 and hence it is typically challenging for third year students and considerably less challenging for fourth year students. The anthropology of gender is a subfield of the discipline that has expanded significantly over recent decades and a four-course stream within the department will substantively prepare students in this critical theoretical area.</p> <p>This stream of courses draws upon the expertise of several faculty members whose research and teaching engage with the anthropology of gender. These courses also complement those offered in the Woman’s and Gender Studies Programme.</p>



<p><b>Faculty: Arts</b>  <b>Department: Anthropology</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session <u>summer</u> Term <u>1</u> Year <u>2009</u> for Change</b></p>	<p><b>Date: April 11, 2008</b>  <b>Contact Person: Charles Menzies</b>  <b>Phone: 2-2240</b>  <b>Email: <a href="mailto:cmenzies@interchange.ubc.ca">cmenzies@interchange.ubc.ca</a></b></p>
<p><b>Faculty: Arts</b>  <b>Department: Anthropology</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session <u>winter</u> Term <u>1</u> Year <u>2008</u> for Change</b></p>	<p><b>Date: November 5, 2007</b>  <b>Contact Person: Charles Menzies</b>  <b>Phone: 2-2240</b>  <b>Email: <a href="mailto:charles.menzies@ubc.ca">charles.menzies@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>ANTH 478 (3/6) d Ethnographic Film Methods</b>  Ethnographic digital video production, including methods of ethnographic fieldwork, creation of field notes, and research design; basics of digital video planning, production and editing. Production Fees are charged for this course.  <i>Prerequisite:</i> ANTH 378 is recommended.</p>	<p><b>Present Calendar Entry:</b>  N.A.</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Expand current general field methods courses with anthropology of media stream which includes theory, production, and special topics courses. This is part of a two course media anthropology stream including ANTH 378 and ANTH 478). The stream in media anthropology is an opportunity to provide a sequence of courses in an area students have expressed strong interest in. Media, in its various forms, has been and is becoming increasingly important in anthropological research. These courses build upon the ongoing work of current faculty who are actively engaged in visual anthropology research and in digital video production.</p> <p>The Ethnographic Film Unit, based in the Department of Anthropology, has the equipment and necessary expertise to provide support for the ethnographic film methods course.</p> <p>This course also builds upon the expertise of staff and faculty associated with the revitalized Museum of Anthropology and its digital recording and documenting research initiatives. This stream of courses will also complement those in the renewed Film Study program and in the First</p>



	Nations Studies Program.
<b>Faculty:</b> Arts <b>Department:</b> Asian Studies <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> 2009S <b>Term 1 Year</b> <b>2009 for Change</b>	<b>Date:</b> August 11, 2008 <b>Contact Person:</b> Maija Scott <b>Phone:</b> 822-9266 <b>Email:</b> maija@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ASIA 353 (3) INTRODUCTION TO HINDI FILM</b> History, aesthetics, politics, and social roles of Bollywood films. Seminar discussions in English; Hindi films with English subtitles.	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale:</b> Bollywood (that is, the city of Mumbai seen as a center of film production) produces more films every year than any other center in the world. In recent decades the audience for Hindi cinema has become radically internationalized through several processes: (1) the rapid growth of Indian diasporae in many parts of the world; (2) the wide popularity of Hindi cinema among non-Hindi-speaking populations of the Middle East; and (3) the increasingly frequent “breakthrough” of Bombay films into the broader international film circuit.  Aside from the powerful influence of cinema in every stratum of Indian society (an influence which enters actively into the ongoing process of state and regional identity formation), the film is also, for better or worse, the platform for disseminating most popular Hindi music heard in India today.  In an era when the academic study of popular culture is a central part of North American academe, a course devoted to film fills a major lacuna in the department’s course offerings.  This course will be complementary to HINU 450, in which a language-centered



	enquiry into Hindi film will be available for those with prior knowledge of spoken Hindi.
<b>Faculty:</b> Arts <b>Department:</b> Asian Studies <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> 2009W <b>Term</b> 1 <b>Year</b> 2009 <b>for Change</b>	<b>Date:</b> July 28, 2008 <b>Contact Person:</b> Maija Norman <b>Phone:</b> 822-9266 <b>Email:</b> maija@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  ASIA 498 (3) ASIA AND THE MUSEOLOGICAL IMAGINATION Museological representations of Asia and Asian forms of museological representation in colonial and post-colonial contexts. Credit will not be granted for both ASIA 498 and ASIA 598	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale:</b> This class is meant to augment current offerings in Museum Studies at UBC (I have been in contact with professors in that program), as well as interest advanced students in Asian Studies to consider less-commonly examined forms of representation. This class explores the way that Asia has been imagined within museological representations and Asian forms of museological representation. The class is historical in scope: it explores such representations within the larger history of the museum as a form of representation, from its beginnings in the 19th century to the development of the modern international public institution. Material from South Asia is the particular but not exclusive focus of the class. Central to the course readings is literature on the museum as a form of colonial and postcolonial knowledge, and recent debates within the museum profession over representation, access, and control. Students will thus be encouraged to engage critically with contemporary museological practice as well as address historical and theoretical concerns. Students are responsible for visiting and critically reflecting upon an exhibition and completing a final museological project or paper.



<p><b>Faculty:</b> Arts  <b>Department:</b> CNER  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> Winter Term 1 Year  2009-2010 for Change</p>	<p><b>Date:</b> 20 August 2008  <b>Contact Person:</b> Lyn Rae (undergraduate advisor)  <b>Phone:</b> 2-4066  <b>Email:</b> alrae@interchange.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CLST 105 (3) Greek and Roman Mythology  Greek and Roman mythology and its interpretation. Emphasis on ancient texts read in English translation.</p>	<p><b>URL:</b>  <b>Present Calendar Entry:</b> NONE  <b>Type of Action:</b> NEW COURSE</p> <p><b>Rationale:</b> CLST 105 offers students a broad overview of Greek and Roman mythology and an introduction to some of the ways in which these myths have been studied over the past century. Emphasis at all times will be placed on reading primary sources in English translation and as a result students will gain a familiarity with a variety of ancient literary genres.</p> <p>It is meant to be a large-capacity course.</p> <p>The course will be of interest to students who are considering a major in any of the undergraduate programs in the Department of Classical, Near Eastern and Religious Studies, and also to students in the following programs: Anthropology; Art History; English; Religion, Literature and the Arts.</p> <p>In the reformed programs of majors, minors and honours in Classical Studies (CLST, CLAH, GRNE) CLST 105 will serve as prerequisite to several of the upper-level, specialty, courses, and will be one of three first-year courses that underpin most of our upper-level teaching.</p> <p>This new course is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>





<p><b>Faculty: Arts</b>  <b>Department: CNER</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: L. Rae (undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: alrae@interchange.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 110 (3) Gender, Politics, Power and the Arts in Fifth-Century Athens</p> <p>The history and culture, values and achievements of fifth-century Athens; the interconnections between power, politics, gender and the arts in Athenian society.</p>	<p><b>URL:</b>  <b>Present Calendar Entry: NONE</b></p> <p><b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b></p> <p>CLST 110 offers an introduction to the study of ancient Greece by focusing on fifth-century Athens. Its aim is to introduce students to the history and culture of this important period by presenting the main events in its history, the key developments in its political and social thought and practices, its religious ideas and practices, its conception and treatment of women and of slaves, and some of the major exponents of its literary and performance arts. A constant theme will be the interconnections between power, politics, gender and the arts in Athenian society, and students will be encouraged throughout to look for the relevance of what they are learning about the past to their understanding of the present.</p> <p>CLST 110 (3) replaces the first term of the old (now deleted) CLST 100 (6). This change has two advantages for students. First, those students who want an introduction only to ancient Greece will have that option. Second, while the core content of the old course is preserved, the theme of the interconnection between gender, politics, power and the arts will tie the several different aspects of our study of each culture into a coherent whole. The new title reflects this theme.</p> <p>In the reformed programs of majors,</p>



	<p>minors and honours in Classical Studies (CLST, CLAH, GRNE) CLST 110 will serve as prerequisite to several of the upper-level, specialty, courses.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
<p><b>Faculty: Arts</b>  <b>Department: CNER</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: L. Rae</b>  <b>Phone: 822-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 111 (3) Gender, Politics, Power and the Arts in Late Republican and Early Imperial Rome</p> <p>The history and culture, values and achievements of Late Republican and Early Imperial Rome; the interconnections between power, politics, gender and the arts in Roman society.</p>	<p><b>URL:</b>  <b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b></p> <p>CLST 111 offers an introduction to the study of ancient Rome by focusing on the Augustan Age. Its aim is to introduce students to the history and culture of this important period by presenting the main events in its history, the key developments in its political and social thought and practices, its religious ideas and practices, its conception and treatment of women and of slaves, its art and architecture, and some of the major exponents of its literature. A constant theme will be the interconnections between power, politics, gender and the arts in Roman society, and students will be encouraged throughout to look for the relevance of what they are learning about the past to their understanding of the present.</p> <p>CLST 111 (3) replaces the second term of the old (now deleted) CLST 100 (6). This change has two advantages for students. First, those students who want an introduction only to ancient Rome will have that option. Second, while the core</p>



	<p>content of the old course is preserved, the theme of the interconnection between gender, politics, power and the arts will tie the several different aspects of our study of each culture into a coherent whole. The new title reflects this theme.</p> <p>In the reformed programs of majors, minors and honours in Classical Studies (CLST, CLAH, GRNE) CLST 111 will serve as prerequisite to several of the upper-level, specialty, courses.</p> <p>This change is part of our re-conception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
<p><b>Faculty: Arts</b>  <b>Department: CNER</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 2-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 231 (3) Ancient Greece</p> <p>A survey of the ancient Greek world from the Minoan and Mycenaean Age (about 2000-1000 BC) to the Hellenistic Period (323-30 BC).</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b></p> <p>CLST 231 (3) offers students an overview of the history, culture and society of the ancient Greek world from the Bronze Age through the Hellenistic Age. It replaces the first term of the old (and deleted) CLST 331 (6).</p> <p>This change is advantageous for those students who want an introduction only to ancient Greece.</p> <p>The course will be of interest to students who are considering a major in any of the undergraduate programs in the Department of Classical, Near Eastern and Religious Studies, and may also be of interest to</p>



	<p>students in History and Medieval Studies.</p> <p>In the reformed programs of majors, minors and honours in Classical Studies (CLST, CLAH, GRNE) CLST 231 will serve as prerequisite to several of the upper-level, specialty, courses.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
<p><b>Faculty: Arts</b>  <b>Department: CNEERS</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(Undergraduate Advisor)</b>  <b>Phone: 2-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 232 (3) Ancient Rome</p> <p>A survey of the ancient Roman world from the foundation of the city to the death of Constantine.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b></p> <p>CLST 232 (3) offers students an overview of the history, culture and society of the ancient Roman world from the foundation of Rome through the fall of the Roman empire. It replaces the second term of the old (and deleted) CLST 331 (6).</p> <p>This change is advantageous for those students who want an introduction only to ancient Rome.</p> <p>The course will be of interest to students who are considering a major in any of the undergraduate programs in the Department of Classical, Near Eastern and Religious Studies, and may also be of interest to students in History and Medieval Studies.</p> <p>In the reformed programs of majors, minors and honours in Classical Studies</p>



	<p>(CLST, CLAH, GRNE) CLST 232 will serve as prerequisite to several of the upper-level, specialty, courses.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>
<p><b>Faculty: Arts</b>  <b>Department: CNEERS</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 20 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CLST 401 (3) Seminar in Classical History</b></p> <p>Selected topics in Greek or Roman history, with an emphasis on research. Restricted to majors and honours students in CLST, CLAS, CLAH and GRNE. Other qualified students may seek the permission of the instructor.</p>	<p><b>URL:</b>  <b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b> CLST 401, along with our other new fourth-year seminars (CLST 402, 403 and 404), provides a research-intensive course for our majors and honours students. In a small-group context students will receive instruction and practice in the advanced skills associated with research and writing: in the tools of research, in the development of a bibliography, in the critical reading of primary and secondary sources, in the development and articulation of a thesis, in the construction of a clear and cogent thesis-supporting argument, and in the presentation and defence of their thoughts, both oral and written.</p> <p>The seminar is restricted to majors and honours students and is meant to culminate their coherent progression in knowledge and in academic skills from their first through fourth year of study. Successful completion of at least one seminar is required for all majors and honours students in CLST, CLAS, CLAH and GRNE.</p> <p>This change is part of our reconception of</p>



	our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.
<b>Faculty: Arts</b> <b>Department: CNER</b> <b>Faculty Approval Date: October 9, 2008</b> <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b>	<b>Date: 10 August 2008</b> <b>Contact Person: Lyn Rae</b> <b>(undergraduate advisor)</b> <b>Phone: 822-4066</b> <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>CLST 402 (3) Seminar in Classical Literature</b>  <p>Selected topics in Greek or Roman literature, with an emphasis on research. Restricted to majors and honours students in CLST, CLAS, CLAH and GRNE. Other qualified students may seek the permission of the instructor.</p>	<b>URL:</b> <b>Present Calendar Entry: NONE</b> <b>Type of Action: NEW COURSE</b>  <p><b>Rationale:</b> CLST 402, along with our other new fourth-year seminars (CLST 401, 403 and 404), provides a research-intensive course for our majors and honours students. In a small-group context students will receive instruction and practice in the advanced skills associated with research and writing: in the tools of research, in the development of a bibliography, in the critical reading of primary and secondary sources, in the development and articulation of a thesis, in the construction of a clear and cogent thesis-supporting argument, and in the presentation and defence of their thoughts, both oral and written.</p> <p>The seminar is restricted to majors and honours students and is meant to culminate their coherent progression in knowledge and in academic skills from their first through fourth year of study. Successful completion of at least one seminar is required for all majors and honours students in CLST, CLAS, CLAH and GRNE.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>



<p><b>Faculty: Arts</b>  <b>Department: CNER</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 403 (3) Seminar in Classical Art and Archaeology</p> <p>Selected topics in Greek or Roman art and archaeology, with an emphasis on research. Restricted to majors and honours students in CLST, CLAS, CLAH and GRNE. Other qualified students may seek the permission of the instructor.</p>	<p><b>URL:</b>  <b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b></p> <p><b>Rationale:</b> CLST 403, along with our other new fourth-year seminars (CLST 401, 402 and 404), provides a research-intensive course for our majors and honours students. In a small-group context students will receive instruction and practice in the advanced skills associated with research and writing: in the tools of research, in the development of a bibliography, in the critical reading of primary and secondary sources, in the development and articulation of a thesis, in the construction of a clear and cogent thesis-supporting argument, and in the presentation and defence of their thoughts, both oral and written.</p> <p>The seminar is restricted to majors and honours students and is meant to culminate their coherent progression in knowledge and in academic skills from their first through fourth year of study. Successful completion of at least one seminar is required for all majors and honours students in CLST, CLAS, CLAH and GRNE.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>



<p><b>Faculty: Arts</b>  <b>Department: CNER</b>  <b>Faculty Approval Date: October 9, 2008</b>  <b>Effective Session Winter Term 1 Year 2009-2010 for Change</b></p>	<p><b>Date: 10 August 2008</b>  <b>Contact Person: Lyn Rae</b>  <b>(undergraduate advisor)</b>  <b>Phone: 822-4066</b>  <b>Email: <a href="mailto:alrae@interchange.ubc.ca">alrae@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CLST 404 (3) Seminar in the Reception of The Classical World</p> <p>Selected topics in the reception of the classical world in its own time and in later eras, with an emphasis on research.</p> <p>Prerequisite: at least one three-credit upper-level course of content appropriate for the topic of the seminar (to be established by individual instructors). Restricted to majors and honours students in CLST, CLAS, CLAH and GRNE. Other qualified students may seek the permission of the instructor.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry: NONE</b>  <b>Type of Action: NEW COURSE</b>  <b>Rationale:</b></p> <p>CLST 404, along with our other new fourth-year seminars (CLST 401, 402 and 403), provides a research-intensive course for our majors and honours students. CLST 404 considers topics in the reception of the classical world in its own time and in later eras, which is a relatively new and increasingly important sub-field of Classical Studies. In a small-group context students will receive instruction and practice in the advanced skills associated with research and writing: in the tools of research, in the development of a bibliography, in the critical reading of primary and secondary sources, in the development and articulation of a thesis, in the construction of a clear and cogent thesis-supporting argument, and in the presentation and defence of their thoughts, both oral and written.</p> <p>The course is one of four new fourth-year seminars, which are meant to culminate the student's coherent progression in knowledge and in academic skills from their first through their fourth year of study. Successful completion of at least one seminar is required for all majors and honours students in CLST, CLAS, CLAH and GRNE.</p> <p>This change is part of our reconception of our whole program of undergraduate instruction in Classical Studies, the aim of which is to ensure academic integrity without loss in numbers of students.</p>





<p><b>Faculty:</b> Arts  <b>Department:</b> CNERs  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> Winter Term 1 Year 2009-2010 for Change</p>	<p><b>Date:</b> 20 Aug. 2008  <b>Contact Person:</b> L. Rae (undergraduate advisor)  <b>Phone:</b> 822-4066  <b>Email:</b> alrae@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CNRS 335 (3/6)d Practicum in Classical or Near Eastern Archaeology</b></p> <p><b>Training in excavation techniques and interpretation through participation in the excavation of a Greek, Roman, or Near Eastern site in Europe or the Middle East. The minimum length of the course is three weeks.</b></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=CLST">http://www.students.ubc.ca/calendar/courses.cfm?code=CLST</a></p> <p><b>Present Calendar Entry:</b>  <del>CLST 335 (6) Summer</del> Practicum in Classical Archaeology</p> <p>Practical training in excavation techniques and interpretation, including survey and mapping procedures, recording, drawing and analysis of artifacts, and study of comparative material. Students will participate in the excavation of a Greek or Roman site in Europe or the Middle East <del>for the Summer Session</del>. The course will include lectures and field-excursions relevant to the region and period of the site.</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. change title from CLST to CNRS</li> <li>2. change credit value from 6 to a variable 3/6</li> <li>3. delete specification of term 'summer'</li> <li>4. inclusion of possibility of a Near Eastern site</li> <li>5. criteria for credit value granted</li> <li>6. addition of 3 week minimum requirement</li> </ol> <p><b>Rationale:</b></p> <ol style="list-style-type: none"> <li>1. reflects fact that the course will now include Near Eastern sites</li> <li>2. the length and intensity of excavations varies; 3 credits better reflects the work expected from students in a three-week excavation; 6 credits from an excavation of six weeks or more</li> </ol>



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	<p>3. some excavations may occur in winter session</p> <p>4. specification that the course will include Near Eastern sites</p> <p>5, 6. direct transfer credit is sometimes granted for participation in the excavations of other universities; these excavations vary in length and in expectations, which necessitates these stipulations</p>
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<p><b>Faculty:</b> Arts</p> <p><b>Department:</b> Creative Writing Program</p> <p><b>Faculty Approval Date:</b> October 9, 2008</p> <p><b>Effective Session</b> <u>Winter</u>, Term <u>1</u>, Year 2009 for Change</p>	<p><b>Date:</b> August 28, 2008</p> <p><b>Contact Person:</b> Keith Maillard</p> <p><b>Phone:</b> 604-822-4596</p> <p><b>Email:</b> <a href="mailto:cwchair@interchange.ubc.ca">cwchair@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CRWR 301 (3/6) d BASIC CREATIVE NON-FICTION</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 301 (6) INTRODUCTION TO CREATIVE NON-FICTION</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. Edit title.</p> <p><b>Rationale:</b> Due to the multi-genre nature of our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a given workshop will vary.</p> <p>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 accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their</p>



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	<p>academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Creative Writing Program  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>Winter</u>, Term <u>1</u>, Year <u>2009</u> for Change</p>	<p><b>Date:</b> August 28, 2008  <b>Contact Person:</b> Keith Maillard  <b>Phone:</b> 604-822-4596  <b>Email:</b> <a href="mailto:cwchair@interchange.ubc.ca">cwchair@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CRWR 405 (3/6) d INTERMEDIATE CREATIVE NON-FICTION</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 405 (6) CREATIVE FORMS AND TECHNIQUES OF NON-FICTION</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. Edit title.</p> <p><b>Rationale:</b>  Due to the multi-genre nature of our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a given workshop will vary.</p> <p>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 accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only</p>



	<p>one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Creative Writing Program  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>Winter</u>, <u>Term 1</u>, <u>Year 2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 28, 2008  <b>Contact Person:</b> Keith Maillard  <b>Phone:</b> 604-822-4596  <b>Email:</b> <a href="mailto:cwchair@interchange.ubc.ca">cwchair@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CRWR 409 (3/6) d WRITING FICTION</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 409 (6) WRITING OF THE SHORT STORY</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. Edit title.</p> <p><b>Rationale:</b>  Due to the multi-genre nature of our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a given workshop will vary.</p> <p>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 accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to</p>



	<p>pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p> <p>Traditionally in Creative Writing short fiction and long fiction were taught as separate genres. Our experience has demonstrated that this approach is not sound pedagogy. Many of the techniques of writing fiction are the same whether the fiction is long or short and we believe that students should begin writing short fiction first, before they move on to writing longer forms, and that the most effective way to address technique is to teach fiction as a whole, rather than artificially breaking it down into “Long” and “Short.”</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Creative Writing Program  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>Winter</u>, <u>Term 1</u>, Year <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 28, 2008  <b>Contact Person:</b> Keith Maillard  <b>Phone:</b> 604-822-4596  <b>Email:</b> <a href="mailto:cwchair@interchange.ubc.ca">cwchair@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CRWR 410 <b>(3/6) d WRITING POETRY</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>  CRWR 410 <b>(6)</b> WRITING OF POETRY</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. Edit title.</p> <p><b>Rationale:</b>  Due to the multi-genre nature of our program, students enter our program with a background in up to nine genres. The ratio of students entering with a specialty or interest in a given genre varies from year to year, and thus demand for a given workshop will vary.</p> <p>The increased flexibility that comes with being able to offer applied arts workshop</p>



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	<p>courses as either 3 or 6 credits will allow Creative Writing to accommodate students' needs in the various genres. The Program will be able to continue to offer breadth in multi-genres for students who are focusing upon this multi-pronged approach to their academic pursuits and also to offer depth for students who wish to focus upon only one or two particular genres. The 3 credit versions of the genres allow students to pursue depth, breadth, or a combination of both, which will allow students to expand their knowledge base as well as prepare for their writing careers.</p>
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<p><b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u>  <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 2008  <b>Contact Person:</b> Sally Hermansen  <b>Phone:</b> 2-5970  <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>GEOG 419 (3) Research in Environmental Geography</p> <p>Details available from Geography Undergraduate Advisor. Not necessarily offered each year.  <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> One of a suite of research workshops for senior students introduced to provide primary research experience for undergraduate students.</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u>  <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 2008  <b>Contact Person:</b> Sally Hermansen  <b>Phone:</b> 2-5970  <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>GEOG 429 (3) Research in Historical Geography</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> One of a suite of research</p>



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<p>Details available from Geography Undergraduate Advisor. Not necessarily offered each year. <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.</p>	<p>workshops for senior students introduced to provide primary research experience for undergraduate students.</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>GEOG 439 (3) Research in Social-Cultural Geography</p> <p>Details available from Geography Undergraduate Advisor. Not necessarily offered each year. <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> One of a suite of research workshops for senior students introduced to provide primary research experience for undergraduate students.</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>GEOG 469 (3) Research in Economic Development/Globalization</p> <p>Details available from Geography Undergraduate Advisor. Not necessarily offered each year. <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.</p>	<p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> One of a suite of research workshops for senior students introduced to provide primary research experience for undergraduate students.</p>



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<b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b>	<b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca
<b>Proposed Calendar Entry:</b>  GEOG 489 (3) Research in Political Geography  Details available from Geography Undergraduate Advisor. Not necessarily offered each year. <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.	<b>Present Calendar Entry:</b>  <b>Type of Action:</b> New course  <b>Rationale:</b> One of a suite of research workshops for senior students introduced to provide primary research experience for undergraduate students.
<b>Faculty:</b> Arts <b>Department:</b> Geography <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> <u>winter</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2009</u> <b>for Change</b>	<b>Date:</b> August 2008 <b>Contact Person:</b> Sally Hermansen <b>Phone:</b> 2-5970 <b>Email:</b> sallyh@geog.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>GEOG 499 (3) Research in Migration Studies</b> Details available from Geography Undergraduate Advisor. Not necessarily offered each year. <i>Prerequisite:</i> Major or Honours in Geography with at least 75 credits or permission of Instructor.	<b>Present Calendar Entry:</b>  <b>Type of Action:</b> New title, topic and course description.  <b>Rationale:</b> One of a suite of research workshops for senior students introduced to provide primary research experience for undergraduate students.

<b>Faculty:</b> ARTS <b>Department:</b> Journalism <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> Winter <b>Term:</b> 1 <b>Year</b> 2008-09 <b>for Change</b>	<b>Date:</b> March XX, 2008 <b>Contact Person:</b> Stephen Ward <b>Phone:</b> 2-6682 <b>Email:</b> <a href="mailto:sjward@interchange.ubc.ca">sjward@interchange.ubc.ca</a>
	<b>URL:</b> N/A





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<p><b>Proposed Calendar Entry:</b></p> <p>JRNL 100 (3/6) d NEW MEDIA AND SOCIETY</p> <p>Development of new media technologies, their applications, and their cultural, political, and social impacts.</p>	<p><b>Present Calendar Entry:</b> N/A</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> New media technologies are altering the way we work, communicate, and enrich ourselves. Exploring these in the broad context of journalism will provide students with a professional orientation to these issues, both as practice and theory.</p> <p>In its first incarnation, Journalism 100 will be offered in conjunction with four integrated courses in the Faculty's Co-ordinated Arts Program. This will give students an introduction to the Arts that links the humanities and social sciences, provides a focal point on policy and practice (via Journalism and new media), and addresses a topic of interest to many young people. We have recently received funding for this new stream, New Media and Society. We will integrate courses in English, Journalism, Sociology, along with the standard Arts Studies 100 as part of the the Co-ordinated Arts Program. For this to happen we need to create Journalism 100.</p>
<p><b>Faculty:</b> ARTS <b>Department:</b> Philosophy <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> W08Term Fall <b>Year</b>2008 for Change</p>	<p><b>Date:</b> November 26, 2007 <b>Contact Person:</b> Nissa Wainwright <b>Phone:</b> 2-3292 <b>Email:</b> nissaw@interchange.ubc.ca</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Philosophy <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> W09 Term 1 Year 2009 <b>for Change</b></p>	<p><b>Date:</b> 11/27/2007 <b>Contact Person:</b> Nissa Bell <b>Phone:</b> 2-3292 <b>Email:</b> nissaw@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>PHIL 491 (3-6) d SEMINAR FOR MAJORS IN PHILOSOPHY Selected</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p>



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<p>problems in philosophy, with attention to methods of research. Check with the department for specific topics. Primarily for fourth-year Philosophy Major students but also open to Philosophy Honours.</p>	<p><b>Type of Action:</b> New, required research seminar for Philosophy majors students.</p> <p><b>Rationale:</b>  This course would be required by all of our Majors students. This would expose students to learning research methods as well as an opportunity to write a major paper which would better prepare students for graduate school if applicable.</p>
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<p><b>Faculty:</b> Arts <b>Department:</b> Psychology <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> Winter Term 1 <b>Year 2009 for Change</b></p>	<p><b>Date:</b> August 27, 2008 <b>Contact Person:</b> Jim Enns <b>Phone:</b> 822-6634 <b>Email:</b> jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>PSYC 207 (3) Biological and Cognitive Psychology</b>  A focus on the interpretation of contemporary research in neuroscience, cognition, perception, memory, and learning.</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 intended primarily for non-Psychology majors. It will fill a gap in the second year Psychology curriculum created by the restriction of PSYC 217 and PSYC 218 to Psychology Majors and students in the interdisciplinary BA programs in Cognitive Systems and Speech Sciences. PSYC 207 will accommodate the equally strong demand for psychology content from students majoring in other programs (currently ~500 students each year). Students interested in taking this new course and other 200-level courses will have a variety of topics to choose from.</p> <p><b>ID Number for Supporting Documents:</b> PSYC 207-NEW PSYC 208-NEW</p>



	<p>PSYC 208-BUDGET IMPACT PSYC 208-LIBRARY CONSULT PSYC 208-DEPT CONSULT (Linguistics/Cognitive Systems; Speech Sciences)</p>
<p><b>Faculty:</b> Arts <b>Department:</b> Psychology <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> Winter Term 1 <b>Year 2009 for Change</b></p>	<p><b>Date:</b> August 27, 2008 <b>Contact Person:</b> Jim Enns <b>Phone:</b> 822-6634 <b>Email:</b> jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PSYC 208 (3) Social, Developmental, Personality and Clinical Psychology</b></p> <p>A focus on the interpretation of contemporary research in social, developmental, personality and clinical psychology.</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 intended primarily for non-Psychology majors. It will fill a gap in the second-year Psychology curriculum created by the restriction of PSYC 217 and PSYC 218 to Psychology Majors and students in the interdisciplinary BA programs in Cognitive Systems and Speech Sciences. PSYC 207 will accommodate the equally strong demand for psychology content from students majoring in other programs (currently ~500 students each year). Students interested in taking this new course and other 200-level courses will have a variety of topics to choose from.</p> <p><b>ID Number for Supporting Documents:</b> PSYC 207-NEW PSYC 208-NEW PSYC 207-BUDGET IMPACT PSYC 207-LIBRARY CONSULT PSYC 207-DEPT CONSULT (Linguistics/Cognitive Systems; Speech Sciences)</p>



	...
<b>Faculty: Arts</b> <b>Department: Psychology</b> <b>Faculty Approval Date: October 9, 2008</b> <b>Effective Session: Winter; Term: 1;</b> <b>Year for Change: 2009</b>	<b>Date: August 27, 2008</b> <b>Contact Person: Jim Enns</b> <b>Phone: 822-6634</b> <b>Email: jenns@psych.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>PSYC 217 (3) THINKING CLEARLY ABOUT PSYCHOLOGY.</b> An emphasis on common errors of judgment. <b>This course is restricted to students in the Faculty of Arts who have declared their Major in either Psychology, Cognitive Systems, or Speech Sciences.</b> Co-requisite: PSYC 100, or both PSYC 101 and 102	<b>Present Calendar Entry:</b>  <b>PSYC 217 (3) THINKING CLEARLY ABOUT PSYCHOLOGY.</b> Thinking about psychological science, with an emphasis on common errors of judgment. <del>Credit will not be given for both PSYC 217 and 317.</del> Pre-requisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102. Co-requisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.  <b>Type of Action 1:</b> Enrollment restriction.  <b>Rationale 1:</b> PSYC 217 and 218 are gateway courses for the 400+ Psychology BA students who graduate each year at UBC. In keeping with the University's mission to create "robust opportunities" for undergraduate students to engage in research and to experience the excitement and rewards of research ( <a href="http://www.president.ubc.ca">http://www.president.ubc.ca</a> , "Where does UBC stand" letter, p.5), we wish to provide a more research-intensive introduction to the BA in Psychology (PSYC 217/218), Cognitive Systems, and Speech Sciences. To accomplish this, specially selected and trained graduate students will conduct 1-hr tutorials every week, in groups of 25-30 students, and involving on-line as well as in-class experience in various aspects of behavioral research.  The tutorials in PSYC 217 will introduce students to key concepts in the scientific method in general and experimental design



in particular, including falsifiability, operationalism, essentialism, correlation versus correlation, ecological validity, expectation (placebo) effects, and converging evidence. In addition to having a substantial writing component (weekly written reports will be required), these tutorials will provide students with ample opportunities to practice basic research skills, like operationalizing independent variables, identifying potential confounds, deciding on appropriate units and scales levels of measurement, and assessing multiple senses of validity and reliability.

Students will progress to the point where, in PSYC 218, they can not only replicate various, well-established empirical effects in cognitive, cultural, developmental, and other areas of psychology, but also carry out their own original research projects, from start to finish. Along the way, students will gain practical experience in formulating testable hypotheses, collecting and coding data, analyzing results (mostly using SPSS or other readily available statistical packages), and most important, writing up their reports in line with the style and substance of the leading, peer-reviewed journals in the relevant research domain (social cognition, affective neuroscience, language development, etc.). Although the majority of PSYC 218 tutorials will involve live interactions among a small group of students and their TA leader, other tutorials will be held in virtual space, using Vista, CogLab, and related web-based media for collecting, sharing, and discussing research data in real time.

The course content (and calendar description) will remain otherwise unchanged, but the demands of mounting weekly tutorials in small groups will entail limiting enrollment to ~500 students each



year rather than the current 1000+. A natural breakpoint for selecting students for these research-intensive tutorials is to restrict enrollment to declared Majors in Psychology, along with students in the interdisciplinary BA programs in Cognitive Systems and Speech Sciences. These are students who will focus on becoming first-hand producers of psychology research. The remaining non-Psychology Majors will be accommodated in parallel courses that focus on the student as an astute interpreter of psychology research. Note that these changes are in keeping with the recent decision in the Faculty of Arts to allow students to declare a major in second year.

Of the 1000+ students currently enrolled in PSYC 217 each year (annual average = 1010, 50% eventually declare PSYC as their Major (annual mean = 507). The 50% that do not are distributed as follows: Arts BAs with other majors account for 29% (8% ENGL, 5% ECON, 4% SOCI, 3% SPSC, 2% undeclared, remainder < 1% of students in > 20 diverse programs), Science BSc account for 12%, BCOM 5%, HKIN 2%, with the remaining < 2% of students in more than 10 diverse programs or classified as “unknown.”

We will continue to accommodate the important segment of non-Psychology students by adding two courses to our curriculum that parallel the PSYC 217/218 stream but that focus on the interpretation of psychological science rather than on its production (see attached NEW COURSE PROPOSALS for PSYC 207 and PSYC 208).

**Type of Action 2:** Delete out-dated warning about double credit.

**Rationale 2:** PSYC 317 is no longer in the



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	<p>calendar and has not been taught for more than 10 years. Thus, the clause “Credit will not be given for both PSYC 217 and 317” is out-dated and can be deleted.</p> <p><b>ID Number for Supporting Documents:</b>          PSYC 217-BUDGET IMPACT          PSYC 217-LIBRARY CONSULT          PSYC 217-DEPT CONSULT          (Linguistics/Cognitive Systems; Speech Sciences)          ...          PSYC 207-NEW          PSYC 208-NEW</p>
<p><b>Faculty:</b> Arts  <b>Department:</b> Psychology  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session:</b> Winter; Term: 1;  <b>Year for Change:</b> 2009</p>	<p><b>Date:</b> August 27, 2008  <b>Contact Person:</b> Jim Enns  <b>Phone:</b> 822-6634  <b>Email:</b> jenns@psych.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PSYC 218 (3) ANALYSIS OF BEHAVIOURAL DATA</b> Use of inferential statistics in psychology and conceptual interpretation of data; experimental design (laboratory, field research methods); presentation of data analyses in reports. PSYC 218 excludes credit for a number of other statistics courses in various departments. Please consult the Science Exclusion Lists (<a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414">www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414</a>) before registering. Pre-requisite: PSYC 217. Major in Psychology, Cognitive Systems or Speech Sciences. Co-requisite: PSYC 100, or both PSYC 100 and 102</p>	<p><b>Present Calendar Entry:</b></p> <p><b>PSYC 218 (3) ANALYSIS OF BEHAVIOURAL DATA.</b> Introduces behavioural data analysis; the use of inferential statistics in psychology and conceptual interpretation of data; experimental design (laboratory, field research methods); presentation of data analyses in reports. <del>Credit will not be given for both PSYC 218 and 318.</del> PSYC 218 excludes credit for a number of other statistics courses in various departments. Please consult the Science Exclusion Lists (<a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414">www.students.ubc.ca/calendar/index.cfm?tree=12,215,410,414</a>) before registering. Pre-requisite: PSYC 217. Co-requisite: either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102.</p> <p><b>Type of Action 1:</b> Enrollment restriction.</p>



**Rationale 1:** PSYC 217 and 218 are gateway courses for the 400+ Psychology BA students that graduate each year at UBC. In keeping with the university's mission to create "robust opportunities" for undergraduate students to engage in research and to experience the excitement and rewards of research

(<http://www.president.ubc.ca>, "Where does UBC stand" letter, p.5), we wish to provide a more research-intensive introduction to the BA in Psychology (PSYC 217/218), Cognitive Systems, and Speech Sciences. To accomplish this, specially selected and trained graduate students will conduct 1-hr tutorials every week, in groups of 25-30 students, and involving on-line as well as in-class experience in various aspects of behavioral research.

The tutorials in PSYC 217 will introduce students to key concepts in the scientific method in general and experimental design in particular, including falsifiability, operationalism, essentialism, correlation versus correlation, ecological validity, expectation (placebo) effects, and converging evidence. In addition to having a substantial writing component (weekly written reports will be required), these tutorials will provide students with ample opportunities to practice basic research skills, like operationalizing independent variables, identifying potential confounds, deciding on appropriate units and scales levels of measurement, and assessing multiple senses of validity and reliability.

Students will progress to the point where, in PSYC 218, they can not only replicate various, well-established empirical effects in cognitive, cultural, developmental, and other areas of psychology, but also carry out their own original research projects, from start to finish. Along the way, students will gain practical experience in





formulating testable hypotheses, collecting and coding data, analyzing results (mostly using SPSS or other readily available statistical packages), and most important, writing up their reports in line with the style and substance of the leading, peer-reviewed journals in the relevant research domain (social cognition, affective neuroscience, language development, etc.). Although the majority of PSYC 218 tutorials will involve live interactions among a small group of students and their TA leader, other tutorials will be held in virtual space, using Vista, CogLab, and related web-based media for collecting, sharing, and discussing research data in real time.

The course content (and calendar description) will remain otherwise unchanged, but the demands of mounting weekly tutorials in small groups will entail limiting enrollment to ~500 students each year rather than the current 1000+. A natural breakpoint for selecting students for these research-intensive tutorials is to restrict enrollment to declared Majors in Psychology, along with students in the interdisciplinary BA programs in Cognitive Systems and Speech Sciences. These are students who will focus on becoming first-hand producers of psychology research. The remaining non-Psychology Majors will be accommodated in parallel courses that focus on the student as an astute interpreter of psychology research. Note that these changes are in keeping with the recent decision in the Faculty of Arts to allow students to declare a major in second year.

Of the 1000+ students currently enrolled in PSYC 217 each year (annual average = 1010, 50% eventually declare PSYC as their Major (annual mean = 507). The 50% that do not are distributed as follows: Arts



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	<p>BAs with other majors account for 29% (8% ENGL, 5% ECON, 4% SOCI, 3% SPSC, 2% undeclared, remainder &lt; 1% of students in &gt; 20 diverse programs), Science BSc account for 12%, BCOM 5%, HKIN 2%, with the remaining &lt; 2% of students in more than 10 diverse programs or classified as “unknown.”</p> <p>We will continue to accommodate the important segment of non-Psychology students by adding two courses to our curriculum that parallel the PSYC 217/218 stream but that focus on the interpretation of psychology science rather than on its production (see attached NEW COURSE PROPOSALS for PSYC 207 and PSYC 208).</p> <p><b>Type of Action 2:</b> Delete out-dated warning about double credit.</p> <p><b>Rationale 2:</b> PSYC 318 is no longer in the calendar and has not been taught for more than 10 years. Thus, the clause “Credit will not be given for both PSYC 218 and 318” is out-dated and can be deleted.</p> <p><b>ID Number for Supporting Documents:</b>          PSYC 218-BUDGET IMPACT          PSYC 218-LIBRARY CONSULT          PSYC 218-DEPT CONSULT          (Linguistics/Cognitive Systems; Speech Sciences)          ...          PSYC 207-NEW          PSYC 208-NEW</p>
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<b>Faculty:</b> Arts <b>Department:</b> Sociology <b>Faculty Approval Date:</b> October 9, 2008 <b>Effective Session</b> _08_ <b>Term</b> _1_ <b>Year 2008 for Change</b>	<b>Date:</b> August 20, 2007 <b>Contact Person:</b> Neil Guppy <b>Phone:</b> 2-3670 <b>Email:</b> neil.guppy@ubc.ca
<b>Proposed Calendar Entry:</b>	<b>Type of Action:</b> New Course



**SOCI 435 (3/6) D International Service Learning**

International field placement normally for eight to ten weeks; pre-departure seminars (8-12 seminars or equivalent) with student presentation seminars upon return from the field.

*Prerequisite:* Sociology 430 or equivalent.

**Rationale:** Experiential learning can be an important part of formal education, especially if the experience is contextualized academically. Providing an intellectual framework for students engaged in international service learning projects allows students to reflect on their experiences of community capacity building in the context of international development, and to understand, first-hand, the ethics of cross-cultural collaboration. From this perspective, the academic component of the course is organized around a critical interrogation of 'global citizenship,' as both an ideal and a practice.

While volunteering in itself can be a laudable experience, the benefits of the experience can be significantly enhanced through the introduction of sound academic preparation and reflection. The course therefore enhances students' ability to critically examine the nature of North-South relations as the context of their placement experiences. Pre-departure preparation engages the students with issues such as participatory community development, international reciprocity, and ethical responsibilities of cross-cultural collaboration. After returning from their placement, students will reflect upon their experiences and discuss with others what constitutes ethical international intervention.

In their service learning experiences students will be engaged in real-world issues, co-operating with local residents to address community-defined goals. A key criterion for the selection of service learning projects is that they be locally-governed and community-defined. When prepared academically this international experience enriches student learning about the responsibilities of global citizenship in



	<p>many ways: it increases their ability to work collaboratively, provides an opportunity to engage in projects designed to address social issues, develops an appreciation of the ethics of cross-cultural collaboration, sharpens their critical thinking skills, and increases their cross-cultural communication skills.</p> <p>The course will combine student research with assignment and paper writing, both prior to and subsequent to the international service learning experience. Credit will only be granted for students who have completed all three components: pre-departure, international service learning, and post-departure. Credit value will depend upon the duration of the course and the placement.</p> <p>International service learning placements will continue to be arranged via You Learn, an initiative out of the VP students' office under the umbrella of Go Global (see the following URL: <a href="http://www.govolunteerubc.ca/">www.govolunteerubc.ca/</a>) The proposed course provides an academic link to help students enrich their learning.</p>
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# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee  
c/o

**Enrolment Services | Senate & Curriculum Services**  
Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1  
ginette.vallee@ubc.ca | PH 604-822-0140 | FX 604-822-5945

8 January 2009

To: Senate

From: Senate Curriculum Committee

RE: Certificate in Executive Business Leadership

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Attached please find the Certificate in Executive Business Leadership proposal from the Faculty of Commerce and Business Administration for your consideration.



**Proposed Name of Certificate Program:**

Certificate in Executive Business Leadership

Sauder School of Business (optional: “with [Organization]”)

**Date of Submission:**

December 12, 2008 (revised)

**Sponsoring Faculty/Department/School:**

Sauder School of Business - Executive Education

**Contact Person:**

**Name:** Dr. Brian Bemmels

**Title:** Professor and Chair, Organizational Behaviour and Human Resources Division

**Telephone:** (604) 822-8372

**Email:** [brian.bemmels@sauder.ubc.ca](mailto:brian.bemmels@sauder.ubc.ca)

**Supporting UBC Partners or External Partners:**

The program may be offered as an open enrolment or with other partner organizations in the future if there is sufficient demand. The initial external partner will be BC Lottery Corporation, a BC Crown corporation. Examples of domestic and international organizations that the Sauder School of Business has partnered with in prior programs are listed in the Appendix.

**Program Description:**

The Certificate in Executive Business Leadership program to be offered by Executive Education at the Sauder School of Business is designed to provide mid-level managers or supervisors with management and leadership expertise that will enhance their career opportunities. The program will help participants increase their leadership skills and capabilities. Courses cover the fundamental areas of business – strategy, finance, marketing, operations and organization behaviour. Participants will also increase their understanding of leadership principles and practices, coaching, and working with teams. The different functional areas will be integrated through an applied business innovation project near the conclusion of the program.

**Rationale for the Program:**

The program is designed to meet 4 goals: to educate the students in strategic tools to increase their effectiveness as managers and leaders; to improve the management capability of the relevant organization as a whole; to provide outreach links between the university and the government and corporate communities; and to provide additional financial resources to help fund the core teaching and research activities of the university. The program will help participants to identify and better understand critical business issues, and to create a basis for effective cross-functional problem-solving, opportunity recognition and informed decision-making. This will enhance the functioning of the employer organization and equip the individual participants for career advancement to higher levels of management.

The program is consistent with and supports the Mission of UBC as expressed in UBC Trek 2010. For example, quoting from the UBC Mission Statement, UBC will

“will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research.” (Trek 2010: p. 1)

Also, from the Trek 2010 Learning objectives, UBC will,

- “Create new programs for both full-time and part-time students that address the life-long learning needs of individuals in a knowledge-based society.” (Trek 2010: p. 6)

And from the Trek 2010 Community objectives,

“UBC will expand its community presence by developing Community Service Learning courses and programs; by devising more joint programs with other provincial post- secondary institutions; and by offering new learning opportunities to meet the needs of communities and life-long learners throughout British Columbia. UBC will also develop more opportunities for local communities to make use of UBC facilities and contribute actively to learning and research.” (Trek 2010: p. 10)

Furthermore, included under the Community Goals and Strategies are:

- “Develop Community Service Learning programs, whereby experience in the field will complement academic study or be integrated with academic credit courses, and aim for participation in such programs by at least 10% of our students.”
- “Develop improved and innovative ways for the external community to gain access to UBC’s many academic, cultural, and recreational offerings.” (Trek 2010: p. 10)

This is an innovative certificate program that will provide access to professional management education to individuals who would not otherwise have ready access to this education, and enhances UBC’s achievement of its Mission and stated goals.

**Proposed Length/Duration:**

It will take approximately 19 months of part-time study to complete the certificate program. The program consists of a combination of certificate-credit courses and degree-credit courses. To be awarded the Certificate and degree-credits, participants must complete and pass all required courses, fulfilling the requirements of 150 hours – consisting of classroom hours, online coursework and projects.

**Proposed Curriculum Topics:** The curriculum will include courses on the following topics:

Leadership

Business Strategy

Finance  
Marketing  
Operations  
Organizational Behaviour  
Business Innovation Project

**Target Learners:** The program is oriented toward lower level managers and supervisors. With the initial external partner, approximately 120 BC Lottery managers and directors are expected to complete the Certificate. Open enrollment offerings will be made available if anticipated demand warrants doing so.

**Student Admission Criteria:**

Admissions requirements are broad-based and applicants selected will have at least some (many with considerable) prior management or supervising work experience. All students will have secondary school graduation. Exceptions may be considered if relevant work experience warrants admission without secondary school graduation.

**Student Assessment/Grading Methods:**

Grading will be pass/fail, based on attendance and the successful completion of all required assignments and projects and meeting the required standard for certificate credit or degree credit. There are multiple evaluation points linked to each module's individual learning objectives as well as a final integrative business innovation project.

**Program Delivery Format:**

The program will be delivered at UBC Robson Square. Classroom lectures will be blended with group problem-solving and discussion, case analysis, guest speakers, business simulations and applied projects.

**Marketing/Promotion Strategy:**

The program will be promoted to potential partner organizations by Sauder Executive Education. If open enrolment offerings are made available, this will also be promoted through Executive Education and included in our annual Executive Education Catalogue that is widely distributed.

**Assessment of Impact on Departmental and University Resources:**

The program will be taught by Sauder sessional instructors, along with some tenure-track faculty and industry specialists. No further resources or University funding will be required for the program. The program will provide net revenue to Sauder and UBC. This program will subsidize other programs and activities at UBC.

**Assessment of Financial Viability:**

A contract for the initial partnership is in place with BC Lottery, and the Sauder School of Business, UBC, agreeing on all financial arrangements. Program fees will cover the full cost for program development and delivery. Any future partnership contracts will also fully cover any costs of subsequent delivery.



**Current Program Advisory Committee Members:**

Mr. Peter Charlton  
Talent Management Director  
BC Lottery Corporation

Ms. Ann Brindle  
Learning Advisor  
BC Lottery Corporation

Dr. Brian Bemmels  
Professor and Chair  
Organizational Behaviour and Human Resources Division  
Sauder School of Business

Ms. Katriona MacDonald  
Assistant Dean and Executive Director, Academic Programs  
Sauder School of Business

Dr. Kristina Henriksson  
Senior Consultant  
Custom Programs, Executive Education, Sauder School of Business

Mr. Paul Cubbon  
Instructor, Marketing Division  
Sauder School of Business

Dr. Elizabeth Newton  
Registered Psychologist and Instructor, Organizational Behaviour and Human Resources Division  
Sauder School of Business

The Certificate program has received approval by the Sauder School of Business' Program Curriculum Committee and the Senior Associate Dean, Academic Programs, Dale Griffin

## APPENDIX

Examples of prior external partners for Sauder School of Business Executive Education programs:

1. AeroInfo/Boeing Corporation
2. Bao Steel Group
3. BC Nurses' Union
4. Cathay Pacific
5. Chinese Provincial Governments (several)
6. Citibank Korea
7. City of Richmond
8. Envision Financial
9. Fundação dom Cabral (Brazil)
10. Hayes Forest Services
11. HSBC China
12. Indian Institute of Management, Ahmedabad
13. Kinross Gold Corporation
14. Korean Government
15. Korea Telecom
16. Ministry of the Attorney General
17. Moulding and Millwork
18. Nintendo
19. Odlum Brown
20. PowerSmart/BC Hydro
21. Petrobras
22. Radio Beijing
23. Shanghai Telecom
24. Teekay Shipping Corporation
25. Telus
26. Tolko Industries
27. Vancouver Airport Authority
28. Vancouver Coastal Health
29. BC Health Authorities

# 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) 822-5945  
amandeep.breen@ubc.ca

January 9, 2009

To: Vancouver Senate  
From: Nominating Committee  
Re: **Adjustments to Committee Membership (approval)**

---

## I. Curriculum Committee Membership Revision (approval)

**Motion:** *that Senate approve the revision to the membership of the Curriculum Committee as follows:*

Add Dr. Mahesh Upadhyaya to fill vacancy

## II. Admissions Committee Membership Adjustment (approval)

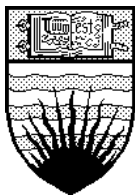
Upon the recommendation of the Admissions Committee, the Nominating Committee requests that Senate adjust the membership of the Admissions Committee to include the Vice-Provost and Associate Vice-President Academic Resources as an ex-officio, non-voting member.

**Motion:** *That the membership of the Vancouver Senate Admissions Committee be adjusted to include the Vice-Provost and Associate Vice-President Academic Resources as an ex-officio, non-voting member of the Committee.*

Respectfully submitted,

Dr. Peter Marshall  
Nominating Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



7 January 2009

## NOMINATING COMMITTEE

### Vancouver Senate

2016 - 1874 East Mall

Vancouver, B.C. Canada V6T 1Z1

Tel: (604) 822-9952 Fax: (604) 822-5945

christopher.eaton@ubc.ca

To: Vancouver Senate

From: Nominating Committee

Re: Proposal for the Establishment of a Joint Committee of the Board and Senates on University Coordination

---

The Committee is pleased that in recent years communication between the Board of Governors and the Senate(s) have markedly improved. However, it is of the opinion that there are still some areas in which a more coordinated and structured means of communication and discussion between the academic and business governing bodies of the University would be of benefit.

One tool to do so has been suggested to the Committee by the secretariats of the Board of Governors and the Senates: the re-establishment of the previous Joint Committee of the Board and the Senate(s). The body originally existed from the formation of the University until amendments to the University Act were passed which added senatorial representation to the Board of Governors. When senate representation was withdrawn from the Board of Governors in 1973, the Committee was not re-formed.

The Nominating Committee agrees with the suggestion that the re-creation of such a body (modified to reflect the dual campus nature of UBC, and to include explicit student representation) would be of use to the University. Our counterpart committee of the Okanagan Senate and the Governance Committee of the Board of Governors are in support of the proposal. As such, we recommend that Senate resolve as follows:

*“That Senate approve the striking of a “Joint Committee of the Board and Senates on University Coordination” under the terms and conditions set out in the attached proposal; and*

*That the Agenda Committee be directed to consider and bring forward to Senate any necessary amendments to the Rules & Procedures of Senate necessary to the facilitate the work of the Joint Committee.”*

## **Joint Committee of the Board and Senates on University Coordination**

### **Establishment:**

This Committee is formed by joint resolution of the Board, Senates and Council and its terms of reference, composition and other aspects of its operation may be amended by subsequent joint resolutions. In matters not specified below it shall operate following the rules of order applicable to standing committees of the Council of Senates as appropriate.

### **Terms of Reference:**

- To provide a forum for discussion and facilitation for matters that are of mutual concern to the Board of Governors and one or more academic governing bodies of the University and to make recommendations thereon to the administration, Board, Senates, Council, or any committees of the foregoing bodies as appropriate;
- To consider and make recommendations to the Board, Senate(s), or Council on matters requiring the approval of the Board and one or more of the academic governing bodies of the University if such matters – in the opinion of the President, an academic vice-president, the Board, a Senate, or the Council – cannot be addressed by the normal mechanisms provided for such business;
- To meet as required but not less than once annually; and
- To report on its work to the Board, Senates, and Council when requested and in the manner specified by each body.

### **Composition:**

- The Chancellor, who shall serve as chair;
- The President, who shall serve as chair in the absence of the Chancellor;
- The Chair of the Board of Governors;
- The Chair of the Board of Governors Governance Committee;
- The Chair of the Council of Senates Executive Committee;
- The Chair of the Okanagan Senate Agenda Committee;
- The Chair of the Vancouver Senate Agenda Committee;
- One Faculty Member of the Board of Governors, selected by the Board;
- One Student Member of the Board of Governors, selected by the Board; and
- One Student Senator selected by either the Okanagan or Vancouver Senate on an annually rotating basis.

The Secretaries to the Senates and to the Board of Governors shall serve as secretary to the Committee but shall not be considered members as such.

### **Terms of Office:**

- The Chancellor, President, Chair of the Board of Governors, and Committee chairs shall serve ex officio;
- The Faculty Member of the Board of Governors shall serve a term of three (3) years and thereafter until a successor is selected by the Board;

- The Student Member of the Board of Governors shall serve a term of one (1) year and thereafter until a successor is selected by the Board;
- The Student Senator shall serve a term of one (1) year and thereafter until a successor is selected by the appropriate Senate.

**Quorum:**

A quorum shall be 6 members.

# 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

8 January 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (January 2009) (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.*

**AUDAIN Foundation Graduate Fellowship:** Four fellowships of \$16,000 each have been endowed by the Audain Foundation for graduate students in the Critical and Curatorial Studies Program. The awards are made on the recommendation of the Faculty of Arts in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

**Gerry BURCH Scholarship in Forest Sciences:** A \$1,000 scholarship is offered by Gerry Burch (B.A.Sc. in Forest Engineering, 1948) to an undergraduate student entering second or third year in the Forest Sciences Program. Preference is given to students with an interest in genetics. The award is made on the recommendation of the Faculty of Forestry. (First award available for the 2009/10 Winter Session)

**CHEMISTRY Graduate Fellowship:** Fellowships totalling \$100,000 are offered by the Department of Chemistry for graduate students in Chemistry. The awards are made on the recommendation of the Department in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

**W. Jo GARDNER Memorial Award in Dental Hygiene:** A \$1,000 award has been endowed by the family, colleagues and friends of Willa Jo Gardner, who was a revered instructor to students in the University of British Columbia Dental Hygiene Diploma Program from 1968 to 1986. The award is granted to a top graduating dental hygiene degree student in the Dental Hygiene Entry-to-Practice option who exemplifies outstanding leadership, character, and concern for fellow students and clients, and is an active student member of the BCDHA and CDHA during their four-year program. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2009/10 Winter Session)



**GRADUATING Class of 1948 Bursary:** Bursaries totalling \$2,250 have been endowed by members of the Class of 1948 on the occasion of their 60<sup>th</sup> anniversary. The awards are offered to undergraduate students and are made on the recommendation of the Office of Student Financial Assistance and Awards. (First awards available for the 2009/10 Winter Session)

**Judith GURNEY Memorial Bursary in Medicine:** Bursaries totalling \$1,200 have been endowed by the estate of Judith Gurney through her son, Derek Gurney, for students in the M.D. Program who are in need of financial assistance. (First awards available for the 2009/10 Winter Session)

**Dr. Adam MARGESSON Award in Addictions Medicine:** A \$1,000 award has been endowed by classmates, friends and family in honour of Dr. Adam Margesson (M.D. 2008) for an M.D. student, in any year of study, who has demonstrated an interest in and commitment to addictions medicine. The award serves to carry on Adam's passion and involvement with addictions medicine and provide opportunity for other students to follow in his footsteps. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2009/10 Winter Session)

**Faculty of MEDICINE Bursary:** Bursaries totalling \$1,000 have been endowed by alumni and friends of the Faculty of Medicine for undergraduate students in the Faculty. (First awards available for the 2009/10 Winter Session)

**Gail MOORE Memorial Thunderbird Women's Golf 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 the Thunderbird Women's Varsity Golf Team in any year of study. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First awards available for the 2009/10 Winter Session)

**Tyler O'FARRELL Memorial Prize in Sustainable Forest Management:** A \$500 prize is offered by the friends and family of Tyler O'Farrell (B.Sc. in Forest Resources Management, 2008), to recognize the spirit, competitiveness and academic excellence of Tyler. The prize is granted on the recommendation of the Faculty of Forestry to a student who demonstrates academic excellence in Sustainable Forest Management. (First award available for the 2008/09 Winter Session)

**OTDBASE Distant Fieldwork Award in Occupational Therapy:** Awards totalling \$1,200 have been endowed by Marilyn Ernest-Conibear, UBC alumna (B.S.R.1969, M.A. in Adult Education 1972) and Professor Emeritus of the University of Western Ontario, to assist promising students in Occupational Therapy with travel and accommodation costs for fieldwork education in remote or distant communities (interpreted as being a placement on Vancouver Island, in Northern or Interior British Columbia, or in an international setting). Candidates must apply in writing to the Department of





Occupational Therapy. The awards are made on the recommendation of the Department. (First awards available for the 2009/10 Winter Session)

**Omer H. PATRICK II Memorial Prize:** A \$1,800 prize has been endowed in memory of Omer H. Patrick II by his family to recognize excellence in Alzheimer's research by a doctoral student whose work is contributing to a greater understanding of the disease. Preference is given to students pursuing research directly into the causes and potential cures for the disease, but related research may also be considered. The Patrick family wishes to express gratitude for the efforts of the recipients in pursuing Alzheimer's research. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

**PHARMACEUTICAL Sciences Travel Abroad Award:** A \$1,000 award has been endowed by generous supporters of the Faculty of Pharmaceutical Sciences for an undergraduate student who has volunteered their time and efforts in a developing country. To be eligible for the award, candidates must have finished their travels within the year prior to the award being given out and have demonstrated their volunteer outcomes as required by the Faculty of Pharmaceutical Sciences. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

**SHARP & Diamond Ecological Design Scholarship in Landscape Architecture:** A \$1,500 scholarship is offered by Sharp & Diamond Landscape Architecture Inc. The scholarship is awarded to a student entering their final year in the Landscape Architecture Program with a preference for a student who has demonstrated excellence and innovation in sustainable systems. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2009/10 Winter Session)

**Jared STANLEY Memorial Prize:** A \$1,000 prize has been endowed by family, friends and colleagues in memory of Jared Stanley (December 2, 1979 to January 11, 2005) for Master of Science students in Geography who have demonstrated excellence in their final year of study. The prize is made on the recommendation of the Department of Geography in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

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

**Award 03702 – British Columbia Pharmacy Association Scholarship:** (revised description) Two scholarships of \$1,500 each have been endowed by the British Columbia Pharmacy Association for students in the Faculty of Pharmaceutical Sciences who are proceeding to the final year. The awards are made on the recommendation of the Faculty to students who, in their opinion, show a major interest in and promise of combining a successful career in the practice of community pharmacy with active



participation in community and professional affairs. Scholarship recipients are offered memberships in the Association.

How amended: The scholarship was previously funded on an annual basis and has now been endowed with a gift of \$60,000 from the Association. The terms of the award remain the same, with the addition of the offer of a membership in the Association.

**Award 01106 – British Columbia Psychological Association Graduate Medal in Psychology:** (revised description) A gold medal, the gift of the British Columbia Psychological Association, is offered for outstanding achievement of a Master's or Doctoral student in the study of Psychology. The award is made on the recommendation of the Department of Psychology in consultation with the Faculty of Graduate Studies.  
How amended: Previously, the medal was designated for undergraduates in psychology. The medal is now designated for graduate students.

**Award 08053 – Gordon and Euna Lumb Award in Voice and Opera:** (revised description) A \$750 award has been endowed in memory of Gordon and Euna Lumb by friends and colleagues, and enhanced by their son, Donald Lumb (B.Com.1971), and their daughter, Judith Forst, O.C., O.B.C. (B.Mus. 1965, D.Lit. Hon.1991). The award is made to a student majoring in voice and opera on the recommendation of the Head of the Voice & Opera Division at the School of Music, will take talent and/or financial need into account, and is made to a student who has completed at least one year of study.  
How amended: The award was originally a bursary, named only for Gordon Lumb, and was funded by Donald Lumb and Judith Forst on an annual basis. The family has amended the terms to make this a recommended award named for both parents and has established an endowment fund to support the award in perpetuity.

# 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

9 January 2009

To: Senate

From: Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body

RE: Report of the Senate Ad Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body

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**Motion #1:** *That the report of the Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be received.*

**Motion #2:** *That the recommendations contained in page 9 of the report of the Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be approved; and*

*That the Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be discharged.*



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## INTRODUCTION

The University of British Columbia (UBC) is committed to the success of its students through the provision of a learning environment that is responsive to the diverse needs of its student body. As stated in the TREK 2010 document, the University “*will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world*”(TREK 2010 Vision). Further, “*The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect*” (TREK 2010 Mission).

The transition to University can be challenging for many students. Universities are complex academic and social communities with unique cultures and organizational structures. Students entering the post-secondary system are expected to understand and navigate within these systems, meeting the expectations of their program of study and advocating for their own needs when necessary. For some communities of students these adjustments may be especially challenging.

Over the past few years, the Senate Committee on Appeals on Academic Standing heard a number of cases that suggested that some communities of students may experience particular difficulties successfully navigating the university environment and may be unlikely to seek the resources they need when faced with academic difficulties or to do so in a timely manner. On the recommendation of the Senate Committee on Appeals on Academic Standing, Committee chair Dr. Ron Yaworsky made a motion to Senate at its May 2007 meeting that an ad hoc Committee be struck to review academic advising at UBC with special reference to its culturally diverse student body. This motion was approved with the following terms of reference.

## 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 students of diverse cultural backgrounds 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.” \*

\*Note: An interim report was submitted to Senate in April 2008 with a request for an extension to October 2008, and a subsequent extension to January 2009 in order to complete the final report. Both extensions were granted.



## SCOPE OF INVESTIGATION

The term *culturally diverse students* is often used to refer interchangeably to mean international students, recent immigrants to Canada, students whose first language is not English, students of non-European ethnic or racial backgrounds and/or students who self identify as a member of a visible minority community. However, these terms are not interchangeable – each represents distinct characteristics that may or may not reflect cultural diversity that impacts a student’s potential for academic success.

For the purposes of the Committee’s work, we have chosen to define culturally diverse students as *students with cultural, ethnic, language and/or religious traditions that influence their understanding or interpretation of university policies and procedures and/or interactions with the university.*

These traditions may impact a student’s understanding, experience or expectations of gender roles, communication patterns, help-seeking behaviours, family responsibilities and obligations, and the roles and responsibilities of students, faculty and university.

## STAKEHOLDERS, COMMITTEE OPERATION AND METHODOLOGY

The Committee has convened 12 times since it was commissioned in the fall of 2007. The original intent of the Committee was to examine the needs of culturally diverse students, the services and supports available to them and the extent to which the services and supports available were meeting their needs. The Committee also considered the importance of the perceptions of faculty and staff regarding their role in supporting these communities of students and the supports and resources available to these staff and faculty.

We identified the key stakeholders as follows:

- The culturally diverse community of students at UBC
- Student service providers on campus
- Faculty members

Several factors impeded the Committee’s progress:

- UBC students described as culturally diverse are often defined by a number of indicators – including first language learned, immigration status, how long they have lived in Canada, whether they self identify as a member of a visible minority community, racial or ethnic identity, and/or their tuition-related status as a student (international vs. domestic). The Committee concurred that these indicators do not encompass the nuances or complexities of the lived experiences of our students.



- Given the various definitions used by different offices and faculties across campus, the Committee was not able to identify or interview representatives of all of the academic support services specifically designed to target the needs of culturally diverse students or to fully understand how units with broad mandates were meeting the needs of these students.
- Although the University has collected considerable data regarding the experiences and engagement of students, as an institution we are still exploring mechanisms for a comprehensive analysis of the experiences of culturally diverse students.

As a result, the Committee focussed its work on meeting with key service providers and administrators to develop a baseline understanding of the services available to culturally diverse students and to create an initial list of factors that may influence student success for these communities of students.

Mr. Walter Sudmant, Director of Planning and Institutional Research, was invited to serve on the Committee in an ex officio capacity to provide the Committee with information on existing data and to assist the Committee in reviewing the data and formulating next steps.

#### **COMMITTEE ACTIVITIES IN RELATION TO TERMS OF REFERENCE**

Over the course of its work, the Committee employed a number of means to attempt to identify factors that could affect a student's academic success and determine the extent to which these factors influence the help-seeking and/or resource-seeking behaviours of culturally diverse students who are experiencing academic or other difficulties while studying at UBC. The Committee met with administrators and individuals responsible for supporting diverse student communities and where possible reviewed existing survey data and databases related to our mandate. A list of the individuals who provided information to the Committee can be found in Appendix A. These individuals provided anecdotal information based on their professional experience and expertise as well as data gathered through a variety of multi-institutional, institutional, and faculty-based surveys. We wish to express our gratitude for the time and expertise each of these individuals so willingly shared with the Committee. The following emerged as a result of these discussions:

#### **Factors that may affect the academic success of culturally diverse students**

- Language – particularly the nuances of language and language traditions that may influence a student's understanding or interpretation of an interaction, an expectation regarding his/her University experience or a University policy/rule or process;
- Knowledge and experience of Canadian social systems and expectations;
- Understandings/experiences of power relationships;



- Family, cultural, and community expectations;
- Racism and other discriminatory acts;
- Stereotyping, i.e. academic or cultural assumptions based on student's accent, English language abilities or appearance;
- Awareness of University policies or procedures that may differ significantly from one institution to another, particularly institutions in other countries;
- Awareness of differences in educational goals, practices and expectations, i.e. the cultural experience and skills required to participate in class discussion or group assignments;
- Expectations regarding the outcomes of a University experience and values placed on extra-curricular activities, group work, volunteerism and community service learning, co-operative education programs, sports and athletic activities, socializing with peers, opportunities to live in student residences and participate in residence life activities;
- Views of help-seeking behaviours and privacy, i.e. some individuals identify a stigma related to help-seeking behaviours; and
- Coping with being away from family and community.

**Factors that may facilitate the academic success of our culturally diverse student body**

- University 101 courses and Orientation programs designed to provide a formal introduction to the culture and expectations of UBC and the student's academic program and to provide opportunities for critical skill building, i.e. Imagine, GALA, UBC Jump Start and AGSC 100 and the Instructional Skills Program for International Teaching Assistants;
- Orientation sessions and other resources for parents;
- Mentoring and tri-mentoring programs that address the needs of culturally diverse students;
- Formal and informal mechanisms for regular faculty and peer contact, i.e. the International Peer Academic Coach program, department wide and interdepartmental projects and events;
- Concise, clear and easily accessible academic regulations and procedures;
- Ombuds and other advocacy services;
- Training, resources and mentoring/coaching for faculty and staff to enable them to work effectively within diverse communities of students;
- Opportunities for thoughtful and carefully constructed learning for students to enable them to work effectively with diverse communities; and





- Formal and informal mechanisms for faculty and staff members to report and refer student who may be in jeopardy.

## **EXISTING SURVEYS AND DATABASES**

UBC utilizes assessment tools such as the National Survey of Student Engagement (NSSE), the Beginning Student Survey of Engagement (BSSE), the Canadian University Survey Consortium--All Years University Student Survey, the National College of Health Association Survey (NCHA) and others to understand the experiences of its students. The data from these surveys was available to the Committee to consider in the context of our terms of reference. A report from Walter Sudmant and Martha Trew was provided to the Committee (Appendix B).

In examining the data from these surveys, the Committee hoped to find evidence to support the anecdotal information provided through group meetings and individual interviews. While the data provide interesting findings that suggest there are differences in the experiences of culturally diverse communities of students, on their own, the available data do not provide a clear picture of the complex issues facing culturally diverse students, nor do they provide the evidence we require as an institution to begin to formulate and consider specific courses of action to address the challenges faced by these communities of students.

Although it would be premature to conclude that language proficiency is a primary determining factor in predicting academic success, existing data suggest that students who report that English is not their first language also report the following (compared with first-year students whose first language is English):

- being less involved with social, recreational and athletic activities at the university
- living off campus more
- using medical services less
- using personal counselling more

ESL students report having higher utilization rates of the following services:

- tutoring
- student associations and clubs
- international student services
- financial aid
- work experience programs
- study skills/learning support services
- employment services

Compared with non-ESL students, ESL students perceived that:

- professors take less personal interest in their academic performance
- professors are less sensitive to gender issues
- professors are less sensitive to racial issues



- professors have had less of a positive impact on their academic careers
- professors look out less for students' interests
- professors encourage less student participation
- professors are less accessible outside class
- they are generally less satisfied with the quality of teaching
- their learning experiences have been less intellectual

As a cautionary note, although data from these surveys may be suggestive of cultural differences, their methodologies were based on correlational and associative designs, rather than designs from which causality can be inferred. Thus, intervening variables may explain these findings and need to be considered.

## **OBSERVATIONS**

1. As the work of the Committee proceeded, members increasingly recognized the complexities involved in identifying and evaluating the experiences of UBC's culturally diverse students. While the University has made considerable efforts to understand and interpret the survey data we have collected, it is difficult, if not impossible to understand the complex interplay of the language, culture, ethnic and religious traditions that may influence students experiences and understanding of and engagement with the University using wide-scale surveys. Lacking more sophisticated evidence it was impossible for the Committee to determine the extent to which each of the factors identified in this report affects the academic success and/or help-seeking behaviours of our students. The Committee believes this level of assessment is critical in order to inform strategic planning efforts and resource allocation in order to provide the best opportunity for academic success for all of our students.
2. The Committee also notes that UBC has shown increasing commitment to international initiatives such as the International Student Initiative and opportunities for international exchange (study) and volunteer experiences. These values are reflected in TREK 2010 (its fifth pillar is internationalization) and the related teaching and research plans of the University. Correspondingly, the university has instituted a range of services to support these interests and has increasingly enabled academic departments and units to structure related support services in accordance with their needs. Such patterns are paralleled by sister academic institutions, namely, the University of Toronto and the University of California at Berkeley. Although international and exchange students represent a subset of the culturally diverse students represented at UBC, the Committee believes there may be opportunities to learn from the experiences and expertise of the offices and faculties supporting these students.
3. Assessing the utilization rate of services by culturally diverse students and the effectiveness of these services in meeting the needs of these communities of students is complex. Nevertheless, the Committee believes this is critical and requires attention and resources.



4. The Committee consistently heard about the need for a range of carefully constructed opportunities for skill development to enable all members of our University community to work effectively with diverse populations of students. While many opportunities already exist, the Committee believes that an even more visible commitment to this important skill set and a greater range of opportunities would benefit all students, staff and faculty and would provide them with the tools and support they are seeking to work effectively towards UBC's vision.

## RECOMMENDATIONS

The Committee believes that its work has laid the groundwork for the formulation of a cohesive, campus-wide plan for addressing the needs of students in order to maximize their academic success at UBC. We believe that development of such a plan is timely given globalization and UBC's long term goals and plans. To ensure that university services relating to academic support for culturally diverse students are not disjointed, but rather coherent, consistent, transparent and accessible, we recommend the following based on our findings:

*That the Vice-President Academic and the Vice-President Students be directed to determine the appropriate mechanism for reviewing the findings in order to further assess the issues identified in the Committee's report and to develop a plan to address the concerns as appropriate; and*

*That the Vice-President Academic be directed to report to Senate in December 2009, December 2010 and triennially thereafter regarding initiatives and planning relating to academic support for culturally diverse students to date.*

We are pleased to have contributed to this important Committee devoted to the needs of culturally diverse students on campus and potentially contributing further to a student-friendly academic environment.

## Respectfully submitted,

Dr. Elizabeth Dean (Chair), Senator 2004-2008, Faculty of Medicine

Dr. George Bluman, Senator, Faculty of Science (to April 2008)

Ms. Mackie Chase, Director Emerita, UBC Centre for Intercultural Communication

Mr. Brendon Goodmurphy, Vice-President Academic, UBC Alma Mater Society;  
Student, Faculty of Arts (to April 2008)

Dr. Paul Harrison, Senator, Elected by the Joint Faculties

Mr. Alex Loughheed, Vice-President Academic, UBC Alma Mater Society; Senator,  
elected by the students at-large; Faculty of Science Student (from April 2008)

Ms. Janet Mee, Director, Access & Diversity

Mr. Raymond Pan, Student Senator 2007-2008, Faculty of Science Student



Mr. Walter Sudmant, Director, Office of Planning and Institutional Research  
Dr. Robert Tierney, Senator, Dean of Education  
Dr. Ronald Yaworsky, Senator, Convocation



## APPENDIX A

### List of Contributors

Name	Faculty	Title
Indy Batth	Arts	Academic Advisor, Transition & Retention, Arts Academic Advising Services
Yvonne Brown	Education	Manager, International Initiatives, External Programs and Learning Technologies
Rayne Graham	School of Music	Student Advisor
Jessica Harris	Arts	Academic Advisor, Arts Academic Advising Services
Fran Harrison	School of Human Kinetics	Undergraduate Program Administrator
Craig Klafter		Associate Vice President, International
Ruth Kwok	Applied Science	Student Recruiter/International Student Coordinator, Engineering Student Services
Patricia Mirwaldt		Director, Health Services
Joshua Robertson	Land and Food Systems	Advising Officer
Gary Rupert	Education	Program Coordinator, Teacher Education Office
Stacey Simpson	Science	International Student Coordinator
Janet Sinclair	Science	Student Development Coordinator
Michelle Suderman		Associate Director, International Student Development
Cathy Tan	Science	Advising Clerk
Jamie Tooze	Commerce & Business Administration	International Student Coordinator, Undergraduate Program



## **APPENDIX B**

UBC Vancouver Ad-Hoc Committee on Academic Advising Issues Relating to a  
Culturally Diverse Student Body: Summary of Some Survey Results

Prepared by Walter Sudmant and Marsha Trew



## **UBC Vancouver Ad-Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body**

### **Summary of Some Survey Results**

*Walter Sudmant, UBC Office of Planning and Institutional Research  
Marsha Trew, UBC Office of Assessment, VP Students Office*

*July 23, 2008*



## Introduction

UBC collects no administrative data on cultural/ethnic/racial variables, but a great deal of information is available from various surveys (see list of surveys on final page). These surveys of undergraduate students across Canada and the United States do not always use the same or the best questions to determine a student's ethnic/racial background, however we can make some statements about the diversity of our students based on this variety of survey responses:

- 60% to 62% self-identify as a visible minority (VM)
- 48% report having English as a second language (ESL)
- 47% are immigrants

Ethno/racial identity is closely linked to language first learned. 84% of immigrant students at UBC do not have English as their first language, and 75% of visible minority students do not have English as the first language (Table 1, or derived from data collected for Table 1).

**Table 1: Immigration and Language**

	<b>All Students Survey CUSC 2008</b>			<b>Orientation Benchmarking 2007</b>		
	All n=369	All Years White n=149 40%	VM n=220 60%	First Year Domestic Students All n=1449	White n=546 38%	VM n=903 62%
<b>When did you come to Canada to live?</b>						
Born in Canada	53%	82%	32%	58%	86%	41%
1991 or earlier	6%	3%	8%	6%	4%	7%
1992 – 1996	11%	3%	17%	11%	3%	16%
1997 – 2001	13%	3%	19%	12%	3%	18%
2002 – 2006	14%	5%	20%	11%	2%	16%
2007 or later	4%	3%	4%	3%	3%	3%
<b>When did you learn to speak English?</b>						
English-native	52%	92%	25%	51%	90%	27%
Before 5 years old	18%	5%	27%	22%	5%	32%
6 – 10 years old	16%	2%	26%	17%	3%	25%
11 – 15 years old	11%	1%	17%	9%	2%	13%
After turning 16	3%	0%	5%	2%	0%	3%
<b>What is your status in Canada?</b>						
Born in Canada & both parents born in CA	25%	56%	3%			
Born in Canada & 1 parent born in CA	11%	18%	6%			
Born in Canada & neither parent born in CA	18%	9%	25%			
Not born in Canada & now CA citizen	31%	9%	46%			
Landed immigrant/Permanent resident	7%	1%	10%			
Visa student	9%	5%	11%			

Hence it is very difficult to disentangle the academic impacts, problems, perceptions, etc relating to race and culture from the impacts of being an ESL student. In the following summary of various student surveys, results are sometimes stratified by language, and





sometimes by the category of “Visible Minority”, and sometimes by a specific ethno/racial category.

### **Orientation and Adjustment to University by Language First Learned**

There is no difference between English as a first language and other students on their satisfaction with orientation. That is, they are similarly satisfied with several aspects of orientation: knowledge of campus life, student services, feeling welcome and other orientation related items. There is also no difference in their success in obtaining “Support” (getting academic advice, finding help with problems, etc.) in first year. However, ESL students report less success in adjusting academically and social involvement (making new friends, feeling as if I belong) (Table 2). This suggests that English language skills are important in academic work, and that improved social adjustment is not likely to result from the services provided through academic advising, etc.

Other UBC research shows that living on campus makes a major contribution to students’ social adjustment, i.e., in easing their transition socially, their success in developing friendships with other students, and adjusting to the social aspects of the university (Commuting/Living on Campus: *NSSE 2006* and *Orientation 2006*). However, VM/ESL students are much less likely to live on campus (Table 3).



**Table 2: Orientation and Adjustment to University  
First Year Student Survey 2007**

Alpha	Index	Mean		Effect size
		English n=182	ESL n=137	
.884	<b>Orientation</b>	3.07	2.99	Nsd*
	Feeling welcome at the university			
	Helping you understand university's academic expectations			
	Helping your personal and social transition to university			
	Providing information about campus life			
	Providing information about student services			
	Building your confidence			
.734	<b>Support</b>	2.75	2.70	Nsd*
	Finding useful information and resources on careers/occupations			
	Getting academic advice			
	Finding help with questions or problems			
.824	<b>Involvement/Settling In</b>	3.11	2.74	-.53
	New living arrangements			
	Finding suitable, affordable housing			
	Becoming involved in campus activities			
	Making new friends with other students			
	Feeling as if I belong at university			
.776	<b>Academics</b>	3.09	2.97	-.22
	Meeting academic demands			
	Performing adequately in courses requiring mathematical skills			
	Understanding content and information presented in courses			
	Performing adequately in written assignments			
	Organizing my time to complete academic work			
.544	<b>Finding</b>	3.39	3.22	-.35
	Finding my way around the campus			
	Using the library			
	Choosing a program of studies to meet my objectives			

\* No significant difference

**Table 3: First Year Students by Residence and Visible Minority (VM)  
National Survey of Student Engagement 2006**

	Not VM n=711	VM n=704
Room or apartment in university residence or campus housing	56%	23%
Off-campus accommodation within walking distance of campus	4%	3%
Off-campus accommodation within driving distance of campus	40%	73%
Fraternity or sorority house	1%	1%



## Use of Facilities and Services

English as a first language students are more likely to engage in university-based social activities, athletic facilities, and other recreation. ESL students are more likely to use student associations and clubs.

ESL students are more likely to access personal counseling services, but less likely to use campus medical services.

There is no statistically significant difference in their use of academic advising, but ESL students are more likely to use learning support services and tutoring services. Given these results there is no evidence to suggest that ESL students are disinclined to make use of the services that are available (Table 4).

**Table 4: Use of Facilities and Services**  
**First Year Student Survey 2007**

	<b>English n=293</b>	<b>ESL n=246</b>	<b>Effect Size*</b>
Library facilities	95%	95%	
Computer facilities	72%	<b>89%</b>	.43
Co-op program	6%	6%	
University-based social activities	<b>63%</b>	46%	-.35
Athletic facilities	<b>57%</b>	43%	-.29
Other recreational facilities	<b>64%</b>	45%	-.38
Facilities for student associations/clubs	46%	<b>58%</b>	.23
Campus bookstores	98%	99%	
Food services	89%	88%	
Parking facilities	36%	37%	
Campus medical	<b>26%</b>	14%	-.28
University residences	<b>57%</b>	30%	-.55
Study skills/learning support services	18%	24%	
Tutoring services	23%	31%	
Financial aid	15%	17%	
Employment services	11%	13%	
Disability services	5%	4%	
International services	13%	15%	
First Nations services	3%	4%	
Personal counselling	11%	<b>17%</b>	.17
Career counselling	11%	10%	
Academic advising	44%	37%	

\*Differences are statistically significant ( $p < .05$ ) where effect sizes are noted.



Table 5 shows satisfaction with services where there are statistically significant differences. For students who did use university services, *first year ESL students* are notably and statistically less satisfied with many services, including library, athletic, residences, the bookstore, food services, conditions of buildings, quality of teaching, and classroom and club facilities. Table 6 shows satisfaction where there are no significant differences. There is no difference in satisfaction with academic advising, or “concern shown by the university for you as an individual”.

While there does seem to be a general tendency for first year ESL students to be less satisfied with many aspects of their UBC experience, there does not seem to be an ethno/cultural pattern in their dissatisfaction. For example, the bookstore and the library are arguably not facilities that appear to present ethno/cultural challenges, (unlike, say food services where they are also less satisfied) yet ESL students are less satisfied.

**Table 5: Satisfaction with Services: English vs. ESL (significant differences)**  
**First Year Student Survey 2007**

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	n
<b>Library facilities</b>					
English	0%	3%	50%	47%	275
Other	0%	0%	60%	39%	234
<b>Athletic facilities</b>					
English	2%	7%	52%	39%	162
Other	2%	9%	71%	18%	96
<b>Other recreational facilities</b>					
English	1%	6%	58%	35%	179
Other	2%	5%	79%	14%	105
<b>University residences</b>					
English	4%	12%	50%	34%	164
Other	6%	19%	65%	10%	68
<b>Campus bookstores</b>					
English	2%	7%	53%	38%	286
Other	3%	16%	67%	15%	244
<b>General condition of buildings and grounds</b>					
English	1%	9%	65%	25%	290
Other	3%	14%	67%	16%	244
<b>Food services</b>					
English	6%	18%	55%	22%	261
Other	8%	24%	57%	11%	213
<b>Facilities for student associations, clubs, etc.</b>					
English	1%	3%	69%	28%	131
Other	4%	4%	78%	15%	135



**Table 6: Satisfaction with services: English vs. ESL (Non-significant differences)**  
**First Year Student Survey 2007**

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	n
<b>Academic advising</b>					
English	4%	16%	59%	21%	119
Other	6%	14%	60%	20%	90
<b>Concern shown by the university for you</b>					
English	11%	27%	51%	11%	274
Other	10%	34%	47%	9%	221
<b>Study space</b>					
English	2%	12%	58%	28%	289
Other	3%	13%	57%	27%	242
<b>Computer facilities</b>					
English	1%	7%	63%	29%	203
Other	1%	9%	62%	28%	216
<b>Average size of your classes</b>					
English	4%	13%	64%	18%	284
Other	5%	19%	64%	12%	242
<b>Instructional facilities (e.g. classrooms, labs, equipment)</b>					
English	2%	9%	70%	19%	290
Other	2%	11%	74%	13%	242
<b>Parking facilities</b>					
English	10%	23%	55%	13%	102
Other	13%	33%	49%	6%	88
<b>University-based social activities</b>					
English	1%	5%	67%	27%	181
Other	2%	6%	73%	18%	109
<b>Study skills / learning support services</b>					
English	2%	15%	65%	19%	48
Other	4%	7%	80%	9%	55
<b>Tutoring services</b>					
English	2%	14%	58%	27%	64
Other	3%	8%	75%	14%	72



These differences in satisfaction with services between ESL and English language students disappear over time, and by the time students reach 3<sup>rd</sup> and 4<sup>th</sup> year, few differences in their satisfaction with services can be detected (Table 7).

**Table 7: Satisfaction with Services**  
**Survey of All Years 2008**

*Very dissatisfied = 1 to Very satisfied = 4*

	<b>English</b>		<b>ESL</b>	
	Mean	n	Mean	n
Academic advising	2.80	120	2.86	124
Tutoring services	2.98	45	3.09	57
Computer facilities	3.09	171	3.17	158
Athletic facilities	3.03	122	3.04	96
Other recreational facilities	3.13	119	3.06	87
Facilities for student associations, clubs, etc.	3.01	102	2.95	108
Parking facilities	2.36	94	2.50	74
University-based social activities	2.99	102	2.90	92
Campus book stores	3.05	193	2.96	171
International student services	3.18	22	3.12	33
Services for students needing financial aid	2.92	37	3.06	54
Work experience programs (co-op or internships)	3.46	26	3.14	37
Personal counselling services	3.09	11	3.07	27
Career counselling services	3.04	24	3.00	39
Study skills/learning support services	2.92	26	3.02	42
Campus medical services*	3.35	72	3.02	48
Employment services	3.17	23	3.12	41
Food services	2.83	178	2.79	158
University residences	3.00	85	3.02	59
Library facilities*	3.46	183	3.34	172
Student life program (e.g. residence or campus activities)	3.01	76	2.98	55

\* Differences are statistically significant ( $p < .5$ ).



Nevertheless, the higher use patterns mentioned above still persist (Table 8).

**Table 8: Use of Facilities and Services**  
**Survey of All Years 2008**

	<b>English n=195</b>	<b>ESL n=178</b>	<b>Effect Size*</b>
Academic advising	62%	70%	
Tutoring services	24%	<b>33%</b>	.20
Computer facilities	89%	89%	
Athletic facilities	63%	57%	
Other recreational facilities	<b>63%</b>	52%	-.22
Facilities for student associations, clubs, etc.	53%	<b>65%</b>	.24
Parking facilities	50%	43%	
University-based social activities	56%	54%	
Campus book stores	100%	97%	
Services for students with disabilities	6%	7%	
International student services	12%	<b>21%</b>	.24
Services for students needing financial aid	19%	<b>32%</b>	.30
Services for First Nations students	3%	3%	
Work experience programs (co-op or internships)	14%	<b>24%</b>	.26
Personal counselling services	7%	<b>17%</b>	.31
Career counselling services	13%	<b>24%</b>	.28
Study skills/learning support services	14%	<b>25%</b>	.28
Campus medical services	37%	29%	
Employment services	13%	<b>25%</b>	.31
Food services	92%	90%	
University residences	44%	35%	
Library facilities	95%	98%	
Student life program (e.g. residence or campus) activities)	42%	34%	

\* Differences are statistically significant ( $p < .05$ ) where effect sizes are noted.



There is no indication that specific services, such as academic advising, tutoring, or personal counselling are not meeting specific ESL needs, either in terms of use or satisfaction. But ESL students are less satisfied with their overall academic experience, and rate teaching and learning experiences lower than English students (Table 9). There is evidence that for those ESL students who persist, the dissatisfaction with services and facilities wanes, while the dissatisfaction with basic academic issues does not.

### Survey of All Years 2008

*Disagree strongly = 1 to Agree strongly = 4*

	English n=195	ESL n=178	Effect Size*
Some of my professors have taken a personal interest in my academic progress	2.77	2.54	-.29
My professors show sensitivity to gender issues	3.11	2.75	-.59
My professors show sensitivity to racial issues	3.13	2.71	-.73
Some professors have had a major positive influence on my academic career	3.03	2.81	-.28
My professors generally look out for students' interests	3.00	2.75	-.39
I feel free to turn to some of my professors for advice on personal matters	2.23	2.14	
Most of my professors encourage students to participate in class discussions	3.18	3.05	-.22
At this university, professors treat students as individuals, not just numbers	2.79	2.69	
In most of my classes, I have been given the chance to evaluate the course	3.49	3.39	
Most of my professors are reasonably accessible outside of class to help students	3.16	3.02	-.26
Teaching assistants have been helpful in my academic program	2.67	2.56	
Grading is consistent and fair at this university	2.73	2.64	
Generally, I am satisfied with the quality of teaching I have received	2.96	2.83	-.23
My learning experiences at this university have been intellectually stimulating	3.06	2.85	-.32
Most university support staff (e.g., clerks, secretaries, etc.) are helpful	2.86	2.88	
I sometimes feel I get the run around at this university	2.66	2.71	
I feel as if I am part of the university	2.66	2.75	
The university treats students fairly, independently of their race	3.24	3.12	
The university treats students fairly, independently of their gender	3.26	3.15	-.20
I am satisfied with my decision to attend this university	3.19	3.07	

\* Differences are statistically significant ( $p < .05$ ) where effect sizes are noted.

Similar results are evident when comparing students on the basis of ethnicity or race, but the satisfaction effects are more frequent when compared on the basis of ESL versus English language students, indicating some evidence that:

- ESL students need, use, and are relatively satisfied with academic support services; and
- Dissatisfaction tends to be not with services but more directly with the academic experience, and is language based more so than culturally or racially based; i.e., language difficulties pervade academic experiences, and have a persistent negative effect on academic success and satisfaction.

There is also evidence that VM/ESL students do not achieve as high grades as non-VM (Table 10), and that VM/ESL students are less engaged (Table 11). We do not have data directly connecting ESL with grades, but given the statistics above, along with the strong correlation between ESL and VM, we have evidence that it is language and not ethno-racial background per se which influences the grades and engagement of these students.





In focus groups and interviews, students report that they do tend to socialize and interact in social groups of similar linguistic background, and ESL students report that language is a factor related to academic difficulties, especially in Arts. ESL students also sometimes report a reluctance to participate in classroom discussion relative to their English first language peers. Students are generally aware of the services and help available to them through formal UBC offices, and do not report cultural or ethnic barriers to the uses of these services.

**Table 10: GPA and Visible Minorities**  
**National Survey of Student Engagement 2006**

	<b>C</b>	<b>B</b>	<b>A</b>
<b>Men</b>			
Non VM (n = 1211)	14%	56%	30%
VM (n = 949)	22%	53%	25%
Effect size = .23*			
<b>Women</b>			
Non VM (n=2065)	10%	59%	32%
VM (n=1667)	19%	59%	19%
Effect size = .35*			

\* Differences are statistically significant ( $p < .5$ ) where effect sizes are noted.

**Table 11: NSSE 2006 Benchmarks: Effect Sizes\***  
**National Survey of Student Engagement 2006**

	<b>First Year</b>		<b>Fourth Year</b>	
	<b>VM</b>	<b>Non VM</b>	<b>VM</b>	<b>Non VM</b>
Level of Academic Challenge			-.11	
Active and Collaborative Learning			-.16	
Student-Faculty Interaction			-.12	
Enriching Educational Experiences	-.27		-.17	
Supportive Campus Environment	-.17			

\* Differences are statistically significant ( $p < .5$ ) where effect sizes are noted.



## Surveys

UBC Office of Planning and Institutional Research, *First-Year University Student Survey*, 2007, Canadian University Survey Consortium

Results: [www.pair.ubc.ca/surveys/index.htm](http://www.pair.ubc.ca/surveys/index.htm)

UBC Office of Planning and Institutional Research, *Survey of All Years University Students*, 2008, Canadian University Survey Consortium

Results: [www.pair.ubc.ca/surveys/index.htm](http://www.pair.ubc.ca/surveys/index.htm)

UBC Office of Assessment VP Students, *Orientation Benchmarking Survey*, 2007, StudentVoice

Results: available on request

UBC Office of Assessment VP Students and PAIR, *Commuting/Living on Campus: NSSE 2006 and Orientation 2006*

Results: available on request

UBC Office of Planning and Institutional Research, *National Survey of Student Engagement*, 2006, Center for Postsecondary Research, Indiana University

Results: [www.pair.ubc.ca/surveys/index.htm](http://www.pair.ubc.ca/surveys/index.htm)

# THE UNIVERSITY OF BRITISH COLUMBIA



## Office of the University Librarian

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Tel: (604) 827-3486 Fax: (604) 822-3242

January 5, 2009

To: Vancouver Senate

From: Peter Ward  
University Librarian *pro tem*

Subject: 2007/08 Report of the University Librarian to the Senate (**information**)

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Please be advised that the 2007/08 Report of the University Librarian to the Senate is now available online at [http://www.library.ubc.ca/home/UBC\\_RS\\_07-08\\_fa.pdf](http://www.library.ubc.ca/home/UBC_RS_07-08_fa.pdf).

You can also link to the Report from the Library's home page ([www.library.ubc.ca](http://www.library.ubc.ca)) – the link appears on the lower right hand side of the page under the Spotlight heading.

I will present the 2007/08 Report to the UBC Senate on Wednesday, January 21<sup>st</sup>. If you have any questions, please contact me at 604-827-3486 or [peter.ward@ubc.ca](mailto:peter.ward@ubc.ca).

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

January 9, 2009

To: Vancouver Senate

From: Brian J. Silzer  
Associate Vice President Enrolment Services and Registrar

Subject: Academic Year 2009/2010 (**information**)

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Please be advised that the draft academic year dates for 2009/2010 are available for your review at:

<http://www.students.ubc.ca/calendar/academicyear.cfm?page=2009&action=draft>

These draft dates were circulated widely throughout the campus in November and all academic units that list program-specific dates have been consulted.

Key dates for 2009/2010 Winter Session:

Term 1

Tuesday, September 8, 2009	Term 1 begins. Classes are replaced by Imagine UBC for most direct-entry undergraduate programs*
Friday, December 4, 2009	Last day of Term 1 classes for most Faculties*
Tuesday, December 8, 2009	First day of exams Term 1
Tuesday, December 22, 2009	Last day of exams Term 1
Number of Teaching Days	61

Term 2

Monday, January 4, 2010	Term 2 begins. Classes begin for most Faculties*
February 15-26, 2010	2-week Midterm Break
Thursday, April 15, 2010	Last day of Term 2 classes for most Faculties*
Monday, April 19, 2010	First day of exams Term 2
Saturday, May 1, 2010	Last day of exams Term 2
Number of Teaching Days	62

Questions or comments regarding the 2009/2010 Academic Year can be directed to Ginette Vallée at [ginette.vallee@ubc.ca](mailto:ginette.vallee@ubc.ca) or (604) 822-0140.

\*For a list of affected units, please see the detailed Academic Year at the link provided.