

# 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)

REVISED

## Vancouver Senate

### AGENDA

#### THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE

**WEDNESDAY, FEBRUARY 25, 2009**

**7:00 P.M.**

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

1. **Senate Membership -- Mr. Brian J. Silzer**  
Declaration of vacancy: One (1) representative of the students at-large to replace Mr. Alfie Lee (information)
2. **Minutes of the Meeting of January 21, 2009 -- Prof. Stephen J. Toope**  
(approval) (circulated)
3. **Business Arising from the Minutes**
4. **Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**
5. **From the Board of Governors -- Prof. Stephen J. Toope**  
Confirmation that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act* (information)

#### **Senate Meeting of December 17, 2008**

Curriculum Proposals from the Faculties of Applied Science, Commerce & Business Administration, and Graduate Studies (College of Health Disciplines, Faculty of Education, and College for Interdisciplinary Studies).

New Degree Proposals from the Faculties of Land and Food Systems and Graduate Studies (Land and Food Systems).

Change of Name from the Centre for Hip Health to the Centre for Hip Health and Mobility.

6. **Admissions Committee -- Dr. David W. Fielding**  
(approval) (circulated)
  - a. English Language Admission Standard
  - b. Change of Degree Program/Campus
  - c. Classification of Students (Visitor)
  - d. Applicants Following Other International Secondary School Curricula
  - e. PSI Calculus Assessment 12
  - f. BC First Nations Studies 12
  - g. Canadian Aboriginal Students
  - h. Graduate Programs in Physics and Astronomy

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*Admissions Committee, continued*

- i. Graduate Programs in Reproductive and Development Sciences
  - j. Faculty of Law
- 7. Curriculum Committee -- Dr. David W. Fielding**  
(approval) (circulated)  
Curriculum Proposals from the Faculties of Applied Science (School of Nursing), Arts, Education (School of Human Kinetics), Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, and Medicine), and Land & Food Systems.
- 8. Nominating Committee -- Dr. Rhodri Windsor-Liscombe**  
Adjustments to Committee Membership (approval) (circulated)
- 9. Student Awards Committee -- Dr. Brian Stelck**  
(approval) (circulated)
- a. New Awards
  - b. Four Year Fellowships for PhD Students
  - c. Change to Regulations Governing University Awards
- 10. Report from the Provost & Vice-President, Academic -- Dr. David Farrar**  
Julia Levy BC Leadership Chair in Macular Research (approval) (circulated)
- 11. Proposed Agenda Items**
- 12. Other Business**

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 JANUARY 21, 2009

#### Attendance

**Present:** Dr. R. Windsor-Liscombe (Vice-Chair of Senate, Meeting Chair), Mr. B. J. Silzer (Secretary), Ms. K. Aminoltejari, Dr. R. Anstee, Dr. K. Baimbridge, Dean M. A. Bobinski, Ms. H. Boyd, Principal M. Burgess, Dr. B. Cairns, Mr. G. Costeloe, Dr. B. Craig, Mr. D. Dance, Dr. J. Dennison, Mr. G. Dew, Dr. W. Dunford, Dean B. Evans, Dr. D. Farrar (Provost & VP Academic), Dr. D. Fielding, Mr. B. Frederick, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. L. Gorman, Dr. W. Hall, Dr. P. G. Harrison, Ms. D. Herbert, Dr. R. Irwin, Dean M. Isman, Dr. A. Ivanov, Dr. B. S. Lalli, Mr. D. Leung, Dr. P. Loewen, Mr. A. Loughheed, Mr. B. MacDougall, Dr. P. L. Marshall, Dr. W. McKee, Mr. R. McLean, Mr. A. Mohan, Ms. S. Morgan-Silvester (Chancellor), Dr. G. Öberg, Dr. C. Orvig, Dr. B. Osmond, Dr. K. Patterson, Dr. J. Plessis, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Dean J. Saddler, Ms. A. Shaikh, Ms. L. Silvester, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Dr. S. Thorne, Dean R. Tierney, Dr. M. Upadhyaya, Dr. M. Vessey, Mr. B. Wang, Mr. A. Warbinek, Dr. P. Ward, Mr. A. Wazeer, Ms. M. Young, Dr. T. Young.

**By invitation:** Mr. A. Arida, Ms. L. Charvat, Dr. E. Dean, Dr. C. Fabian, Dr. B. Fleming, Dr. J. Giltrow, Dr. A. Kindler, Ms. J. Mee, Ms. J. Munro, Ms. R. Vlaar.

**Regrets:** Dean T. Aboulnasr, Dr. Y. Altintas, Dr. J. Brander, Ms. A. Dulay, Dr. W. Fletcher, Dr. S. Grayston, Mr. S. Heisler, Dr. S. B. Knight, Ms. H. Lam, Mr. A. Lee, Dr. D. Lehman, Mr. W. McNulty, Mr. C. Meyers, Dean D. Muzyka, Principal L. Nasmith, Dean S. Peacock, Ms. A. Peterson, Mr. G. Podersky-Cannon, Dean C. Shuler, Dean R. Sindelar, Dean G. Stuart, Prof. S. J. Toope (President and Chair), Mr. D. Verma, Dr. R. Wilson, Dr. R. A. Yaworsky.

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

#### Call to Order

Dr. Windsor-Liscombe called to order the fifth regular meeting of the Vancouver Senate for the 2008/2009 academic year.

## **Senate Membership**

The Secretary announced the following changes to Senate membership.

1. Dr. Mahesh Upadhyaya and Dr. Andrew Riseman had filled vacancies as faculty representatives of the Faculty of Land and Food Systems.
2. Mr. Sean Heisler had replaced Mr. Philip Edgcumbe as student representative of the Faculty of Applied Science.

## **Minutes of the Previous Meeting**

The Recording Secretary reported that she had received several corrections to the attendance list.

<i>Mr. Leung</i>	}	<i>That the minutes of the meeting of December 17, 2008 be adopted as corrected.</i>
<i>Dr. Ward</i>		

Carried.

## **Business Arising from the Minutes**

### **REFERRAL TO NOMINATING COMMITTEE: CULTURE OF SERVICE**

Agenda Committee Chair Dean Bobinski had circulated the following report.

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

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*Business Arising From the Minutes, continued*

issue having arisen at the December 2008 Chairs meeting.

*Dean Bobinski  
Dr. Thorne*

}

*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.*

Carried.

## **Correspondence**

The Secretary reported that the Senate had received Seasons Greetings from the Board of Governors. The Associate Secretary further noted that Senators had been invited to a reception hosted by the Board of Governors to be held on February 4, 2009.

## **Admissions Committee**

Committee Chair Dr. Fielding presented the reports.

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*Admissions Committee, continued*

## DOCTOR OF MEDICINE: CHANGES IN ADMISSION REQUIREMENTS

The Committee had circulated proposed revisions to the Calendar entry on admission to the Doctor of Medicine program.

<i>Dr. Fielding</i>	}	<i>That Senate approve the revised calendar entry on admission to the Doctor of Medicine program, effective for the 2009/2010 admission cycle and thereafter.</i>
<i>Dr. Anstee</i>		

Carried.

## BACHELOR OF COMMERCE AND BACHELOR OF ARTS: CHANGES IN ADMISSION REQUIREMENTS

The Committee had circulated a proposal for the current admission cycle to substitute Grade 11 grades in place of required Grade 12 grades for the calculation of an admission average for out-of-province applicants to the Bachelor of Arts and Bachelor of Commerce programs. Students admitted on the basis of an admission average incorporating Grade 11 grades would be required to satisfy all published admission requirements for admission to the University in order to retain the offer of admission. The proposal was intended to allow more timely offers of admission. The Admissions Committee planned to closely monitor the implementation of this change.

<i>Dr. Fielding</i>	}	<i>That Senate approve the proposed changes to the admission requirements for out-of-province applicants to the Bachelor of Arts and the Bachelor of Commerce programs, effective for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).</i>
<i>Dr. Ross</i>		

## DISCUSSION

Dr. Fielding explained that this pilot project would allow the University to collect data about the effect of using Grade 11 grades in the calculation of the admission average.

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*Admissions Committee, continued*

Because offers could be made much earlier, the University would likely increase its success in attracting top Ontario students.

Ms. Silvester asked whether there were plans to extend this arrangement to BC students. Dr. Fielding responded that, due to self-reporting of grades, UBC was already able to make relatively early offers to BC students. For applicants from Ontario, UBC had to await grades from the Ontario Ministry of Education.

In response to a question from Ms. Boyd, Dr. Fielding stated that applicants would still be required to meet all University admission requirements, including the published University minimum admission average. Should an applicant fail to meet that standard, the offer would be withdrawn. Dr. Loewen noted that the published University minimum was significantly lower than the competitive admission average for each program. He asked what would happen if a student's final admission average were to fall below the competitive cut-off for the program in question. Dr. Harrison replied that this student would not have to meet the competitive average to retain the offer. It had been the University's practice for several previous years not to revoke an offer unless the student's average fell below the University minimum. Dr. Harrison spoke in favour of the motion as a way to support earlier offers that would be more likely to receive meaningful consideration by students.

Mr. Costeloe suggested that, in response to this new practice, high school students might work harder in Grade 11 as compared to Grade 12. The assembly recognized Dr. Janet Giltrow, Associate Dean of Arts, who clarified that Grade 11 grades would only be used when their Grade 12 counterparts were missing. Dr. Giltrow expressed confidence that use of Grade 11 grades as described would result in appropriate offers. She noted that a Grade 11 final grade was in some ways a better indicator than a Grade 12 interim grade. Dr. Ross reported that, had this practice been implemented for the previous year, analysis

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*Admissions Committee, continued*

of a sample of admitted students had showed that the University would have admitted effectively the same class. Dr. Farrar stated that Ontario universities typically issued offers in February to the top 10 to 15 percent of the applicant pool, and that the correlation between Grade 11 and Grade 12 grades was very high for students with averages above 90 percent. He spoke in support of the motion as a way to issue earlier offers to the best students in a very competitive environment.

Mr. Costeloe asked what else had been done to speed up the admission process. Mr. Silzer responded that the current proposal was one of many initiatives designed to support earlier offers. It had been of concern for some time that UBC's processes did not permit offers at a time in the admission cycle when students are ready to receive them and to respond. He stated that the University worked to refine its strategies in this area each year.

Carried.

*Dr. Harrison  
Mr. Dew*

} *That Senate delegate to the Senate Admissions Committee authority to permit any direct-entry undergraduate program to admit students under the conditions specified in the report entitled 'Substitution of Grade 11 Grades for Timely Admission Evaluations' for only the 2008/2009 admission cycle (for entry to the 2009 Winter Session).*

Carried by the  
required 2/3  
majority.

*Dr. Harrison  
Dr. Sparks*

} *That the Senate Admissions Committee report back to Senate by November 2009 on the effects of the pilot on both the timeliness and the rates of uptake of offers of admission.*



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*Admissions Committee, continued*

## **DISCUSSION**

In response to a question from Mr. Dew, Mr. Silzer expressed the opinion that the proposed deadline of November 2009 was reasonable.

The motion was  
put and carried.

## **DOCTOR OF MEDICINE: ESSENTIAL SKILLS AND ABILITIES (TECHNICAL STANDARDS) FOR ADMISSION, PROMOTION AND GRADUATION**

The Committee had circulated a proposed policy from the Faculty of Medicine on Essential Skills and Abilities (Technical Standards) for Admission, Promotion, and Graduation in the Doctor of Medicine program. While the current proposal was for approval of the new policy, the Admissions Committee also planned to submit an associated Calendar entry for approval at the February 2009 meeting.

*Dr. Fielding  
Mr. Dance*

}

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

## **DISCUSSION**

Dr. Dance expressed support for the proposed policy as articulating standards that were already well understood within the program. He asked what kinds of support the Faculty had in mind for students coping with the many physical, emotional, and mental demands of the program. The assembly recognized Dr. Bruce Fleming, who stated that the Faculty recognized the strain students were under and stated that many supports were available through the Faculty of Medicine Office of Student Affairs, which had offices at each of the three distributed sites. He also introduced Ms. Lori Charvat, Associate Dean, Equity, and indicated that Ms. Charvat's office also served as a resource for students.

The motion was  
put and carried.

## **Curriculum Committee**

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

Committee Chair Dr. Marshall presented the reports.

### **CURRICULUM PROPOSALS FROM THE FACULTIES OF APPLIED SCIENCE AND ARTS**

<i>Dr. Marshall</i>	}	<i>That the new and changed courses and programs brought forward by the Faculties of Applied Science and Arts be approved.</i>
<i>Dr. Rucker</i>		

### **CERTIFICATE IN EXECUTIVE BUSINESS LEADERSHIP**

The Committee presented for information a new Certificate in Executive Business Leadership from the Faculty of Commerce & Business Administration (also known as the Sauder School of Business).

## **DISCUSSION**

Mr. Costeloe expressed some concern about programs created in partnership with donors, and asked about target groups of students for the new program. Dr. Ross stated that the Sauder School of Business had developed partnerships with a wide variety of organizations to reach out across the province and the country. Although some of those partners also chose to donate money to the University, the primary focus of these partnerships was the development of programs tailored to specific learner requirements. Some executive education certificates were restricted to specific groups, while others allowed open enrolment. The present certificate had been developed in partnership with the BC Lottery Corporation.

## **Nominating Committee**

Committee member Dr. Marshall presented the reports.

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*Nominating Committee, continued*

## ADJUSTMENTS TO COMMITTEE MEMBERSHIP

*Dr. Marshall  
Ms. Friesen*      }      *That Senate approve the revision to the  
membership of the Curriculum Committee  
as follows:*

*Add Dr. Mahesh Upadhyaya to fill a vacancy  
and add Mr. Sean Heisler to replace Mr.  
Philip Edgcumbe.*

Carried.

*Dr. Marshall  
Dean Saddler*      }      *That the membership of the Vancouver  
Senate Admissions Committee be adjusted  
to include the Vice-Provost & Associate  
Vice-President, Academic Resources as an  
ex-officio, non-voting member of the  
Committee.*

Carried.

*Dr. Marshall  
Mr. Leung*      }      *That Mr. Sean Heisler replace Mr. Philip  
Edgcumbe on the Library Committee.*

Carried.

## JOINT COMMITTEE OF THE BOARD AND SENATES ON UNIVERSITY COORDINATION

The Committee had circulated a proposal to establish a Joint Committee of the Board of Governors and the Senates on University Coordination. The assembly recognized Mr. Christopher Eaton, Academic Governance Officer, who gave a brief overview of the history of a previous iteration of this Committee under earlier versions of the *University Act*. The previous committee had been dissolved at a time when the Senate had representation on the Board of Governors, but had not been reestablished when the composition of the Board was changed. Noting recent discussions about the need for improved communication between the Board and the Senates, the secretariats and the Committee were of the

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*Nominating Committee, continued*

opinion that the joint establishment of the proposed Committee by the Board and the Senates would help to address this issue.

<i>Dr. Marshall</i>	}	<i>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</i>
<i>Dr. Rucker</i>		

*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.*

**DISCUSSION**

Senators noted that the proposed composition of the Committee included neither a faculty member nor a Convocation Senator. Mr. Eaton stated that a Committee with representation from all constituencies would become unmanageably large.

Mr. Eaton recalled that it had taken approximately nine months for all three governing bodies to approve some recent policies on senior appointments, due to the inefficiency of existing ad hoc liaisons between the governing bodies. Dr. Windsor-Liscombe expressed support for the proposed committee as a way to add to the “quality of thought” on a collaborative process of institutional governance.

There was discussion about the advantages of ad hoc versus standing committees, with some Senators urging caution with respect to establishing too many committees. Dr. Harrison expressed support for the establishment of a standing committee. Although the committee would not necessarily have a lot of work before it, the committee would always be in place should a need arise from the senior administration or elsewhere.

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*Nominating Committee, continued*

Mr. Costeloe asked how it would be determined whether an Okanagan or Vancouver Student Senator would serve first in the alternating sequence. Dr. Marshall suggested that the secretariat would determine a mechanism to decide the campus of the first student representative and would also track the necessary membership changes for future.

Noting the substantial amount of committee work already assigned to most Senators, Dr. Vessey suggested that the terms of reference stipulate that the committee not meet more often than four times per year. Chancellor Morgan-Silvester drew attention to the fact that she was the proposed chair of the committee, and reassured Senators that the committee would only meet when it proved to be useful.

**AMENDMENT**

<i>Dr. Patterson</i>	}	<i>That the composition of the Joint Committee of the Board and Senates on University Coordination be amended to specify student representation as follows:</i>
<i>Mr. McLean</i>		

*One Student Senator selected by the  
Okanagan Senate; and*

*One Student Senator selected by the  
Vancouver Senate.*

Carried.

**DISCUSSION ON MAIN MOTION**

Mr. Eaton noted that the Okanagan Senate had amended the proposed composition in the same way. There was discussion about whether the motion ought to specify provisional approval to allow the Board of Governors to respond to the amendment proposed by the Senates. Ms. Collins pointed out that approval from all three governing bodies was required before the Committee could be considered established, so the approval of any one of the three bodies could be considered provisional in effect.

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*Nominating Committee, continued*

Dr. Vessey stated that there was an onus on members of the Board and Senates to find ways to communicate with one another, and expressed concern that the proposed committee would assume too much of this responsibility unto itself. Mr. Eaton pointed out that the proposal did not include any provision for the delegation of authority to the committee, and that the committee's primary role would be to make recommendations for consideration by the Board and the Senates.

The main motion  
was put and  
carried.

### **Student Awards Committee**

Committee Chair Dr. Stelck presented the report.

#### **NEW AWARDS**

*See also 'Appendix B: New Awards.'*

<i>Dr. Stelck</i>	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i>
<i>Ms. Silvester</i>		

Carried.

#### **MINIMUM AMOUNTS FOR ENDOWED AWARDS**

Dr. Stelck recalled a question posed by a Senator at a previous meeting about named awards in relatively small amounts. He responded that, although the Development Office and Office of Student Financial Assistance and Awards did not actively promote the establishment of small awards, the University would generally honour a specific request from a donor. Some donors of significant gifts had begun with a single \$500 prize. Dr. Stelck stated that handling these smaller gifts with care and attention inspired donor trust, and

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*Student Awards Committee, continued*

that some donors chose to later endow larger amounts. A relative small number of these kinds of awards had been established in recent years.

**Ad Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body**

The assembly recognized guest presenter and Committee Chair Dr. Elizabeth Dean. Dr. Dean gave a brief overview of the Committee's establishment and its work to date, noting that early identification of the need for work in this area had stemmed from the observation of the Senate Committee on Appeals on Academic Standing that students from diverse backgrounds appeared disproportionately often as appellants before the Committee.

<i>Dr. Harrison</i>	}	<i>That the report of the Senate Ad Hoc Committee on Academic Advising Issues relating to a Culturally Diverse Student Body be received.</i>
<i>Mr. Warbinek</i>		

Carried.

<i>Dr. Harrison</i>	}	<i>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.</i>
<i>Mr. Warbinek</i>		

The recommendations referenced in the above motion read as follows:

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.

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*Ad hoc Committee, continued*

## DISCUSSION

Dr. Hall noted that there did not appear to be sufficient data to support definitive conclusions. Dr. Dean agreed that much of the data considered by the Committee had been qualitative in nature, but stated that several themes had emerged from discussions with student advisors and associate deans. The Committee had also struggled somewhat to determine its working definition of “diverse”. Dr. Hall asked whether there were mechanisms available for the collection of further data.

The assembly recognized Committee member Ms. Janet Mee. Ms. Mee suggested that the primary difficulty was not in the collection of data, but in choosing how to analyze it. She stated that it was impossible to improve service to diverse communities without first understanding how they wished to interact with the University. She noted that it might not be problematic, for example, if it were to be identified that a given group chose not to engage with student advisors on a regular basis because perhaps this group had gained access to the necessary information in other ways.

Noting the recommendation for annual and then triennial reports back to Senate, Dr. Anstee asked whether it might be reasonable to request only one report back later in 2009 before deciding whether regular reports would be useful in future. Dr. Dean stated that the Committee was most interested in some periodic reporting mechanism to ensure ongoing attention to the issue, but that other intervals could be considered.

Mr. McLean stated that the Senate Student Caucus had discussed this report at length, and that members had expressed frustration that the only recommendation after two years of Committee work was that another office should look at the problem. He added that, although the matter had been raised at Senate only two years earlier, students from diverse backgrounds had been encountering systemic problems for much longer. He



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*Ad hoc Committee, continued*

expressed disappointment that these problems had not received more explicit attention from the Committee. He stated that, if the Senate were to accept the recommendations of the Committee, it would be critical to choose reporting timelines that would support prompter action.

Dr. Thorne expressed appreciation for the work of the Committee, noting that amorphous and complex issues did not lend themselves to the measurement of quantitative data. She was hopeful that the next phase of discussion would focus on alternative mechanisms to approach the issues, rather than wrestling with issues related to data and measurement. She suggested that the first paragraph of the motion be severed. Dr. Dean responded that the first paragraph was important because the Committee wished to identify one or more people as specifically responsible. Dr. Harrison stated that the Committee had felt that it could not make further progress, and that the referral to the Provost and Vice-President, Students was the best way forward.

Dr. Öberg suggested reversing the question before the Committee. Rather than beginning with the assumption that diversity created problems for students, a better approach would be to ask which students were struggling and whether cultural diversity was related to that struggle, and what kinds of support were needed. Dr. Vessey stated that, although a pressing problem had been identified, the solutions seemed elusive in the absence of an appropriate body to take action. He respectfully suggested that the Senate reject the motion and begin again with new terms of reference.

In response to a question from Dr. Dunford, Dr. Farrar gave an overview of activities that were already underway at the University to examine issues of climate and equity from the student perspective. He reminded Senators that an equity plan for the University was in

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*Ad hoc Committee, continued*

development. In addition, a group reporting jointly to the Provost and the Vice-President, Students would soon be struck to consider the broader student experience.

In response to a question from Dr. Baimbridge, Dr. Dean stated that due to privacy considerations, the University did not keep records on which students were failing and whether cultural diversity was a factor. Dr. Dean indicated, however, that the Committee had heard some very compelling anecdotal evidence about the disjointed nature of services for diverse students.

The motion was  
put and failed.

<i>Dr. Thorne</i>	}	<i>That the Ad Hoc Committee on Academic Advising Issues Relating to a Culturally Diverse Student Body be discharged.</i>
<i>Dr. Rucker</i>		

Carried.

## **2007/2008 Report of the University Librarian to the Senate**

Dr. Ward, University Librarian *pro tem.*, presented the annual report of the University Librarian to the Senate (available 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)). He described the rapid transformation of the academic library from primarily physical to virtual status. The growth in electronic transmission of information in the teaching, learning, and research activities of the University had a significant impact at the same time that the physical collection continued to grow at a brisk rate. Space for the growing collection would become a challenge sooner than earlier predicted. Dr. Ward described the need to balance electronic resources with conventional library collections as the primary challenge in academic librarianship in the near future. He also gave an update on the activities of the Irving K. Barber Learning Centre, noting that it had been Dr. Barber's wish that the Centre reach out to the broader community.

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*Report of the University Librarian, continued*

In response to a question from Mr. Wazeer, Dr. Ward was hopeful that 24-hour study space would be made available in the Irving K. Barber Learning Centre by April 2009. Security had been the primary concern. Dr. Ward invited student submissions by email with respect to ideas for furnishings for study space.

Dr. Vessey, Dr. Orvig, Mr. Lougheed, and others expressed concern that:

1. The Senate Library Committee remained inactive and without an elected chair, even though the Senate was charged with making rules for the management and conduct of the Library under the *University Act*; and
2. There appeared to be no opportunity for faculty members, members of Senate, or the Senate Library Committee to meet with short-listed candidates for the position of University Librarian.

Dr. Farrar agreed to look into the candidate schedule and correct any oversights. He noted that attendance had been sparse at open forums scheduled as part of other executive search processes. Dr. Vessey noted a link to the above-mentioned referral to the Nominating Committee on culture of service, and encouraged the senior administration to find ways to encourage faculty to feel welcome to participate.

### **Report from the Associate Vice-President, Enrolment Services & Registrar**

Mr. Silzer presented the report.

### **2009/2010 ACADEMIC YEAR**

The Associate Vice-President & Registrar had circulated the term and examination dates for 2009/2010 as well as a link to the detailed Academic Year. He reminded Senators of their earlier decision to modify Term 2 of the 2009/2010 Academic Year to accommodate the Vancouver 2010 Winter Olympics. One consequence of this modification was that the last day of the examination period was scheduled to fall on May 1. In response to wide consultation, Enrolment Services had received submissions from students concerned

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*Report from the Associate Vice-President, Enrolment Services & Registrar, continued*

about the examination schedule extending into the month of May, and was investigating ways to ensure conclusion of the examination period by April 30. Such measures would include:

1. Increasing the number of evening examinations throughout the examination period;
2. Gaining access to larger facilities, e.g., Thunderbird Arena or War Memorial Gymnasium; and
3. Holding examinations on one Sunday, namely April 25, 2010.

Mr. Silzer noted that the one-time scheduling of examinations on a Sunday would constitute an experiment that would provide data for decision making in future years.

### **Agenda Committee -- in camera**

#### **SENATOR LEAVE REQUEST**

In closed session, the Senate responded to a request that a Senator be granted a leave from Senate and Committee duties.

### **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, February 25, 2009.

## **APPENDIX A: CURRICULUM SUMMARY**

### **FACULTY OF APPLIED SCIENCE**

Program area name change from Clinical Engineering to Biomedical Engineering

### **FACULTY OF ARTS**

#### **PROGRAM CHANGES**

B.A. > CNERS > Honours in Archaeology and History of Greece, Rome, and the Near East  
B.A. > CNERS > Honours in Classical Studies  
B.A. > CNERS > Honours in Myth and Literature in Greece, Rome and the Near East  
B.A. > CNERS > Major in Archaeology and History of Greece, Rome, and the Near East  
B.A. > CNERS > Major in Classical Studies  
B.A. > CNERS > Major in Myth and Literature in Greece, Rome and the Near East  
B.A. > CNERS > Minor in Archaeology and History of Greece, Rome and the Near East  
B.A. > CNERS > Minor in Classical Studies  
B.A. > CNERS > 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

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

ANTH 221 (3)  
ANTH 241 (3)  
ANTH 312 (3)  
ANTH 378 (3)  
ANTH 412 (3)  
ANTH 478 (6)  
ASIA 353 (3)  
ASIA 498 (3)  
CLST 105 (3)  
CLST 110 (3)  
CLST 111 (3)  
CLST 231 (3)  
CLST 232 (3)  
CLST 401 (3)  
CLST 402 (3)  
CLST 403 (3)

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*Appendix A: Curriculum Summary, continued*

CLST 404 (3)  
CNRS 335 (3/6) D  
CRWR 301 (3/6) D  
CRWR 405 (3/6) D  
CRWR 409 (3/6) D  
CRWR 410 (3/6) D  
GEOG 419 (3)  
GEOG 429 (3)  
GEOG 439 (3)  
GEOG 469 (3)  
GEOG 489 (3)  
GEOG 499 (3)  
JRNL 100 (3/6) D  
PHIL 491 (3-6) D  
PSYC 207 (3)  
PSYC 208 (3)  
PSYC 217 (3)  
PSYC 218 (3)  
SOCI 435 (3/6) D

**FACULTY OF COMMERCE & BUSINESS ADMINISTRATION**

**NEW PROGRAM**

Certificate in Executive Business Leadership (submitted for information)

## **APPENDIX B: NEW AWARDS**

**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)

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*Appendix B: New Awards, continued*

**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)



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*Appendix B: New Awards, continued*

**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

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*Appendix B: New Awards, continued*

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 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

February 13, 2009

To: Vancouver Senate  
From: Admissions Committee  
Re: **Calendar Changes on Admission Items**

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**a) English Language Admission Standard – Changes to Admissions Calendar Entry  
(approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on the English Language Admission Standard, effective for entry in September 2010. The minimum component requirements for English Language Proficiency Tests must be achieved in a single sitting of the test.

***Motion:*** *That Senate approve the revised calendar entry on the English Language Admission Standard, effective for entry to the 2010 Winter Session and thereafter.*

**b) Change of Degree Program/ Campus – Changes to Admissions Calendar Entry  
(approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Change of Degree Program/Campus. The proposed change will align the evaluation and timing of admission offers to UBC students who wish to change programs with that of post-secondary applicants to the University.

***Motion:*** *That Senate approve the revised calendar entry on Change of Degree Program/Campus, effective for entry to the 2009 Winter Session and thereafter.*

**c) Classification of Students (Visitor) – Changes to Admissions Calendar Entry  
(approved)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Classification of Students for visiting students. Visiting students must be in enrolled in studies for transfer to a program of study at another recognized post-secondary institution.

***Motion:*** *That Senate approve the revised calendar entry on Classification of Students (Visitor), effective for entry to the 2009 Summer Session and thereafter.*

**d) Applicants Following Other International Secondary School Curricula – Changes to Admissions Calendar Entry (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Applicants Following Other International Secondary School Curricula. International secondary school applicants must complete the General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE) with a standing in at least five subject areas, including English, with three in UBC approved academic Advanced Level subjects.

***Motion:*** *That Senate approve the revised calendar entry on admission requirements for applicants following other international secondary school curricula, effective for entry to the 2009 Winter Session and thereafter.*

**e) PSI Calculus Assessment 12: Applicants Following the BC/Yukon Secondary School Curricula – Changes to Admissions Calendar Entry (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on approved examinable Grade 12 courses for applicants following the BC/Yukon secondary school curricula. The PSI Calculus Assessment 12 will no longer be used as an approved examinable Grade 12 course for the purpose of admission.

***Motion:*** *That Senate approve the revised calendar entry on PSI Calculus Assessment 12 as an admission requirement for applicants following the BC/Yukon secondary school curricula, effective for entry to the 2009 Winter Session and thereafter.*

**f) BC First Nations Studies 12: Applicants Following the BC/Yukon Secondary School Curricula – Changes to Admissions Calendar Entry (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on approved examinable Grade 12 courses for applicants following the BC/Yukon secondary school curricula. Applicants may use BC First Nations Studies 12 to satisfy either the Social Studies 11 requirement or as an approved examinable Grade 12 course.

***Motion:*** *That Senate approve the revised calendar entry on BC First Nations Studies 12 as an admission requirement for applicants following the BC/Yukon secondary school curriculum, effective for entry to the 2009 Winter Session and thereafter.*

**g) Canadian Aboriginal Students – Changes to Admissions Calendar Entry (approved)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Canadian Aboriginal Applicants. Canadian Aboriginal Applicants who do not meet the competitive admission average for admission to a specific program may be considered for admission and must complete a supplemental application in addition to the application for admission to the University.

***Motion:*** *That Senate approve the revised calendar entry on Canadian Aboriginal Applicants, effective for entry to the 2010 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee

## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<p><b>SAC Approval Date:</b> Jan. 28, 2009  <b>Effective Session:</b> 2010 Winter  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Contact Person:</b> Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions          604-822-4240  <a href="mailto:rosalie.vlaar@ubc.ca">rosalie.vlaar@ubc.ca</a></p>																																																																		
<p><b>URL from Web Calendar:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,19,0,0</a></p>																																																																			
<p><b><u>Proposed</u> Table of English Language Proficiency Tests:</b></p> <p><b>English Language Proficiency Tests</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: left;"> <thead> <tr style="background-color: #2c4e64; color: white;"> <th style="width: 10%;"></th> <th style="width: 60%;">Test</th> <th style="width: 30%;">Competence Level<sup>1</sup></th> </tr> </thead> <tbody> <tr> <td>CAE</td> <td>Certificate in Advanced English<sup>4</sup></td> <td>B</td> </tr> <tr> <td>CAEL</td> <td>Canadian Academic English Language assessment</td> <td>overall 70</td> </tr> <tr> <td></td> <td>With the speaking sub-test</td> <td>60</td> </tr> <tr> <td>CEL</td> <td>UBC Certificate in English Language<sup>2</sup></td> <td>600</td> </tr> <tr> <td>CELP</td> <td>Canadian English Language Proficiency Index Program<sup>3</sup></td> <td></td> </tr> <tr> <td></td> <td>CELPIT-A (Academic Reading and Writing)<sup>3</sup></td> <td>4L</td> </tr> <tr> <td></td> <td>CELL (Listening)</td> <td>4L</td> </tr> <tr> <td></td> <td>CELTOP (Speaking)</td> <td>4L</td> </tr> <tr> <td>CPE</td> <td>Certificate of Proficiency in English<sup>4</sup></td> <td>C</td> </tr> <tr> <td>IELTS</td> <td>International English Language Testing System (Academic)</td> <td>6.5 with no part less than 6.0</td> </tr> <tr> <td>MELAB</td> <td>Michigan English Language Assessment Battery</td> <td>85 final score, with 3 in the speaking test</td> </tr> <tr> <td>TOEFL</td> <td>Test of English as a Foreign Language</td> <td></td> </tr> <tr> <td></td> <td><b>Either</b> the Paper-based test</td> <td>55</td> </tr> <tr> <td></td> <td>With the TWE (Test of Written English)</td> <td>4.0</td> </tr> <tr> <td></td> <td><b>Or</b> the Computer-based test</td> <td>22</td> </tr> <tr> <td></td> <td>With the essay</td> <td>4.0</td> </tr> <tr> <td></td> <td><b>Or</b> the Internet-based test</td> <td>Overall Score: 86</td> </tr> <tr> <td></td> <td></td> <td>Reading: 21</td> </tr> <tr> <td></td> <td></td> <td>Listening: 21</td> </tr> <tr> <td></td> <td></td> <td>Writing: 20</td> </tr> <tr> <td></td> <td></td> <td>Speaking: 20</td> </tr> </tbody> </table> <p><sup>1</sup> Unless otherwise stated, the score is the minimum on each part of the examination. <b>Minimum scores must be achieved in a single sitting of the test (i.e. scores across multiple instances of a test may not be used to satisfy minimum component requirements).</b> Tests taken more than two years prior to application for admission will not be considered.</p> <p><sup>2</sup> See the <a href="#">UBC English Language Institute</a> for further details.</p> <p><sup>3</sup> From UBC's Applied Research and Evaluation Services (ARES). The Canadian English Language Proficiency Index Test — Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.</p> <p><sup>4</sup> Administered by the University of Cambridge ESOL Examinations organization.</p>			Test	Competence Level <sup>1</sup>	CAE	Certificate in Advanced English <sup>4</sup>	B	CAEL	Canadian Academic English Language assessment	overall 70		With the speaking sub-test	60	CEL	UBC Certificate in English Language <sup>2</sup>	600	CELP	Canadian English Language Proficiency Index Program <sup>3</sup>			CELPIT-A (Academic Reading and Writing) <sup>3</sup>	4L		CELL (Listening)	4L		CELTOP (Speaking)	4L	CPE	Certificate of Proficiency in English <sup>4</sup>	C	IELTS	International English Language Testing System (Academic)	6.5 with no part less than 6.0	MELAB	Michigan English Language Assessment Battery	85 final score, with 3 in the speaking test	TOEFL	Test of English as a Foreign Language			<b>Either</b> the Paper-based test	55		With the TWE (Test of Written English)	4.0		<b>Or</b> the Computer-based test	22		With the essay	4.0		<b>Or</b> the Internet-based test	Overall Score: 86			Reading: 21			Listening: 21			Writing: 20			Speaking: 20
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## Present Table of English Language Proficiency Tests:

### English Language Proficiency Tests

	Test	Competence Level <sup>1</sup>
CAE	Certificate in Advanced English <sup>4</sup>	B
CAEL	Canadian Academic English Language assessment	overall 70
	With the speaking sub-test	60
CEL	UBC Certificate in English Language <sup>2</sup>	600
CELP	Canadian English Language Proficiency Index Program <sup>3</sup>	
	CELPIT-A (Academic Reading and Writing) <sup>3</sup>	4L
	CELL (Listening)	4L
	CELTOP (Speaking)	4L
CPE	Certificate of Proficiency in English <sup>4</sup>	C
IELTS	International English Language Testing System (Academic)	6.5 with no part less than 6.0
MELAB	Michigan English Language Assessment Battery	85 final score, with 3 in the speaking test
TOEFL	Test of English as a Foreign Language	
	<b>Either</b> the Paper-based test	55
	With the TWE (Test of Written English)	4.0
	<b>Or</b> the Computer-based test	22
	With the essay	4.0
	<b>Or</b> the Internet-based test	Overall Score: 86
		Reading: 21
		Listening: 21
		Writing: 20
		Speaking: 20

<sup>1</sup> Unless otherwise stated, the score is the minimum on each part of the examination. Tests taken more than two years prior to application for admission will not be considered.

<sup>2</sup> See the UBC English Language Institute for further details.

<sup>3</sup> From UBC's Applied Research and Evaluation Services (ARES). The Canadian English Language Proficiency Index Test — Academic (CELPIT-A) portion of this test satisfies the Language Proficiency Index (LPI) requirement for first-year English courses at UBC with a score of at least 5 on the essay section.

<sup>4</sup> Administered by the University of Cambridge ESOL Examinations organization.

**Type of Action:** Requirement that minimum English language test scores be met in single sitting of the test.

#### Rationale:

A working group that is currently examining the University's requirements to satisfy the English Language Admission Standard recommends that undergraduate applicants should satisfy the minimum requirements on test scores in a single test sitting, as opposed to the current practice of permitting applicants to focus on individual test sections and submit multiple results to cumulatively satisfy our minimum requirements (via a mixing and matching of component scores).

The Education Testing Services (ETS), the organization that administers the Test of English as a Foreign Language (TOEFL) strongly suggests that "mixing and matching" section scores is poor practice and should not be followed. They indicate that that language should be viewed holistically.

## Calendar Change Proposal Form

<p><b>SAC Approval Date:</b> Jan. 28, 2009  <b>Effective Session:</b> 2009 Winter  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Contact Person:</b> Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions  <b>Phone:</b> 822-4240  <b>Email:</b> rosalie.vlaar@ubc.ca</p>
<p><b>URL from Web Calendar:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><u>Change of Degree Program/Campus</u></p> <p>Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. Readmission and Change of Degree Program forms are considered for the Winter Session only.</p> <p>Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.</p>	<p><b>URL from Web Calendar:</b></p> <p><a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><u>Change of Degree Program/Campus</u></p> <p>Currently attending UBC students who wish to change faculties or apply for readmission to a new faculty must meet the University minimum average of 60% or 2.0 grade point average. Some programs may require a competitive admission average.</p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the <a href="#">Student Service Centre</a> and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. Readmission and Change of Degree Program forms are considered for the Winter Session only. <del>For current UBC students, evaluations for degree changes will take place in mid-June when final grades for the previous Winter Session are released to the Undergraduate Admissions office. Because of this unavoidable delay, applicants awaiting faculty transfer decisions may wish to register for courses using the eligibility from their current program.</del> Students applying to change degree programs are required to meet faculty or school pre-requisites and admission average. Certain programs may require Change of Degree applicants to meet a competitive admission average.</p> <p><b>Type of Action:</b> Move evaluation of current UBC students who apply to change programs to January/February, in alignment with the evaluation of post-secondary applicants from outside of UBC.</p> <p><b>Rationale:</b> This change will align the evaluation and timing of admission offers to UBC students who have applied to change programs with non-UBC applicants. This supports the principle of timeliness of offers, as articulated in the "Principles of Effective Undergraduate Admission" document.</p>





## Calendar Change Proposal Form

<p><b>SAC Approval Date:</b> Jan. 28, 2009  <b>Effective Session:</b> 2009S onward  <b>Year for change:</b> Print in the next online and print calendar for the purpose of advising prospective Visiting Students.</p>	<p><b>Contact Person:</b> Paul Poole, Program Manager, Non-degree Studies, Enrolment Services  <b>Phone:</b> 604-822-1428  <b>Email:</b> paul.poole@ubc.ca</p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Classification of Students</b></p> <p><b>Visitor.</b> A student enrolled in studies for transfer to a program <b>of studies</b> at another recognized <b>post-secondary institution</b>. See Calendar Chapter III for applicable fees. Students must be in good standing <b>in a degree program or equivalent</b> at the home <b>institution</b> and must submit official transcripts and a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,32,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Classification of Students</b></p> <p><b>Visitor.</b> A student enrolled in studies for transfer to a degree program at another recognized <b>university</b>. See Calendar Chapter III for applicable fees. Students must be in good standing at the home <b>university</b> and must submit official transcripts and a Letter of Permission with their application. Course registrations will be made on a space-available basis only. A Letter of Permission is valid for one session only. A Letter of Permission must be submitted for any subsequent sessions in which a student wishes to register for courses.</p> <p><b>Type of Action:</b></p> <p>Expand the eligibility for Visiting Student status at UBC and remove the requirement for official transcripts to align with the current practice in the Non-degree Studies unit.</p> <p><b>Rationale:</b></p> <p>The language restricting visiting students to those from another university made sense in past, when degrees were only offered at universities. That is no longer the case. Students may now complete credentials (degrees, associate degrees, diplomas and certificates) to which UBC courses could be applied, at a range of recognized post-secondary institutions including colleges, universities and institutes of technology.</p>



## UBC Calendar Change Proposal Form

<p><b>SAC Approval Date:</b> Jan. 28, 2009  <b>Effective Session:</b> 2010 Winter Term 1  <b>Year for Change:</b> 2009/2010</p>	<p><b>Contact Person:</b> Denise Lauritano,  Associate Director, Admissions  (International)  <b>Phone:</b> 827-5173  <b>Email:</b> denise.lauritano@ubc.ca</p>
<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,26,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,26,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><u>International Applicants</u> → Applicants Following Other International Secondary School Curricula</p> <p>The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.</p> <ul style="list-style-type: none"> <li>▪ General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least five subject areas, including English, with three <b>in UBC approved academic</b> Advanced Level <b>subjects</b>.</li> </ul>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,26,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,26,0,0</a></p> <p><b>Current Calendar Entry:</b></p> <p><u>International Applicants</u> → Applicants Following Other International Secondary School Curricula</p> <p>The following list outlines the minimum standing for admission in terms of educational credentials. All students must present prerequisites appropriate for their intended program of study.</p> <ul style="list-style-type: none"> <li>▪ General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE), with standing in at least five subject areas, including English, with three at the Advanced Level.</li> </ul> <p><b>Type of Action:</b> modification</p> <p><b>Rationale:</b> There has recently been a structural change in higher education in countries using the British system of education. Formerly, there were very distinct streams: vocational education and academic education. Vocational course syllabi were developed, administered and examined by the General National Vocational Qualification Board and were referred to as GNVQs. Academic courses were developed, administered and examined by any of five examining boards. GNVQs were designed to prepare students to enter the workforce while A-Levels were designed to prepare students for university-level study.</p> <p>The distinction between academic and vocational courses has begun to blur with the phasing out of the GNVQs. A new educational stream and a new credential have emerged: the vocational A-levels. The British Ministry of education cites this move as one that seeks to bring parity of esteem between vocational and academic credentials but also</p>

	<p>indicates that the vocational A-levels are much more applied in their focus and the intent is not to prepare students for university study necessarily, but to help the student enter work upon completion.</p> <p>This proposal seeks to allow UBC to base admission on academic A-levels (i.e. those intended to prepare students for university study).</p>
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## Calendar Change Proposal Form

<p><b>SAC Approval Date:</b> Feb. 11, 2009  <b>Effective Session:</b> 2009 Winter  <b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Contact Person:</b> Paul Harrison, Associate Dean, Faculty of Science  <b>Phone:</b> 604 822-3659  <b>Email:</b> <a href="mailto:harrison@science.ubc.ca">harrison@science.ubc.ca</a></p>
<p><b>URL from Web Calendar:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><u>Applicants Following the BC/Yukon Secondary School Curriculum</u> &gt; <b>Admission Requirements</b></p> <p>The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:</p> <p>[...table of required courses remains unchanged ...]</p> <p>The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved examinable Grade 12 courses, or the equivalent.</p> <p>[...]</p> <div style="background-color: #4a7ebb; color: white; padding: 2px;"><b>Approved Examinable Grade 12 Courses</b></div> <div style="background-color: #d9e1f2; padding: 2px;">BC First Nations Studies 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Biology 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Chemistry 12</div> <div style="background-color: #d9e1f2; padding: 2px;">English Literature 12</div> <div style="background-color: #d9e1f2; padding: 2px;">English 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Français Langue 12 or French 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Geography 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Geology 12</div> <div style="background-color: #d9e1f2; padding: 2px;">German 12</div> <div style="background-color: #d9e1f2; padding: 2px;">History 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Japanese 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Mandarin 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Principles of Mathematics 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Physics 12</div> <div style="background-color: #d9e1f2; padding: 2px;"><del><b>PSI Calculus Assessment 12<sup>+</sup></b></del></div> <div style="background-color: #d9e1f2; padding: 2px;">Punjabi 12</div> <div style="background-color: #d9e1f2; padding: 2px;">Spanish 12</div> <p><sup>+</sup> <del>For further information refer to <u>UBC-SFU-UVIC-UNBC Calculus Examination Certificate</u>.</del></p> <p>Approved courses offered in French will also be accepted. (Français 12 is not accepted in place of English 12.)</p> <p><b>Type of Action:</b> Remove PSI Calculus Assessment 12 from BC list of “Approved Examinable Grade 12 Courses”</p>	

**Rationale:** The PSI Calculus Assessment test is administered by UBC, UVic, SFU or BCIT in June each year, with results available by mid to late-June. The purpose of the test is to determine if a student is eligible to receive credit for Calculus at the university level (i.e., UBC's MATH 100). The results come too late for inclusion in an admission average for a BC high school applicant, which is normally calculated in March or early April; therefore, inclusion in the list of courses approved for inclusion in an admission average is not practical. In terms of the "Principles of Effective Undergraduate Admission", approved by Senate in May 2008, this information fails at least two tests:

- 1) *transparency* - the current calendar entry may mislead students to believe that writing this test will impact their offer of admission to UBC, and
- 2) *integrity* - the policy does not align with practices as test results are not included in admission averages

It is therefore recommended that the University remove PSI Calculus Assessment 12 from the list of BC Grade 12 courses approved for inclusion in an admission average. Information regarding the test and its application for determining Math credit at the university shall remain in the Calendar.

## Calendar Change Proposal Form

**SAC Approval Date:** Feb. 11, 2009  
**Effective Session:** 2009 Winter  
**Year for change:** To be posted to the calendar upon approval for the purpose of advising prospective students.

**Contact Person:** Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions  
**Phone:** 822-4240  
**Email:** rosalie.vlaar@ubc.ca

**URL:** <http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0>

### Proposed Calendar Entry:

#### Applicants Following the BC/Yukon Secondary School Curriculum → Admission Requirements

The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:

Grade	Required Courses <sup>1</sup>
Grade 12	English 12 or English 12 First Peoples
	Three additional approved examinable Grade 12 courses <sup>1 2</sup>
Grade 11	English 11
	Principles of Mathematics 11
	Civic Studies 11 or Social Studies 11 <sup>2</sup>
	At least one approved Science 11 <sup>3</sup>
	An approved Language 11 <sup>4</sup>

<sup>1</sup> Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) and the sections titled [Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites](#) and [Post-Secondary Course Credits that Count Toward High School Graduation](#).

<sup>2</sup> **First Nations Studies 12 may be used either to satisfy the Civic/Social Studies 11 requirement or as an approved Grade 12 course for your admission average, but may not be used to satisfy both of these admission criteria.**

<sup>3</sup> See the table [Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum](#) for programs requiring two Science courses at the Grade 11 level.

<sup>4</sup> A beginner's Language 11 does not satisfy this requirement.

**URL:** <http://www.students.ubc.ca/calendar/index.cfm?tree=2,22,63,0>

**Present Calendar Entry:**

**Applicants Following the BC/Yukon Secondary School Curriculum → Admission Requirements**

The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses:

Grade	Required Courses <sup>1</sup>
Grade 12	English 12 or English 12 First Peoples Three additional approved examinable Grade 12 courses <sup>1</sup>
Grade 11	English 11 Principles of Mathematics 11 Civic Studies 11 or Social Studies 11 At least one approved Science 11 <sup>2</sup> An approved Language 11 <sup>3</sup>

<sup>1</sup> Or approved equivalent International Baccalaureate, Advanced Placement, or Post-secondary course. See the table [Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum](#) and the sections titled [Advanced Placement and International Baccalaureate Courses Approved to Satisfy Pre-requisites](#) and [Post-Secondary Course Credits that Count Toward High School Graduation](#).

<sup>2</sup> See the table [Specific Program Requirements for Applicants following the BC/Yukon Secondary School Curriculum](#) for programs requiring two Science courses at the Grade 11 level.

<sup>3</sup> A beginner's Language 11 does not satisfy this requirement.

**Type of Action:** Use First Nations Studies 12 to satisfy either the Social Studies 11 requirement or as an approved Grade 12 (but not both).

**Rationale:** First Nations Studies 12 is listed by UBC as an “Approved Grade 12 Course”. It is also approved by the Ministry of Education to be used in lieu of Social Studies 11 for graduation purposes. Some applicants have indicated that they would like this single course to be used to satisfy both UBC’s Grade 12 and Grade 11 admission requirements. The recommendation is that this course not be used to “double-dip” and that it may be used for one or the other of UBC’s admission requirements, but not both.



## UBC Calendar Change Proposal Form

<p><b>SAC Approval Date:</b> Feb. 11, 2009</p> <p><b>Effective Session:</b> 2010 Winter</p> <p><b>Year for change:</b> To be posted to the calendar upon approval for the purpose of advising prospective students.</p>	<p><b>Date:</b> November 25, 2008,</p> <p><b>Contact Persons:</b>            Graeme Joseph, Aboriginal Student Recruiter-Advisor, Enrolment Services            604 822-8840  <a href="mailto:graeme.joseph@ubc.ca">graeme.joseph@ubc.ca</a></p> <p>Madeleine MacIvor, Director <i>pro tem</i>            First Nations House of Learning            604 822-8942  <a href="mailto:madeleine.macivor@ubc.ca">madeleine.macivor@ubc.ca</a></p> <p>Rosalie Vlaar            Senior Policy Analyst, Enrolment Services            604-822-4240  <a href="mailto:rosalie.vlaar@ubc.ca">rosalie.vlaar@ubc.ca</a></p>
<p><b>URL from Web Calendar:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,14,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,14,0,0</a></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>II. Admissions</b></p> <p><b>Canadian Aboriginal <i>Applicants</i></b></p> <p>UBC is dedicated to making its vast resources more accessible to Aboriginal people, and to improving its ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>UBC <b>may</b> consider applicants who do not meet the current <b>competitive admission cut-off</b> set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for <b>first-year programs</b> or 2.0 AGPA on a 4.0 scale for applicants applying from a recognized post-secondary institution.</p> <p><b>Applicants must also satisfy program pre-requisites set by the individual faculties and schools.</b></p> <p><b>Applicants who wish to be considered under this admission category, you must complete an <u>Aboriginal Supplemental</u></b></p>	<p><b>URL from Web Calendar:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=2,14,0,0">http://www.students.ubc.ca/calendar/index.cfm?tree=2,14,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>II. Admissions</b></p> <p><b>Canadian Aboriginal <i>Students</i></b></p> <p>UBC is dedicated to making its vast resources more accessible to Aboriginal people, and to improving its ability to meet their educational needs. The University recognizes that Aboriginal students make valuable contributions to its learning environment and therefore invites inquiries and applications from Aboriginal candidates to its many and diverse fields of study.</p> <p>UBC <del>will</del> consider applicants who do not meet the current <del>academic standing</del> set by the individual faculties and schools, but who meet the University-wide academic minimum of 67% for <del>applicants applying directly from high school</del> or 2.0 for applicants applying from a recognized post-secondary institution.</p> <p>Applicants will be considered on an individual basis by the applicable faculty or school and a representative of the First Nations House of Learning. <del>Educational history, cultural knowledge, work experience, educational goals, and achievements that indicate an ability to</del></p>

<p><b>Application in addition to the application for admission to UBC.</b> Applicants will be considered on an individual basis by the applicable faculty or school <b>in consultation with a</b> representative of the First Nations House of Learning. <b>Educational history, cultural knowledge, community participation, work experience, and educational goals will be considered, as well as, other achievements that indicate an ability to succeed at the university</b></p> <p>For the purpose of application and admission to UBC Vancouver, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Métis person of Canada.</p>	<p><del>succeed at university will be considered.</del></p> <p><del>Each applicant must submit two letters of reference from persons specifically able to assess the applicant's potential for academic success. One reference letter should be from a recognized Aboriginal organization or community leader. Applicants must also submit a personal letter outlining their academic objectives.</del></p> <p>For the purposes of application and admission to UBC, and in accordance with the <i>Constitution Act, 1982</i>, Part II, Section 35(2), being Schedule B to the <i>Canada Act 1982</i> (U.K.), 1982, c. 11, an Aboriginal applicant is an Indian, Inuit, or Métis person of Canada.</p> <p><b>Type of Action:</b> Clarify the admission process and criteria for Canadian Aboriginal applicants to degree programs.</p> <p><b>Rationale:</b></p> <p style="text-align: center;"><b>Eligibility</b></p> <ul style="list-style-type: none"> <li>• The present policy indicates that Canadian Aboriginal applicants may be eligible for direct admission to a degree program if they meet university basic admission requirements but do not meet competitive cut-offs. It makes no reference to program-specific requirements. Experience to date indicates that applicants have always been required to meet the program specific course requirements; however, the Deans (or their delegates) have been flexible with the admitting GPA. The revised policy language is clearer on this point.</li> <li>• It should be noted that, because of the complex process that has been in place for admission via this policy to date, many Aboriginal applicants have, instead, been considered under “Dean’s Discretion”, which bypasses the requirement for letters but which has been held to providing evidence of being Aboriginal.</li> <li>• The eligibility requirements direct the policy towards Canadian Aboriginal peoples as defined within the Constitution. It is occasionally desirable to require documentation to verify that applicants are actually Aboriginal. A verification statement has been included in the revised policy language.</li> </ul> <p style="text-align: center;"><b>Application</b></p>
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	<ul style="list-style-type: none"><li>• To be considered through the policy that has been in place to date, applicants would have to submit three letters. This is far more than we ask any other applicant. Many students have trouble with the community reference letter because of political or life reasons. Consultation between Aboriginal Programs and Services in the Okanagan and the Longhouse in Vancouver have led to the creation of a supplemental application form in which applicants must answer a series of questions and provide contact information for two referees (an academic and community) for the purpose of verifying the information. This alleviates much of the burden of relying on third parties to submit documentation in support of the applicant.</li><li>• The supplemental application would only be open to those Aboriginal students who self-identify. This new process is anticipated to cut down on document collection and application processing time.</li></ul> <p style="text-align: center;"><b>Evaluation</b></p> <ul style="list-style-type: none"><li>• By using a set of questions, the First Nations House of Learning and the program or school being entered will be able to ensure that the student provides them the information that they need.</li><li>• Evaluators will be able to contact the references to verify the information on the form. It is proposed that the First Nations House of Learning or the Aboriginal Student Recruiter-Advisor would contact the community reference, while the program area would contact the academic reference.</li><li>• To make the evaluation process as transparent as possible, it is proposed that the Aboriginal advisor and the faculty evaluators use established criteria to review applications. If not admitted, they should be able to provide written feedback to the applicant advising them of how to improve should they wish to reapply in the future.</li><li>• The Aboriginal Supplemental Applicant would supplement rather than replace any broad-based admission process in place for a program.</li></ul>
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**Undergraduate Admissions**  
**Supplemental Application for Aboriginal Students**  
Version 1.3 (January 2009)

All students who apply to UBC must meet the university's general entrance requirements as well as requirements specific to the program to which they are applying. These requirements include a competitive admission average that students must meet in order to be accepted to the program. Most Aboriginal students admitted to UBC meet both sets of requirements, including the competitive admission average.

If you are a Canadian Aboriginal student who does not meet your program's competitive admission average, UBC has an Aboriginal Admission Policy that allows the university to consider your application outside of the competitive process of admission. To be considered through this policy you must submit this supplemental application form before June 1<sup>st</sup>. It is best to complete this form well before April 1<sup>st</sup> to ensure a timely evaluation before course registration.

If you have any questions, please contact Graeme Joseph, Aboriginal Student Recruiter – Advisor at 604-822-8840 or by e-mail at [graeme.joseph@ubc.ca](mailto:graeme.joseph@ubc.ca).

Applicant Name: \_\_\_\_\_

Applicant Reference Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**Question 1:** Please tell us about your educational goals. (Maximum length: 250 words)

**Question 2:** Please describe a significant education experience you have had and explain how this experience relates to your desire to attend UBC. (Maximum length: 250 words)

**Question 3:** Please list your activities and experiences, including work experience, community service, and involvement in clubs, athletic and cultural organizations, and volunteer work for the past five years. Use the Description field to explain how you were involved in each activity. If

you do not find your activity listed, select OTHER. (Please do not feel compelled to fill all of the spaces provided).

Activity Type	Activity & Experiences	Position Held	Date	Description
Athletics	Soccer	Team Captain	2000-2009	Member of the Kispiox Eagles from 2007-2009.

**Question 4: (Optional)** Please list any awards, achievements, honors or recognition that you have received in the past five years. Include both academic and non-academic achievements such as sports, community service, and cultural achievements.

Awards and Achievements	Year Received	Description

**Question 5: (Optional)** Please include any additional information about yourself that you would like the evaluators to consider. For instance, you might use this space to describe how you identify as an Aboriginal person. Or, you may use it to describe challenges that you have experienced during your studies that have impacted your academic performance. (Maximum length: 500 words)

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**Question 6:** Please provide the names of two references who we can contact to verify the information you have provided. Your first reference must be an academic reference (a teacher, counselor, principal, instructor, or professor). Your second reference may be an Aboriginal community reference (from a recognized Aboriginal leader or organization) or an alternate community reference. Please note we may ask your references to provide additional information relevant to your application.

<b>Name:</b> <b>Contact Phone Number:</b> <b>Contact E-mail:</b> <b>Relationship to you:</b>	
<b>Name:</b> <b>Contact Phone Number:</b> <b>Contact E-mail:</b> <b>Relationship to you:</b>	

### Declaration

A. I certify that I have provided accurate information and that all writing in this application is my own. I authorize the verification of this information for admission.

B. I certify that I am an Aboriginal person. For the purpose of admission to UBC and in accordance with the *Constitution Act, 1982*, Part II, Section 35(2), being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11, an Aboriginal person is an Indian, Inuit, or Métis person of Canada. We may require applicants to provide documentation supporting their Aboriginal self-identification.

C. I understand that falsification or plagiarism of my application will result in the withdrawal of my application and/or the offer of admission.

☐ I have read and I agree with this declaration

☐ I do not agree with this declaration

**Save Button**

# 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

February 13, 2009

To: Vancouver Senate  
From: Admissions Committee  
Re: **Changes in Admission Requirements**

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**h) Graduate Programs in Physics and Astronomy (Faculty of Graduate Studies) – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Faculty of Graduate Studies. Applicants to graduate programs in the Department of Physics and Astronomy are no longer required to meet a Graduate Record Examinations (GRE) requirement for admission.

**Motion:** *That Senate approve the proposed changes to admission requirements for applicants to graduate programs in Physics and Astronomy, effective for entry to the 2009 Winter Session and thereafter.*

**i) Graduate Programs in Reproductive and Developmental Sciences (Faculty of Graduate Studies) – Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Faculty of Graduate Studies. Applicants to graduate programs in Reproductive and Developmental Sciences must meet a minimum paper-based TOEFL score of 580 to be eligible for admission.

**Motion:** *That Senate approve the proposed changes to admission requirements for applicants to graduate programs in Reproductive and Developmental Sciences, effective for entry to the 2009 Winter Session and thereafter.*

**j) Faculty of Law—Changes in Admission Requirements (approval)(circulated)**

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Juris Doctor.

**Motion:** *That Senate approve the revised calendar entry on changes to admission requirements for applicants to the Faculty of Law, effective for entry to the 2009 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding  
Chair, Admissions Committee





## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<b>Faculty:</b> Graduate Studies <b>Department:</b> Physics & Astronomy <b>Faculty Approval Date:</b> 2008-08-19 <b>SAC Approval Date:</b> Feb. 11, 2009 <b>Effective Session:</b> 2009W <b>Year for Change:</b> 2008	<b>Contact Person:</b> Dr. Paul Hickson (Professor & Graduate Chair) <b>Phone:</b> 2-6706 <b>Email:</b> hickson@physics.ubc.ca
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**Proposed Calendar Entry:**

**Faculty of Graduate Studies → TOEFL and GRE Requirements**

**URL:**  
<http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0>

**Note:** A new, Internet-based version of the TOEFL is now available. It is intended to replace both the paper and computer versions. Paper or computer test results will still be valid for two years after the date the test is taken. The minimum total score for all applicants to the Faculty of Graduate Studies is 550 for paper-based TOEFL and 213 for computer-based TOEFL.

**The minimum total score on the new Internet-based TOEFL for all applicants to the Faculty of Graduate Studies is 80.**

Many graduate programs will require higher minimum total scores, and may require minimum scores on individual components of the test. The chart TOEFL and GRE Requirements on the online version of this Calendar will have updated information on minimum TOEFL scores for individual graduate programs throughout the year.

**TOEFL and GRE Requirements**

Program	TOEFL (Paper)	TOEFL (Computer)	GRE
Physics	550	213	<del>Yes</del> <sup>7,9</sup>

<sup>1</sup> Not mandatory, but strongly recommended <sup>2</sup> Or GMAT <sup>3</sup> Ph.D. program only <sup>4</sup> US applicants only.  
<sup>5</sup> TWE: 5.5 <sup>6</sup> TSE: 40; TWE: 4.0 <sup>7</sup> TSE: 55; TWE: 5.0 <sup>8</sup> Applicants from outside North America only  
<sup>9</sup> General and subject tests required. <sup>10</sup> TWE: 5.0 <sup>11</sup> GMAT required.

**Type of Action:**  
 Remove GRE requirement for applicants to graduate programs in the Department of Physics and Astronomy.

**Rationale:**  
 We have found that the GRE is not a reliable indicator of a student's research potential in physics and astronomy. It more closely reflects the amount of time that the student spends preparing to write the exam. This varies greatly from country to country. Furthermore, the financial burden and difficulty of scheduling and writing this exam is a deterring factor even for the best students.





THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<b>Faculty:</b> Graduate Studies <b>Department:</b> Obstetrics & Gynecology <b>SAC Approval Date:</b> Feb. 11, 2009 <b>Effective Session:</b> Jan. 2010 <b>Year for Change:</b> 2009	<b>Date:</b> Feb. 6, 2009 <b>Contact Person:</b> Roshni Nair <b>Phone:</b> 604-875-3108 <b>Email:</b> <a href="mailto:rnair@cw.bc.ca">rnair@cw.bc.ca</a>								
<b>Proposed Calendar Entry:</b>  <b><u>Faculty of Graduate Studies → TOEFL and GRE Requirements</u></b>  <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0</a>  <b>Note:</b> A new, Internet-based version of the TOEFL is now available. It is intended to replace both the paper and computer versions. Paper or computer test results will still be valid for two years after the date the test is taken. The minimum total score for all applicants to the Faculty of Graduate Studies is 550 for paper-based TOEFL and 213 for computer-based TOEFL.  <b>The minimum total score on the new Internet-based TOEFL for all applicants to the Faculty of Graduate Studies is 80.</b>  Many graduate programs will require higher minimum total scores, and may require minimum scores on individual components of the test. The chart TOEFL and GRE Requirements on the online version of this Calendar will have updated information on minimum TOEFL scores for individual graduate programs throughout the year.  <b>TOEFL and GRE Requirements</b> <table border="1"><thead><tr><th>Program</th><th>TOEFL (Paper)</th><th>TOEFL (Computer)</th><th>GRE</th></tr></thead><tbody><tr><td>Reproductive and Developmental Science</td><td>580</td><td>213</td><td></td></tr></tbody></table>		Program	TOEFL (Paper)	TOEFL (Computer)	GRE	Reproductive and Developmental Science	580	213	
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Reproductive and Developmental Science	580	213							
<b>Present Calendar Entry:</b>  <b><u>Faculty of Graduate Studies → TOEFL and GRE Requirements</u></b>  <b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,345,0</a>  <b>Note:</b> A new, Internet-based version of the TOEFL is now available. It is intended to replace both the paper and computer versions. Paper or computer test results will still be valid for two years after the date the test is taken. The minimum total score for all applicants to the Faculty of Graduate Studies is 550 for paper-based TOEFL and 213 for computer-based TOEFL.  <b>The minimum total score on the new Internet-based TOEFL for all applicants to the Faculty of Graduate Studies is 80.</b>									



## THE UNIVERSITY OF BRITISH COLUMBIA

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### TOEFL and GRE Requirements

Program	TOEFL (Paper)	TOEFL (Computer)	GRE
Reproductive and Developmental Science	550	213	

#### **Type of Action:**

Change the minimum paper-based TOEFL score for admission to the Ph.D. and M.Sc. programs in Reproductive and Development Sciences from 550 to 580.

**Rationale:** It was suggested by the members of the Reproductive and Developmental Sciences Program that our required TOEFL score should be same as most of the graduate programs in Medicine i.e. 580. Also, it has become clear that students with less than a 580 TOEFL score have been experiencing difficulties at all levels.



## UBC Undergraduate Admissions Proposal Form Change to Admission Requirements

<b>Faculty:</b> Law <b>Department:</b> <b>Faculty Approval Date:</b> Feb. 2009 <b>Effective Session:</b> 2009 Winter <b>Year for Change:</b> 2009	<b>Date:</b> Feb. 9, 2009 <b>Contact Person:</b> Anita Didur (Admissions Advisor, Faculty of Law) <b>Phone:</b> 2-4412 <b>Email:</b> Didur@law.ubc.ca
<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,207,358,325">http://www.students.ubc.ca/calendar/index.cfm?tree=12,207,358,325</a>  <b>Proposed Calendar Entry:</b>  <u>Faculty of Law → Introduction</u> <i>Dean's Office</i> <i>M. A. Bobinski, Dean</i> <i>D. Harris, Associate Dean, Graduate Studies and Research</i> <i>C. F. L. Young, Senior Associate Dean, Academic Affairs</i> <i>S. Hsu, Associate Dean, Special Projects</i>  The Faculty of Law offers programs of study leading to the degrees of <b>Juris Doctor</b> and Master of Laws. For information concerning the Master of Laws, Doctor of Philosophy, and Master of Laws (Common Law), see <a href="#">Law</a> in the Graduate Studies Programs section. For information on the combined <b>Juris Doctor</b> and Master of Business Administration, see <a href="#">J.D./M.B.A. Combined Program</a> . For information on our combined <b>Juris Doctor</b> and Master of Arts in Asia-Pacific Policy Studies, see <a href="#">M.A.A.P.S./J.D. Combined Program</a> .  ..... <u>Faculty of Law → Juris Doctor → Introduction</u>  The Juris Doctor degree is granted on the successful completion of a three-year course and prepares students for admission to the practice of law (subject to further requirements that are set out below) and for business and public service. The number of students entering the practice of law in Canada has increased in the last few years and a degree in law is no guarantee of a position in either the necessary year of articles (described below) or in the	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,207,358,325">http://www.students.ubc.ca/calendar/index.cfm?tree=12,207,358,325</a>  <b>Present Calendar Entry:</b>  <u>Faculty of Law → Introduction</u> <i>Dean's Office</i> <i>M. A. Bobinski, Dean</i> <del><i>C. Dauvergne, Associate Dean, Graduate Studies and Research</i></del> <i>C. F. L. Young, Senior Associate Dean, Academic Affairs</i>  The Faculty of Law offers programs of study leading to the degrees of <del>Bachelor of Laws</del> and Master of Laws. For information concerning the Master of Laws, Doctor of Philosophy, and Master of Jurisprudence (Common Law) see <a href="#">Law</a> in the Graduate Studies Programs section. For information on the combined <del>Bachelor of Laws</del> and Master of Business Administration, see <a href="#">J.D./M.B.A. Combined Program</a> . For information on our combined <del>Bachelor of Laws</del> and Master of Arts in Asia-Pacific Policy Studies, see <a href="#">J.D./M.A.A.P.S. Combined Program</a> .  ..... <u>Faculty of Law → Juris Doctor → Introduction</u>  <del><b>Important Notice:</b> The University is presently working to secure the necessary provincial approval to change the name of its first degree in law from an LL.B. to a Juris Doctor (J.D.) The J.D. designation has been approved by the Board of Governors and once the provincial approval process is complete, details will be available on the UBC Faculty of Law <a href="#">website</a>.</del>



<p>practice of law.</p> <p>Students who entered the LL.B program before July 1, 2008, and who were enrolled in the program in January, 2008, will receive J.D. degrees upon graduation from the program, unless they elect to receive the LL.B degree instead. All students admitted to the Faculty of Law's J.D. program for the academic year 2008/09 and thereafter will receive J.D. degrees upon graduation. Alumni who received an LL.B. degree from the University of British Columbia can elect to convert their degree to a J.D. degree. Please contact the Faculty of Law for further information.</p> <p><b><u>Faculty of Law → Juris Doctor → Admission</u></b></p> <p><b>Regular Applicants</b></p> <p>To be eligible for selection, an applicant must have:</p> <ol style="list-style-type: none"><li>1. obtained an undergraduate degree in an approved course of studies from a degree-granting university; or</li><li>2. successfully completed the first three years (minimum 90 credits) or more of an approved course of studies leading to an undergraduate degree at the University of British Columbia or completed the equivalent at a degree-granting university; or</li><li>3. successfully completed the first two years of studies leading to an undergraduate degree at UBC or other degree-granting university, and be currently enrolled in the third year of the degree program. (An offer of admission will be conditional on successful completion of the third year by June 30 with a minimum of 90 credits at UBC, or the equivalent at a degree-granting university, and maintenance of the academic average obtained in the first two years of studies. 30 of the 90 credit requirement must be completed at the senior level); <b><u>and</u></b></li><li>4. an overall standing of no less than 65%.</li></ol>	<p>The Juris Doctor degree is granted on the successful completion of a three-year course and prepares students for admission to the practice of law (subject to further requirements that are set out below) and for business and public service. The number of students entering the practice of law in Canada has increased in the last few years and a degree in law is no guarantee of a position in either the necessary year of articles (described below) or in the practice of law.</p> <p>Students who entered the LL.B program before July 1, 2008, and who were enrolled in the program in January, 2008, will receive J.D. degrees upon graduation from the program, unless they elect to receive the LL.B degree instead. All students admitted to the Faculty of Law's J.D. program for the academic year 2008/09 and thereafter will receive J.D. degrees upon graduation. Alumni who received an LL.B. degree from the University of British Columbia can elect to convert their degree to a J.D. degree. Please contact the Faculty of Law for further information.</p> <p><b><u>Faculty of Law → Juris Doctor → Admission</u></b></p> <p><b>Regular Applicants</b></p> <p>To be eligible for selection, an applicant must have:</p> <ol style="list-style-type: none"><li>1. obtained an undergraduate degree in an approved course of studies from a degree-granting university; or</li><li>2. successfully completed the first three years (minimum 90 credits) or more of an approved course of studies leading to an undergraduate degree at the University of British Columbia or completed the equivalent at a degree-granting university; or</li><li>3. successfully completed the first two years of studies leading to an undergraduate degree at UBC or other degree-granting university, and be currently enrolled in the third year of the degree program. (An offer of admission will be conditional on successful completion of the third year by June 30 with a minimum of 90 credits at UBC, or the equivalent at a degree-granting university, and maintenance of the academic average obtained in the first two years of</li></ol>
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**Note:** Courses completed toward a diploma program and subsequently transferred to a degree program will not be considered until the degree has been granted. Prospective applicants should be aware that almost all of our students have completed a four year degree.

Applicants should regard their satisfaction of the entrance requirements as meaning only that they are eligible for selection. Because of the competition for admission to the Juris Doctor program, a regular applicant must have an undergraduate academic average substantially higher than the minimum (65%) in order to have a reasonable chance of admission. The median applicant accepted for 2008/09 had an academic average of approximately 82%, with an LSAT score of 164 (91st percentile). The academic average and LSAT score are used in a formula to determine an index number by which applicants are ranked. The academic average and LSAT score are weighted equally. In calculating the academic average, only those years of undergraduate study making up the first undergraduate degree that are complete at the time of deadline for application are considered, except for item 3 above, where the applicant must maintain the overall standing of the first two years of studies. Generally, no greater weight is attached to one series of academic courses or disciplines than to another. Performance courses are counted towards the required minimum 90 credits but the grades earned in such courses are not usually counted in computing the academic average. Second degrees or graduate degrees are not taken into account, except within the discretionary category discussed below.

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### First Nations Applicants

Applicants with First Nations ancestry may apply in the regular category or in the First Nations category. First Nations applicants should contact the [Associate Director of First Nations Legal Studies](#), as early as possible to discuss their application.

The Faculty considers the applicant's involvement with a commitment to First Nations communities and organizations, and the applicant's intention to use his or her legal training to advance First Nation's concerns and interests. Applicants are required to establish their First Nations ancestry by enclosing a copy

studies. 30 of the 90 credit requirement must be completed at the senior level);

~~or~~

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of their status card. If unable to provide a status card, applicants must provide a chart tracing their line of ancestry. In addition, a personal statement is required, two letters of recommendation, LSAT score and official transcripts.

## Other Categories for Admission (other than to first year)

Each year there are many requests for admission to the upper years. Only a few applicants, however, can be accommodated.

### Degree Categories

**Advanced Standing.** Graduates of foreign law schools who have been evaluated by the National Committee on Accreditation and received advanced standing, or graduates of Quebec civil law schools, may apply to complete two years of legal studies at UBC Law to obtain a J.D. Applicants must submit a copy of their LSAT score, official undergraduate and law transcripts, a personal statement explaining the reasons for the request, a letter from the National Committee on Accreditation, and two letters of reference.

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### Non-Degree Categories

Please note that applicants admitted in either of the following categories are not eligible to receive a J.D. from the UBC Faculty of Law.

**Please note:** we will not allow any NCA students to enrol in first-year law classes.

- **Visiting (Letter of Permission).** Students enrolled in an LL.B. or J.D. program at an approved law school may request permission from their current school to attend one year or one term of either the second- or third-year program at UBC Law on a letter of permission basis. Students must submit a letter of permission from the Associate Dean of their current law school, a copy of their LSAT score (if applicable), a personal statement with compelling reasons for their request, official undergraduate and law

interests. Applicants are required to establish their First Nations ancestry by enclosing a copy of their status card. If unable to provide a status card, applicants must provide a chart tracing their line of ancestry. In addition, a personal statement is required, two letters of recommendation, LSAT score and official transcripts.

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## Other Documents

Other documents include letters of reference, medical certificates, special circumstances letters, or National Committee on Accreditation letters, where relevant.

Interviews are not part of the admissions procedure but the Admissions staff are available to answer any questions in person, by telephone (604-822-6303), letter, fax (604-822-8108), or [email \(admissions@law.ubc.ca\)](mailto:admissions@law.ubc.ca). Applicants wishing to meet in person for advising should make an appointment.

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# THE UNIVERSITY OF BRITISH COLUMBIA



February 12, 2009

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: February Curriculum Proposals (**approval**)

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

As such, the following is recommended to Senate:

**Motion:** *That the new and changed courses and programs brought forward by the Faculties of Applied Science (School of Nursing), Arts, Education (School of Human Kinetics), Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, and Medicine), and Land & Food Systems be approved.*

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  
Jonathan.Preston@ubc.ca | PH 604-822-9134 | FX 604-822-5945

10 February 2009

To: Vancouver Senate

From: Senate Curriculum Committee

RE: Faculty of Applied Science, School of Nursing

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Attached please find course and program proposals from the Faculty of Applied Science, School of Nursing.

## **New courses**

NURS 302 (6)	NURS 338 (2)	NURS 422 (6)
NURS 303 (8)	NURS 339 (2)	NURS 423 (6)
NURS 304 (2)	NURS 340 (2)	NURS 424 (6)
NURS 305 (1)	NURS 341 (2)	NURS 425 (6)
NURS 306 (1)	NURS 342 (1)	NURS 427 (8)
NURS 333 (6)	NURS 343 (2)	Degree Requirements >
NURS 334 (6)	NURS 344 (2)	Third and Fourth Year
NURS 335 (6)	Clinical Nursing Major	courses
NURS 336 (6)	program entry	
NURS 337 (12)	NURS 420 (6)	



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> APSC <b>Department:</b> School of Nursing <b>Faculty Approval Date:</b> October 29, 2008  <b>Effective Session</b> _W_ <b>Term</b> _1_ <b>Year 2009 for Change</b>	<b>Date:</b> January 20, 2009 <b>Contact Person:</b> Marion Clauson or Bernie Garrett <b>Phone:</b> 2-7470 <b>Email:</b> <a href="mailto:marion.clauson@nursing.ubc.ca">marion.clauson@nursing.ubc.ca</a> <a href="mailto:bernie.garrett@nursing.ubc.ca">bernie.garrett@nursing.ubc.ca</a>
<b>Effective September 1, 2009</b>	
<b>Effective September 1, 2009</b>  <b>Proposed Calendar Entry:</b>  <b>NURS 302 (6) FOUNDATIONS FOR PROFESSIONAL NURSING PRACTICE</b> Introduction to fundamental theories, concepts, evidence and competencies pertaining to the discipline and practice of nursing.  <b>Co-requisites:</b> NURS 303, 304, 305 and 306	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New Course  <b>Rationale:</b> Replaces NURS 310; provides foundational nursing knowledge, standards and principles of nursing practice and an introduction to diverse nursing practice environments; integrates theories, core concepts and Level 1 competencies This course provides an intensive integration of foundational material, and introduces core principles of inter-professional communication. Also includes increased patho-physiology & pharmacology content (8 hrs extra of each).  Document ID#302
<b>Effective September 1, 2009</b>  <b>Proposed Calendar Entry:</b> <b>NURS 303 (8) INTRODUCTION TO PROFESSIONAL NURSING PRACTICE WITH ADULTS, OLDER ADULTS AND THEIR FAMILIES</b> Introduction to theories, concepts, evidence and competencies guiding professional nursing practice with adults and older adults and their families in a variety of practice settings and contexts.	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New Course  <b>Rationale:</b> Replaces NURS 330 and NURS 320; Integrates theories, concepts, evidence and competencies related to adults older adults from NURS 430A; includes increased clinical practice hours with adults and older adults; first of 2 leveled courses, prerequisite to NURS 337.



<p><b>Prerequisite:</b> NURS 302</p> <p><b>Co-requisites:</b> NURS 304, 305 and 306</p>	<p>This course integrates material on older adult care which was previously taught later on in the program. This course includes additional patho-physiology &amp; pharmacology content (6hrs patho-physiology and 3 hours of pharmacology extra).</p> <p>Document ID# 303</p>
<p><b>Effective September 1, 2009</b></p> <p><b>Proposed Calendar Entry:</b> <b>NURS 304 (2) INTRODUCTION TO RELATIONAL PRACTICE</b> Introduction to relational theories to guide nursing practice within the socio-political, historical, economic and cultural context of health and health care.</p> <p><b>Co-requisites:</b> NURS 302, 303, 305 and 306</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Replaces NURS 350; Introduces relational practice theories and concepts, and professional communication competencies; first of 3 leveled courses, prerequisite to NURS 338 and NURS 341.</p> <p>Document ID# 304</p>
<p><b>Effective September 1, 2009</b></p> <p><b>Proposed Calendar Entry:</b> <b>NURS 305 (1) INTRODUCTION TO CRITICAL INQUIRY AND RESEARCH</b> Introduction to fundamental theories, concepts, evidence and competencies pertaining to scientific inquiry, evidence based and informed practice, and research utilization in health care.</p> <p><b>Co-requisites:</b> NURS 302, 303, 304, and 306</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Replaces NURS 450; introductory focus on critical inquiry and evidence-based and informed practice; first of 3 leveled courses, prerequisite to NURS 339 and NURS 342.</p> <p>Document ID# 305</p>
<p><b>Effective September 1, 2009</b></p> <p><b>Proposed Calendar Entry:</b> <b>NURS 306 (1) INTRODUCTION TO LEADERSHIP, ETHICS AND POLICY IN HEALTH CARE</b> Introduction to fundamental theories, concepts, evidence and competencies</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Replaces content from NURS 452, NURS 453 and NURS 416; introduces and</p>



<p>pertaining to health care leadership, ethics and policy.</p> <p><b>Co-requisites:</b> NURS 302, 303, 304, and 305</p>	<p>integrates theory, concepts, evidence and competencies related to leadership, ethics and policy in nursing and health care, while reducing overlap of content in current courses; first of 3 leveled courses, prerequisite to NURS 340 and NURS 343. This course introduces roles and responsibilities of healthcare professionals and includes an inter-professional interview assignment.</p> <p>Document ID# 306</p>
<b>Effective January 1, 2010</b>	
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 333 (6) PROFESSIONAL NURSING PRACTICE WITH CHILDBEARING WOMEN, INFANTS AND THEIR FAMILIES</b> Analysis and application of theories, concepts, evidence and competencies guiding professional nursing practice with childbearing women and families during the transition to parenthood in a variety of practice settings and contexts.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339, 340, or NURS 341, 342, 343, depending on sequencing of NURS 333 with other professional practice courses.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 331A; minor revisions to course objectives; integration of core concepts and threads; increased clinical practice hours. This course includes a focus on working with other health care professionals as a team in the provision of maternal/infant care. It also includes increased patho-physiology &amp; pharmacology content (dedicated patho-physiology and pharmacology hours included related to this population).</p> <p>Document ID# 333</p>
<b>Effective January 1, 2010</b>	
<p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 334 (6) PROFESSIONAL NURSING PRACTICE WITH INFANTS, CHILDREN, YOUTH AND THEIR FAMILIES</b> Analysis and application of theories concepts, evidence and competencies guiding professional nursing practice with infants, children, youth and their families</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 331B; minor revisions to course objectives; integration of core concepts and threads; increased clinical</p>



<p>through childhood and adolescence in a variety of practice setting and contexts.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339, 340, or NURS 341, 342, 343, depending on sequencing of NURS 334 with other professional practice courses.</p>	<p>practice hours.</p> <p>This course includes a focus on working with other health care professionals as a team in the provision of infants, children, youth and family care. It also includes increased patho-physiology &amp; pharmacology content (dedicated patho-physiology and pharmacology hours included related to this population).</p> <p>Document ID# 334</p>
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b> <b>NURS 335 (6) PROFESSIONAL NURSING PRACTICE WITH ADULTS LIVING WITH MENTAL ILLNESS AND THEIR FAMILIES</b> Analysis and application of theories, concepts, evidence and competencies guiding professional nursing practice with mental illness and their families in a variety of practice settings and contexts.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339, 340, or NURS 341, 342, 343, depending on sequencing of NURS 335 with other professional practice courses.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 430B; minor revisions to course objectives; integration of core concepts and threads; increased clinical practice hours. This course includes a focus on working with other health care professionals as a team in the provision of care of clients in the field of mental health. It also includes increased patho-physiology &amp; pharmacology content (dedicated patho-physiology and pharmacology hours included related to this population).</p> <p>Document ID# 335</p>
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b> <b>NURS 336 (6) PROFESSIONAL NURSING PRACTICE WITH COMMUNITIES AND POPULATIONS</b> Analysis and application of theories and strategies for working in partnership with populations, health professionals, and community services providers. Students use primary health care principles and population health promotion approaches during community nursing practice.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS413; minor revisions to course objectives; integration of core concepts and threads; increased clinical practice hours. This course includes a focus on working with other health care professionals as a</p>



<p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339, 340, or NURS 341, 342, 343, depending on sequencing of NURS 336 with other professional practice courses.</p>	<p>team in the provision of care of clients in the community. It also includes increased patho-physiology &amp; pharmacology content (dedicated patho-physiology and pharmacology hours included related to this population).</p> <p>Document ID# 336</p>
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 337 (12) PROFESSIONAL NURSING PRACTICE WITH ADULTS, OLDER ADULTS AND THEIR FAMILIES</b> Analysis and application of theories, concepts, evidence and competencies guiding professional nursing practice with older adults and their families in a variety of practice settings and contexts.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339, 340, or NURS 341, 342, 343, depending on sequencing of NURS 337 with other professional practice courses.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 432; Builds on NURS 303; second of 2 leveled courses; integrates theories, concepts and competencies from NURS 321, NURS 421 and NURS 430A; minor revisions to course objectives; includes increased clinical practice hours This course includes a focus on working with other health care professionals as a team in the provision of care of adults/older adults. It also includes increased patho-physiology &amp; pharmacology content (dedicated patho-physiology and pharmacology hours included related to this population).</p> <p>Document ID# 337</p>
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 338 (2) RELATIONAL NURSING PRACTICE ACROSS DIVERSE HEALTH EXPERIENCES</b> Exploration and analysis of opportunities and challenges of relational practice across multiple diverse health experiences and sites of health care.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 339, 340</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Second of 3 leveled courses; builds on NURS 304 and applies concepts and theories across diverse client experiences and settings, including the context of interprofessional teams; prerequisite to NURS 341. This course includes specific content on inter-professional practice.</p>





	Document ID# 338
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 339 (2) CRITICAL INQUIRY AND RESEARCH IN HEALTH CARE PRACTICE</b> Exploration of the application of theories, concepts, evidence and competencies pertaining to scientific inquiry, and the role of evidence informed practice in supporting health care across the range of healthcare disciplines.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 340</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Second of 3 leveled courses; builds on NURS 305, with a focus on the research process, appraisal of research and complex decision-making. This course includes content on the role of evidence informed practice to support practice across a range of healthcare disciplines.</p> <p>Document ID# 339</p>
<p><b>Effective January 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 340 (2) LEADERSHIP, ETHICS AND POLICY IN HEALTH CARE PRACTICE</b> Exploration and application of the interrelationship of leadership, ethics and policy in a variety of healthcare contexts.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306</p> <p><b>Co-requisites:</b> NURS 338, 339.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Second of 3 leveled courses; builds on NURS 306 with focus on application of ethical and leadership theory, and policy development in the context of interprofessional practice. This course includes content on how principles of ethics policy and leadership can be applied in inter-professional practice.</p> <p>Document ID# 340</p>
<b>Effective September 1, 2010</b>	
<p><b>Effective September 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 341 (2) RELATIONAL NURSING PRACTICE AS PRAXIS</b> Critical analysis of the enactment of relational practice toward promotion of health and wellbeing at multiple levels.</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Third of 3 leveled courses; builds on NURS 304 and NURS 338; focus on</p>



<p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 338</p> <p><b>Co-requisites:</b> NURS 342, 343</p>	<p>application and analysis of relational practice at multiple levels, in the context of global citizenship, and reduction of barriers to relational practice.</p> <p>Document ID# 341</p>
<p><b>Effective September 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 342 (1) CRITICAL INQUIRY AND RESEARCH IN NURSING PRACTICE</b> Critical analysis of theories, concepts, evidence and competencies pertaining to scientific inquiry, evidence based and informed practice, and research utilization in nursing.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 339</p> <p><b>Co-requisites:</b> NURS 341, 343.</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Third of 3 leveled courses; builds on NURS 305 and NURS 339; focus on synthesis of sources and forms of knowledge, application of evidence to practice and generation of research questions.</p> <p>Document ID# 342</p>
<p><b>Effective September 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 343 (2) LEADERSHIP, ETHICS AND POLICY IN NURSING PRACTICE</b> Critical analysis of the enactment of nursing leadership, ethics and policy in practice.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 340</p> <p><b>Co-requisites:</b> NURS 341, 342.</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> Third of 3 leveled courses; builds on NURS 306 and NURS 340; focus on promoting health and social policy to benefit society, promotion of moral climate and leadership for quality practice environments. This course includes content on promoting a positive and moral climate for nursing and inter-professional practice.</p> <p>Document ID# 343</p>
<p><b>Effective September 1, 2010</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 344 (2) NURSING SYNTHESIS PROJECT</b></p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b></p>



<p>Self-directed student project to synthesize and apply knowledge in a field of nursing practice under the guidance of a faculty mentor.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 338, 339, 340</p> <p><b>Co-requisites:</b> Clinical Nursing Focus and NURS 427</p>	<p>Capstone project, designed to synthesize knowledge of nursing practice using program core concepts of critical inquiry, relational practice and interprofessional practice. Course begins in Term 4 and credit is granted in Term 5 upon project completion. This project involves students engaging in interprofessional practice in the synthesis and application of knowledge.</p> <p>Document ID# 344</p>
<b>Effective January 1, 2011</b>	
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>CLINICAL NURSING FOCUS:</b> Clinically focused intensive practice experience with a selected population. <b>Students complete one of the following:</b></p> <p><b>NURS 420 (6) CLINICAL NURSING FOCUS:</b> Adults experiencing acute or chronic health conditions</p> <p><b>NURS 422 (6) CLINICAL NURSING FOCUS:</b> Childbearing families</p> <p><b>NURS 423 (6) CLINICAL NURSING FOCUS:</b> Children and their families</p> <p><b>NURS 424 (6) CLINICAL NURSING FOCUS:</b> Individuals and families with mental health concerns</p> <p><b>NURS 425 (6) CLINICAL NURSING FOCUS:</b> Community and population health</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p>	<p><b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381</a></p> <p><b>Present Calendar Entry: none</b> Place new calendar entry UNDER “Third and Fourth Year Courses” Table (before [4430])</p> <p><b>Type of Action: Program Entry</b></p> <p><b>Rationale:</b> The current demands of practice settings (high patient acuity, nursing shortages) have contributed to the need for BSN students to be able to focus in an area of nursing interest prior to graduation. The concept of a ‘Clinical Nursing Focus’ has support from our practice partners and the Ministry of Advanced Education, as a strategy to support practice areas facing significant staff shortages.</p> <p>Document ID# CNF</p>
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p>



<p><b>NURS 420 (6) CLINICAL NURSING FOCUS:</b> Adults experiencing acute or chronic health conditions</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p> <p><b>Co-requisites:</b> NURS 344</p>	<p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 411A; minor changes to course objectives, increased clinical practice hours This course involves the student engaging in collaborative interprofessional practice during their practicum with specific client populations.</p>
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 422 (6) CLINICAL NURSING FOCUS:</b> Childbearing families</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p> <p><b>Co-requisites:</b> NURS 344</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 411B; minor changes to course objectives, increased clinical practice hours This course involves the student engaging in collaborative interprofessional practice during their practicum with specific client populations.</p>
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 423 (6) CLINICAL NURSING FOCUS:</b> Children and their families</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p> <p><b>Co-requisites:</b> NURS 344</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 411C; minor changes to course objectives, increased clinical practice hours This course involves the student engaging in collaborative interprofessional practice during their practicum with specific client populations.</p>
<p><b>Effective January 1, 2011</b></p>	<p><b>URL: n/a</b></p>



<p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 424 (6) CLINICAL NURSING FOCUS:</b> Individuals and families with mental health concerns</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p> <p><b>Co-requisites:</b> NURS 344</p>	<p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 411E; minor changes to course objectives, increased clinical practice hours This course involves the student engaging in collaborative interprofessional practice during their practicum with specific client populations.</p>
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 425 (6) CLINICAL NURSING FOCUS:</b> Community and population health</p> <p><b>Credit is given for one of NURS 420, 422, 423, 424, or 425</b></p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343</p> <p><b>Co-requisites:</b> NURS 344</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS 411H; minor changes to course objectives, increased clinical practice hours This course involves the student engaging in collaborative interprofessional practice during their practicum with specific client populations.</p>
<p><b>Effective January 1, 2011</b></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>NURS 427 (8) CONSOLIDATED PRACTICUM</b> Extended practice to integrate and consolidate professional nursing knowledge, skills and competencies.</p> <p><b>Prerequisites:</b> NURS 302, 303, 304, 305, 306, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, and Clinical Nursing Major</p>	<p><b>URL: n/a</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale:</b> Replaces NURS460; minor changes to course objectives  This course involves the student engaging in collaborative interprofessional practice</p>



<b>Co-requisites:</b> NURS 344	during their practicum. Document ID# 427
<b>Changes to Degree Requirements</b>	<b>URL:</b> <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381">http://www.students.ubc.ca/calendar/index.cfm?tree=12,211,386,381</a>
<b>Proposed Calendar Entry:</b>	<b>Present Calendar Entry:</b>
<b>Third and Fourth Year Courses</b>	<b><del>Third and Fourth Year Courses</del></b>
<b>Term 1</b>	<b><del>Term 1</del></b>
NURS 302 6	<del>NURS 310 3</del>
NURS 303 8	<del>NURS 320 4</del>
NURS 304 2	<del>NURS 330 6</del>
NURS 305 1	<del>NURS 350 3</del>
NURS 306 1	<del>Total Credits 16</del>
Total Credits 18	<b><del>Term 2</del></b>
<b>Term 2, 3 and 4</b>	<del>NURS 312 3</del>
NURS 333 6	<del>NURS 321 2</del>
NURS 334 6	<del>NURS 331 8</del>
NURS 335 6	<del>NURS 452 3</del>
NURS 336 6	<del>Total Credits 16</del>
NURS 337 12	<b><del>Term 3</del></b>
NURS 338 2	<del>NURS 413 6</del>
NURS 339 2	<del>NURS 430 8</del>
NURS 340 2	<del>Total Credits 14</del>
NURS 341 2	<b><del>Term 4</del></b>
NURS 342 1	<del>NURS 421 2</del>
NURS 343 2	<del>NURS 432 6</del>
Total Credits 47	<del>NURS 450 3</del>
<b>Term 5</b>	<del>NURS 453 3</del>
NURS 344 2	<del>Total Credits 14</del>
Clinical Nursing Focus 6	<b><del>Term 5</del></b>
NURS 427 8	<del>NURS 411 4</del>
Total Credits 16	<del>NURS 416 3</del>
Total Credits (Years 3 &4) 81	<del>NURS 460 8</del>
Total Program Credits 129	<del>Total Credits 15</del>
	<del>Total Credits (Program) 123</del>
	<b>Type:</b> Addition of 6 credits to total program



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>credits. Variable sequencing of clinical practice courses over Terms 2, 3, and 4. <b>(See Curriculum Redesign Map)</b></p> <p><b>Rationale:</b> Faculty decision to develop a more integrated curriculum with revised course and program outcomes, increased clinical practice hours with enhanced &amp; innovative pedagogic approaches to meet the new demands for professional nursing practice in the current complex health care system.</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

10 February 2009

To: Vancouver Senate

From: Senate Curriculum Committee

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

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

## **New Courses**

GEOG 459

HINU 450

PHIL 101

PHIL 102

## **Program Change**

B.A. > Program Requirements – declaration of major at 27 credits





## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b>    <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  <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>            GEOG 459 (3) Geographic Research Opportunity            Students with at least 54 credits of Geography may participate in a faculty member's research project. Contact Geography Undergraduate Advisor for details. Regular tuition fees apply.</p>	<p><b>Present Calendar Entry:</b>    <b>Type of Action:</b> New course.    <b>Rationale:</b> Allow students the opportunity to engage in original research. Students will keep a journal recording meetings, progress and what was learned about the project in particular and research in general, and produce a poster for display. Places are limited and acceptance is conditional on a successful interview. Students will be assessed with respect to the quality of the deliverable of the research (which may include milestone assignments, such as a literature review, in addition to the final deliverables), but also with regards to a reflective learning component to the course, and a final presentation (poster and oral) of the research; to the department and potentially to the annual Western Geography conference.</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Arts <b>Department:</b> Asian Studies <b>Faculty Approval Date:</b>  <b>Effective Session 2009S Term 1 Year 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>  HINU 450 (3) HINDI FILM Regional, religious, and historical dialects of Hindi and Urdu as represented in films.  <b>Prerequisite:</b> HINU 200 or fluency in Hindi.	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale:</b> For all practical purposes it is the Bollywood film industry, rather than any academic institution, that defines "standard" Hindi today. Few would contest the claim that the greatest force in the linguistic integration of the Indian nation has been, not government policy, but cinematic popularity. No course of study in Hindi is complete without an examination of the language of cinema, and of the dialects and pseudo-dialects deployed by Bollywood to represent the regional, economic, and religious pluralism of modern India.



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Philosophy</b> <b>Faculty Approval Date: 9 October 2008</b>  <b>Effective Session W08Term Fall</b> <b>Year2008 for Change</b>	<b>Date: November 26, 2007</b> <b>Contact Person: Nissa Wainwright</b> <b>Phone: 2-3292</b> <b>Email: nissaw@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>PHIL 101 (3) INTRODUCTION TO PHILOSOPHY I.</b> Basic problems and methods of Philosophy. Topics such as the nature and scope of human knowledge, the existence of God, and the relationship between mind and body. Credits will not be given for both PHIL 100 and PHIL 101.	<b>URL: n/a</b>  <b>Present Calendar Entry: n/a</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> This change reflects a growing demand from our undergraduate students for a three credit, one term Introductory Philosophy course.
<b>Proposed Calendar Entry:</b>  <b>PHIL 102 (3) INTRODUCTION TO PHILOSOPHY II.</b> Basic problems and methods of Philosophy. Topics such as morality, personal identity, free will and determinism, and the meaning of life. Credit will not be given for both PHIL 100 and PHIL 102.	<b>URL: n/a</b>  <b>Present Calendar Entry: n/a</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b> This change reflects a growing demand from our undergraduate students for a three credit, one term Introductory Philosophy course.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Arts  <b>Department:</b>  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective Session</b> <u>W</u> <b>Term</b> <u>1</u>  <b>Year</b> <u>2009</u> <b>for Change</b></p>	<p><b>Date:</b> October 9, 2008  <b>Contact Person:</b> Dr. Janet Giltrow  <b>Phone:</b> 2-3247  <b>Email:</b> giltrow@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          Students are advised to plan their 100- and 200-level courses with their entire program in mind. <b>Specific programs of study (e.g., majors, honours, etc., see details below) can be declared only after the completion of at least 27 credits, and for some programs only after the completion of 42 or 54 credits. Students must check the regulations that apply to the specific programs of study which they choose to pursue. Students must have declared their program of study before they have completed 75 credits.</b></p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,56">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,56</a></p> <p><b>Present Calendar Entry:</b>  <b>[1239]</b> Students are advised to plan their 100- and 200-level courses with their entire program in mind, <del>although they formally declare their specific program of study only on completion of at least 54 (and not more than 75) credits.</del></p> <p><b>Type of Action:</b> change to program requirements</p> <p><b>Rationale:</b> The Faculty of Arts has approved a motion to allow students to declare their majors with 27 credits. This proposal amends the B.A. program requirements to reflect this change. Allows for greater and more in-depth coverage of courses. It is hoped that with earlier declaration, students will move closer to completing the maximum # of credits in their discipline, rather than the minimum. Breadth requirements will remain the same.</p>
<p><b>Proposed Calendar Entry:</b>          After completing at least <b>27 credits, and for some programs 42 or 54 credits</b>, students must enter one of the programs listed below. Depending on the program chosen they must make application to do so, or identify their program using the Student Service Centre</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,56">http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,56</a></p> <p><b>Present Calendar Entry:</b>  <b>[1251]</b> After completing at least <del>54 credits and no more than 75 credits</del>, students must enter one of the following programs listed below. Depending on the program chosen they must make application to do so, or identify their program using the <b><u>Student</u></b></p>



<http://www.students.ubc.ca/ssc>>. Refer below, under individual programs **of study** (e.g. Anthropology, Psychology, Women's and Gender Studies), to the number of credits required before being able to declare a specific program, for those programs requiring formal application, and the procedures to be followed in applying for them.

**Service Centre**. Refer below, under individual programs, ~~for those requiring formal application, and the procedures to be followed in applying for them.~~

**Type of Action:** change to program requirements

**Rationale:** The Faculty of Arts has approved a motion to allow students to declare their majors with 27 credits. This proposal amends the B.A. program requirements to reflect this change. Allows for greater and more in-depth coverage of courses. It is hoped that with earlier declaration, students will move closer to completing the maximum # of credits in their discipline, rather than the minimum. Breadth requirements will remain the same.

# 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

Jonathan.Preston@ubc.ca | PH 604-822-9134 | FX 604-822-5945

10 February 2009

To: Vancouver Senate

From: Senate Curriculum Committee

RE: Faculty of Education, School of Human Kinetics

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Attached please find the program and course proposals from the Faculty of Education, School of Human Kinetics for your consideration.

## **New Program**

Co-operative Education Program

## **New Courses**

HKIN 101 (6) Co-operative Work Placement  
HKIN 201 (6) Co-operative Work Placement  
HKIN 301 (6) Co-operative Work Placement  
HKIN 401 (6) Co-operative Work Placement  
HKIN 402 (6) Co-operative Work Placement  
HKIN 403 (6) Co-operative Work Placement



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

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: School of Human Kinetics</b>  <b>Faculty Approval Date: November 2008</b></p> <p><b>Effective Session Winter Term 1 Year 2009 for Change</b></p>	<p><b>Date: December 12, 2008</b>  <b>Contact Person: David Sanderson</b>  <b>Phone: 2-4361</b>  <b>Email: david.sanderson@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b>  The co-operative education program is intended to integrate the academic education (classroom-based learning) of interested and qualified students with relevant, supervised, and paid work experience (work-based learning) with employer organizations. Co-op students gain valuable skills that help guide them through their academic education, as well as prepare them for future job markets upon graduation.</p> <p>Students can elect a five-year Co-operative Education Program. This program provides interested and qualified students with paid employment experience, which is directly related to their academic program and future career. It is an optional, year-round program. Apart from the normal academic requirements, a minimum of three work terms must be completed. The co-op program requires an additional year to complete the bachelor's degree.</p> <p>Co-operative education programs are optional and supplementary to the academic program. Students who wish to be considered for the program will be selected on the basis of academic performance and suitability for the work environment. Total enrolment is subject to the availability of appropriate work placements. Students admitted into the program will register in the appropriate co-operative education courses for each work term, once a suitable position is confirmed, and will be required to pay the co-operative education program fee (see <a href="#">Program and Course Fees</a>). In addition, a co-op workshop fee is to be paid by all students accepted into the program. There will</p>	<p><b>URL:</b>  (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p><b>Present Calendar Entry:</b>  none</p> <p><b>Type of Action:</b>  New program</p> <p><b>Rationale:</b>  This program aims to expand field experience and community service learning (CSL) opportunities in the Bachelor of Human Kinetics (BHK) program. It responds to student demand, as well as to Trek 2010 goals focused on CSL, cooperative learning, internationalization and global citizenship. A consistent request from domestic and international BHK students over the past four years has been for more "hands-on", practical experience in labs, field placements and Co-op. Key comparator institutions, SFU locally and University of Waterloo nationally, have well established Co-op programs in Kinesiology.</p>



## THE UNIVERSITY OF BRITISH COLUMBIA

not be a tuition fee in addition to this. Work placements are graded Pass or Fail. Students must attend co-operative education program workshops. A report is required at the end of each work term. A minimum of three work terms is needed to graduate with a co-op designation on the transcript and parchment. Students wishing to enrol in the program must apply in the fall term of their second year. Selection criteria for admission are based on academic performance and employment suitability. Acceptance into the co-op program does not guarantee work placements in every work term. See "Program and Course Fees" in Calendar Chapter III.

Each successfully completed co-operative education course will be assigned 6 credits and will be recorded on the student's transcript. In order to graduate in a co-operative education program, a student must have completed the required number of work terms in addition to the normal academic requirements of the department. Co-operative education course credits cannot be used in lieu of or to complement academic course credits required by the department.

To inquire about application deadlines and for further information, please contact the Co-operative Education Program Office, Room 1 Auditorium Annex, The University of British Columbia, 6081 University Blvd, Vancouver, BC, V6T 1Z1; fax 604-822-4794. Information is also available through the Co-op [website](#).





THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

<b>Faculty: Education</b> <b>Department: Human Kinetics</b> <b>Faculty Approval Date: November 2008</b>  <b>Effective Session W Term 01 Year2009 for Change</b>	<b>Date:</b> <b>Contact Person: David Sanderson</b> <b>Phone: 2-4361</b> <b>Email: david.sanderson@ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>HKIN 101 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program.	<b>URL: HKIN</b>  <b>Present Calendar Entry: none</b>  <b>Type of Action: New course</b>  <b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.
<b>Proposed Calendar Entry:</b>  <b>HKIN 201 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program	<b>URL: HKIN</b>  <b>Present Calendar Entry: none</b>  <b>Type of Action: New course</b>  <b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.
<b>Proposed Calendar Entry:</b>  <b>HKIN 301 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program	<b>URL: HKIN</b>  <b>Present Calendar Entry: none</b>  <b>Type of Action: New course</b>  <b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.



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<p><b>Proposed Calendar Entry:</b></p> <p><b>HKIN 401 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program</p>	<p><b>URL:</b> HKIN</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HKIN 402 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program</p>	<p><b>URL:</b> HKIN</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>HKIN 403 (6) Co-operative Work Placement</b> Supervised, technical work experience in an established company or organization for a minimum of three months. Technical report. Restricted to students meeting the requirements of the School of Human Kinetics and the Co-operative Education Program</p>	<p><b>URL:</b> HKIN</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> As part of the new Co-op program in Human Kinetics this course is designed as one of six of the field placement work experience terms. The selection of six courses has been modeled on existing UBC coop programs.</p>

# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee  
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Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1

Jonathan.Preston@ubc.ca | PH 604-822-9134 | FX 604-822-5945

10 February 2009

To: Vancouver Senate  
From: Senate Curriculum Committee  
RE: Graduate Proposals

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Attached please find graduate course and program proposals for your consideration.

## **Applied Science**

### New Courses

MECH 522 (3)

MECH 533 (3)

## **Arts**

### New Courses

ASIA 598 (3)

ENGL 500 (3)

FIPR 534 (6)

FIPR 535 (6)

FIPR 536 (6)

### Program Changes

MFA in Film Production

MFA in Film Production and Creative Writing

## **College for Interdisciplinary Studies**

### New Courses

CELL 508 (1.5)

CELL 509 (1.5)

CELL 510 (1.5)

CELL 511 (1.5)

CELL 512 (1.5)

### Program Changes

Master of Arts in European Studies Suspension of Admission

## **Medicine**

### New Courses

RSPT 564 (5)

RSPT 565 (6)

RSPT 566 (4)

SURG 510 (3)

### Program Changes

MPT Program Requirements

### Category 1

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: Effective Session: September 2009	Date: October 8, 2008 Contact Person: Dr. Gary Schajer Phone: 822-6004 Email: <a href="mailto:schajer@mech.ubc.ca">schajer@mech.ubc.ca</a>
MECH Graduate New Course	
<b>Proposed Calendar Entry:</b>  <b>MECH 522 (4) FOUNDATIONS IN CONTROL ENGINEERING</b> State space model; stability; controllability; observability; Kalman decomposition; state feedback; observer; linear quadratic regulator; Kalman filter. Credit will be granted for only one of MECH 468 or MECH 522.	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale:</b> Controls Engineering is an area of major and growing importance in Mechanical Engineering. This focused course has been given twice as Special Topics MECH550P with good enrolment.  <b>Document ID# MECH 008</b>

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: Effective Date: September 2009	Date: October 8, 2008 Contact Person: Dr. Gary Schajer Phone: 822-6004 Email: schajer@mech.ubc.ca
MECH Graduate New Course	
<p><b>Proposed Calendar Entry:</b></p> <p><b>MECH 533 (3) BIOFLUIDS</b></p> <p>Principles, biorheology, circulatory biofluid mechanics, synovial fluid in joints, biofluid dynamics of the human brain, respiratory biofluid mechanics, flow and pressure measurement techniques in human body. Credit will be granted for only one of MECH 433 or MECH 533.</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New course.</p> <p><b>Rationale:</b> The course content was taught in 07W as MECH 550L (Special Advanced Courses) and will be taught again in 08W. Student interest and enrolment have been sufficient to justify the establishment of a specialized course. The previous MECH 550L course was co-taught with MECH 410L (a proposal to renumber 410L to 433 has gone forward). MECH 533 will contain additional advanced work that is not included in the undergraduate version.</p> <p><b>Category 1</b>  <b>Document ID# MECH 009</b></p>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Asian Studies  <b>Faculty Approval Date:</b>    <b>Effective Session 2009W Term 1 Year 2009 for Change</b></p>	<p><b>Date:</b> May 13, 2008  <b>Contact Person:</b> Maija Scott  <b>Phone:</b> 822-9266  <b>Email:</b> maija@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>            ASIA 598 (3) ASIA AND THE MUSEOLOGICAL IMAGINATION          *Credit will be granted for one of ASIA 498 or ASIA 598</p>	<p><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, 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>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts (Graduate Studies)  <b>Department:</b> English  <b>Faculty Approval Date:</b> October 9, 2008  <b>Effective:</b> Session Summer; Term 1; Year 2009</p>	<p><b>Date:</b> July 15, 2008  <b>Contact Person:</b> Mary Chapman  <b>Phone:</b> 2-5120  <b>Email:</b> marychap@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>           ENGL 500 (3) Research in English Studies           Grading Type: H/P/F</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/courses.cfm?code=ENGL">http://www.students.ubc.ca/calendar/courses.cfm?code=ENGL</a></p> <p><b>Present Calendar Entry:</b>          ENGL 500 <del>(3) Research Tools and Methods</del>          Required of all graduate students <del>in thesis programs.</del></p> <p><b>Type of Action:</b>          1. Title change          2. Requirement change          3. Change of evaluation scale</p> <p><b>Rationale:</b>          1. New title reflects actual course content more accurately.          2. The course was formerly required of students writing MA and PhD theses. However, the needs of MA and doctoral students are now quite different. Relatively few MA students write theses now but still need to be introduced to research methods and professional practices but many doctoral students have already taken a Research in English Studies course and require something that specifically addresses doctoral research. For these reasons, we have developed a small workshop series specifically for doctoral students and would like to revise this for-credit course to address exclusively the needs of MA students.          3. We would like the course to be graded as pass with honours, pass or fail. The exercises that will be required of students need to be completed to standard. They</p>



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	either pass the assignment or they do not. The MA thesis is now evaluated pass/fail. We consider this precedent for this revision.
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty: Arts</b>  <b>Department: Theatre and Film</b>  <b>Faculty Approval Date: October 2008</b></p> <p><b>Effective Session Winter Term 1 Year 2009 for Change</b></p>	<p><b>Date: September 19, 2008</b>  <b>Contact Person: Sharon McGowan</b>  <b>Phone: 604-720-9629</b>  <b>Email: sharon.mcgowan@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>FIPR 534 (6) Advanced Producing for Film and Television</p>	<p><b>URL:</b>  <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a></p> <p><b>Present Calendar Entry:</b>  None</p> <p><b>Type of Action:</b>  New Course</p> <p><b>Rationale:</b></p> <p>MFA Film Production students normally produce their own thesis films. As producers, they must raise a substantial amount of money and resources to make their thesis films and they must manage a complex set of creative, legal and business issues to successfully bring their projects to the screen.</p> <p>To date, there have been no formalized seminars or courses on producing offered by the Film Program. This has been a serious impediment to many of the students in developing their thesis projects and advancing their careers.</p> <p>Producing is also a professional field of work on its own and is considered to be one of the world's most complex business practices. Students wishing to study this aspect of filmmaking more deeply have had to go elsewhere.</p> <p>This will be a required course for MFA Film Production students. It will also be an option for Joint MFA Film Production</p>



	<p>and Creative Writing students as well as senior BFA Film Production students (by application to the instructor).</p> <p>Courses in several levels of producing are offered in many university film programs. Several of the major university film programs in the USA (Columbia, USC and NYU) also offer MFA degrees in film and television producing.</p> <p>With the addition of this required MFA course, along with the addition of the required BFA course, FIPR 234 (3) Production Planning and Professional Practices, and the optional BFA course, FIPR 434 (6) Producing for Film and Television, we are aiming to bring the UBC Film Production Program up to the minimum standard of training offered in producing skills and concepts at major film production programs.</p> <p>Current faculty member, Associate Professor Sharon McGowan, who will teach this course, has a research practice in film and television producing.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty: Arts</b> <b>Department: Theatre and Film</b> <b>Faculty Approval Date: October 2008</b>  <b>Effective Session W Term 1 Year 2009 for Change</b>	<b>Date: September 19, 2008</b> <b>Contact Person: Sharon McGowan</b> <b>Phone: 604-720-9629</b> <b>Email: sharon.mcgowan@ubc.ca</b>
<b>Proposed Calendar Entry:</b>  FIPR 535 (6) Advanced Alternative Cinema Production	<b>URL:</b> <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main? pname=subjarea&amp;tname=subjareas&amp;req=1 &amp;dept=FIPR</a>  <b>Present Calendar Entry:</b> None - new course  <b>Type of Action:</b> New Course  <b>Rationale:</b>  Alternative Cinema is an area in which many filmmakers find their unique voice and a research area that has led to most of the major innovations in the filmmaking art form. Many students apply to the MFA Film Production and MFA Film Production and Creative Writing Programs with plans to deepen their exploration of alternative or experimental approaches in their thesis work.  To date, the UBC MFA Film Production Program has not had any courses specifically focusing on alternative cinema practices. Some aspects have been taught in other courses, but the focus in the MFA Program has been mainly on traditional narrative cinema. As a result, innovative cinema research has not blossomed the way it could in a major university.  This course will be offered as an option to MFA Film Production students, Joint MFA Film Production and Creative Writing students as well as BFA Film Production



	<p>students with instructor permission and to other UBC students with special permission and the completion of pre- or co-requisites FIPR 233, 234, 337, 339 and 435.</p> <p>Many other university film programs have at least one course in alternative or experimental cinema offered at various levels. The addition of this course as well as the introductory FIPR 435 (6) Alternative Cinema Production will help us to meet that standard.</p> <p>Current faculty member, Associate Professor Chris Gallagher, who will teach this course, is a recognized experimental and alternative cinema practitioner. His work in this area has been exhibited internationally and he has won research grants to produce films in this area.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Arts <b>Department:</b> Theatre and Film <b>Faculty Approval Date:</b> October 2008  <b>Effective Session:</b> W Term 1 Year 2009 <b>for Change</b>	<b>Date:</b> Sept 19, 2008 <b>Contact Person:</b> Sharon McGowan <b>Phone:</b> 604-720-9629 <b>Email:</b> sharon.mcgowan@ubc.ca
<b>Proposed Calendar Entry:</b>  FIPR 536 (6) Advanced Documentary Development and Production	<b>URL:</b> <a href="https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR">https://courses.students.ubc.ca/cs/main?pname=subjarea&amp;tname=subjareas&amp;req=1&amp;dept=FIPR</a>  <b>Present Calendar Entry:</b> None - new course  <b>Type of Action:</b> New course  <b>Rationale:</b>  The documentary film has grown in popularity and relevance in recent years and Vancouver is a centre for innovative documentary filmmaking in the world. Many MFA students apply to the Film Program intending to produce a documentary film as their thesis project. While these students may have extensive filmmaking experience, they do not always have comprehensive training in the documentary genre.  In the past, the development (writing and research) and production of documentary films has been covered in small units within existing courses in the MFA Film Production Program. This arrangement has been unsatisfactory for covering the essentials of this complex genre in any depth and detail.  This course will provide focused training in advanced documentary concept development and documentary production techniques as well as the marketing of documentary films.



THE UNIVERSITY OF BRITISH COLUMBIA

This course will be an optional course for MFA Film Production students, Joint MFA Film Production and Creative Writing students. It will also be open to MA in Journalism students who have the appropriate technical skills and it will be open to other UBC graduate students across the university who have an interest in documentary filmmaking and have completed minimum prerequisites FIPR 233, FIPR 234 and FIPR 436 or their equivalent. It will also be open to BFA Film Production students by permission of the instructor. We also anticipate interest from students in other programs such as CRWR, THTR, AVHAT, and SLAIS.

Several courses in Documentary Filmmaking are offered in many other MFA university film programs. With the recent addition of a course dedicated to this genre in the BFA (FIPR 436) and this new course at the MFA level, we will meet this standard.

Both current full-time faculty members in the UBC Film Production Program have extensive backgrounds in documentary filmmaking and consider it one of their main research areas. The addition of this course will enable the Program to more effectively utilize faculty strengths as well as provide more options for students.



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty: Arts</b>  <b>Department: Theatre and Film</b>  <b>Faculty Approval Date: October 2008</b></p> <p><b>Effective Session W Term 1 Year 2009 for Change</b></p>	<p><b>Date: September 19, 2008</b>  <b>Contact Person: Sharon McGowan</b>  <b>Phone: 604-720-9629</b>  <b>Email: sharon.mcgowan@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MFA in Film Production</b></p> <p>The Film Program in the Department of Theatre and Film offers the Master of Fine Arts (MFA) degree in Film Production.</p> <p>This is a two-year course of resident study.</p> <p>Admission Requirements:</p> <p>Applicants must satisfy the general requirements set by the Faculty of Graduate Studies.</p> <p>Applicants to the program require, as a prerequisite, an undergraduate degree in film production or the equivalent in experience and a portfolio of completed films as primary creator (director, writer or producer).</p> <p>For specific application requirements and deadlines, please see the Film Program website at <a href="http://www.film.ubc.ca">www.film.ubc.ca</a></p> <p><b>PROGRAM REQUIREMENTS:</b> Total of 36 credits</p> <p>12 credits from          FIPR 533 (6) Advanced Problems in Directing</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1161">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1161</a></p> <p><b>Present Calendar Entry:</b>          MFA in Film Production</p> <p><b>Program Overview</b></p> <p><del>The Film Program offers the Master of Fine Arts (M.F.A.) in Film Production.</del></p> <p><del>The UBC Library has an extensive holding of film studies literature, and the program provides film production and post-production equipment.</del></p> <p><del>Further information may be obtained from the Program's website. The Film Program is part of the Department of Theatre, Film and Creative Writing.</del></p> <p><del>Master of Fine Arts</del>  <del>Admission Requirements</del></p> <p><del>Only applicants with an undergraduate degree in film or video production and verifiable completion of a course in digital editing, or the equivalent in professional experience and an undergraduate degree will be considered. For application requirements, please visit the Program's website.</del></p> <p><del>The Film Program and Creative Writing Program offer a Joint M.F.A. in Creative</del></p>



<p>FIPR 534 (6) Advanced Producing for Film and Television</p> <p>Thesis 12/18</p> <p>The 12-credit thesis requirement can normally be met with the completion of a professionally finished film 20 minutes long (shorter works to be considered on a case-by-case basis) and full written documentation and evaluation of the process.</p> <p>Productions longer than 40 minutes may be eligible for 18 credits on a case-by-case basis.</p> <p>6-12 credits of electives which may include:</p> <p>FIPR 535 (6) Advanced Alternative Cinema Production</p> <p>FIPR 536 (6) Advanced Documentary Development and Production</p> <p>CRWR 506 (6) Advanced Writing of Drama for Screen and Television</p> <p>CRWR 514 (3/6) D Advanced Writing for Television I</p> <p>FIST 534 (3/6) D Seminar in Film Studies</p>	<p><del>Writing/Film Production. The successful applicant must first be accepted into the Film Production M.F.A. For details, please see the Joint Program's Film Program website or the Creative Writing website. Program Requirements</del></p> <p><del>The program consists of 36 credits, including FIPR 533, FIST 534, electives, a (6 or 12 credit) thesis, and a comprehensive examination. For detailed information about specific program requirements, please visit the Program's website.</del></p> <p><del>Please see Creative Writing/Film Production for information about the joint Creative Writing and Film M.F.A. program. Contact Information</del></p> <p><del>Film Program 2354A-1874 East Mall Vancouver, BC, Canada V6T 1Z1 Tel: 604-822-6037 Fax: 604-822-0508 Email: film@interchange.ubc.ca Web: www.film.ubc.ca Zanna Downes, Film Program Secretary</del></p> <p><b>Type of Action:</b> Clarification of requirements; replacement of FIST 534 with FIPR 534. Clarification of possible electives.</p> <p><b>Rationale:</b> MFA students normally produce their own films. As producers, they must raise a substantial amount of money and resources to make their thesis films (cost of the films ranges widely from \$12,000- \$100,000) and they must manage a complex set of legal and business issues to successfully bring these projects to the screen.</p> <p>The addition of FIPR 534 (6) Advanced Producing for Film and Television as a</p>
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	<p>requirement teaches students how to raise money and to manage the necessary legal and business issues.</p> <p>This re-design was developed in consultation with faculty, staff and the Dean of Arts office, as well as faculty from other university film programs and members of the film industry. Input on the re-design was also provided by alumni and students through a comprehensive survey conducted by an independent evaluator.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Theatre and Film  <b>Faculty Approval Date:</b> October 2008  <b>Effective Session W Term 1 Year 2009 for Change</b></p>	<p><b>Date:</b> July 15, 2008  <b>Contact Person:</b> Sharon McGowan, Peggy Thompson  <b>Phone:</b> 604-720-9629, 604-831-3792  <b>Email:</b> <a href="mailto:sharon.mcgowan@ubc.ca">sharon.mcgowan@ubc.ca</a>, <a href="mailto:peggyt@interchange.ubc.ca">peggyt@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>MFA in Film Production and Creative Writing</b></p> <p>The Film Program and the Creative Writing Program offer a joint Master of Fine Arts (MFA) degree in Film Production and Creative Writing.</p> <p>This is a two-year course of resident study and requires, as a prerequisite, an undergraduate degree in film production or the equivalent in experience, a portfolio of completed films as primary creator (director, writer or producer), and a portfolio of screenwriting.</p> <p>For application requirements, please see the Film Program website at <a href="http://www.film.ubc.ca">www.film.ubc.ca</a></p> <p><b>Admission Requirements</b></p> <p>Applicants must satisfy the general requirements set by the Faculty of Graduate Studies.</p> <p>Applicants must also first qualify for and be accepted by the Film Program MFA in Film Production. They may then apply to the Creative Writing Program.</p> <p><b>PROGRAM REQUIREMENTS:</b> Total of</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1142">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1142</a></p> <p><b>Present Calendar Entry:</b></p> <p><del><b>MFA in Creative Writing and Film Studies</b></del></p> <p><del>The Creative Writing and Film Studies Programs of the Department of Theatre, Film, and Creative Writing offer a joint two-year course of resident study leading to the Master of Fine Arts (M.F.A.) in Creative Writing and Film. Please consult both the Film Program website and the Creative Writing Program website for additional information.</del></p> <p><del>See also the entries for Creative Writing and Film Productions in the Calendar.</del></p> <p><del>Master of Fine Arts</del></p> <p><del>Admission Requirements</del></p> <p><del>Applicants must satisfy the general requirements set by the Faculty of Graduate Studies. The joint Creative Writing and Film Studies Program requires that the student be accepted by the Film Production Program before applying to the Creative Writing/Film Program.</del></p>



<p>36 credits</p> <p>6 credits from FIPR 533 (6) Advanced Problems in Directing or FIPR 534 (6) Advanced Producing for Film and Television</p> <p>12 credits from CRWR 506 (6) Advanced Writing of Drama for Screen and Television CRWR 514 d(6) Advanced Writing for Television I</p> <p>FIPR 549 Thesis 12/18</p> <p>Thesis requirements The 12-credit thesis requirement can normally be met with the completion of a professionally finished film 20 minutes long (shorter works to be considered on a case-by-case basis) and full written documentation and evaluation of the process.</p> <p>Productions longer than 40 minutes may be eligible for 18 credits on a case-by-case basis.</p> <p>Students must also complete a screenplay of substantial length.</p> <p>Electives 0-6 credits which may be from:</p> <p>FIPR 535 (6) Advanced Alternative Cinema Production FIPR 536 (6) Advanced Documentary Development and Production</p> <p>FIST 534 (3/6) D Seminar in Film Studies</p>	<p><del>Only applicants with an undergraduate degree in 16/35mm Film Production and verifiable completion of a course in digital editing, or the equivalent in professional experience and an undergraduate degree, will be considered for admission.</del></p> <p><b>Program Requirements</b></p> <p><del>Students are required to complete a screenplay of substantial length and 36 credits of coursework, including 12 credits of work in creative writing, FIST 534 (6), FIPR 533 (6), and FIPR 549 (12). The thesis requirements must be met in the second year and may be a substantial revision and extension of work done during the first year.</del></p> <p><b>Contact Information</b></p> <p><b>Film Program</b></p> <p><del>Buchanan 235A, 1874 East Mall Vancouver, BC, Canada V6T 1Z1 Tel: 604-822-6037 Fax: 604-822-0508 Email: film@interchange.ubc.ca Web: www.film.ubc.ca</del></p> <p><del>Zanna Downes, Film Program Secretary and Graduate Secretary</del></p> <p><b>Type of Action:</b> Clarification of name of the degree and requirements; removal of FIST 534A and FIST 534B as a requirement. Clarification of possible electives.</p> <p><b>Rationale:</b> While the Joint MFA in Creative Writing and Film Studies is very popular, the application requirements and process have been unclear in the calendar. Also, the name has caused confusion. It is primarily a Film Production degree as the main part</p>
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	<p>of the thesis is a completed film and applicants must be prepared for this requirement.</p> <p>The removal of six credits of required Film Studies courses, FIST 534a and 534b, permits students to apply for these advanced theory courses if they have a strong background in film studies but does not compel them to do so.</p> <p>The addition of a new course, FIPR 534 (6) Advanced Producing for Film and Television provides students with an option that will directly support them with the making of their thesis film and their development in the profession.</p> <p>MFA students normally produce their own films. As producers, they must raise a substantial amount of money and resources to make their thesis films (cost of the films ranges widely from \$12,000- \$100,000) and they must manage a complex set of legal and business issues to successfully bring these projects to the screen.</p> <p>This re-design was developed in consultation with faculty, staff and the Dean of Arts office, as well as faculty from other university film programs and members of the film industry. Input on the re-design was also provided by alumni and students through a comprehensive survey conducted by an independent evaluator.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<b>Faculty:</b> College for Interdisciplinary Studies <b>Department:</b> Cell and Developmental Biology Program <b>Faculty Approval Date:</b> December 4, 2008 <b>Effective:</b> Winter Session, Term 1, 2009	<b>Date:</b> July 2008  <b>Contact Person:</b> Dr. S. Clee <b>Phone:</b> (604) 827-4271 <b>Email:</b> smclee@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  CELL 508 (1.5) Molecular Genetic Analysis  Methodologies and resources for genetic analysis of cellular function.	<b>URL:</b> None  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale:</b>  The purpose of CELL 508 is to introduce students to current methodologies in genetic analysis for the investigation of cellular physiology and function. The major goals of CELL 508 are to: <i>a)</i> introduce students to technical advances in genetic analysis; <i>b)</i> provide a basic understanding of the strengths and weaknesses of the various approaches used for genetic analyses; and <i>c)</i> provide students with experience in the use of online resources for investigating the functions of genes and proteins within cells and organisms. Students will become conversant with the primary literature; will be able to critically analyze this literature and extract key findings from it; and will be able to construct conceptual models from experimental data and design new experiments to test these models.  CELL 508 will be offered annually in the last 7 weeks of Term 1 of the Winter Session.

## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> College for Interdisciplinary Studies  <b>Department:</b>          Cell and Developmental Biology Program  <b>Faculty Approval Date:</b>          December 4, 2008  <b>Effective:</b>          Winter Session, Term 1, 2009</p>	<p><b>Date:</b> July 2008   <b>Contact Person:</b> Dr. E. Moore  <b>Phone:</b> (604) 822-3423  <b>Email:</b> edwin.moore@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CELL 509 (1.5) Systems Cell Biology</p> <p>The integration of basic cellular processes to produce a functioning cell.</p>	<p><b>URL:</b> None</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b>          The purpose of CELL 509 is to introduce students to the importance of integrating the concepts provided by 'traditional' disciplines (such as genetics and physiology) with those provided by 'new' disciplines (such as genomics and proteomics) in order to produce an intact and functioning cell. The major goals of CELL 509 are to: <i>a</i>) introduce students to systems cell biology; <i>b</i>) provide students with an understanding of the importance of integrating basic cellular processes to produce a functioning cell; <i>c</i>) provide students with an overview of the genomic, proteomic and signalling mechanisms responsible for cell specialization; and <i>d</i>) encourage students to expand their traditional scientific training from reductionism to integration. Students will become conversant with the primary literature; will be able to critically analyze this literature and extract key findings from it; and will be able to construct conceptual models from experimental data and design new experiments to test these models.</p> <p>CELL 509 will be offered annually in the last 7 weeks of Term 1 of the Winter Session.</p>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> College for Interdisciplinary Studies  <b>Department:</b> Cell and Developmental Biology Program  <b>Faculty Approval Date:</b> December 4, 2008  <b>Effective:</b> Winter Session, Term 1, 2009</p>	<p><b>Date:</b> July 2008  <b>Contact Person:</b> Dr. T. O'Connor  <b>Phone:</b> (604) 822-9759  <b>Email:</b> <a href="mailto:jimo@interchange.ubc.ca">jimo@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>CELL 510 (1.5) Molecular Embryology</p> <p>Examination of the molecular interactions that underlie the later stages of embryological development.</p>	<p><b>URL:</b> None  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course</p> <p><b>Rationale:</b> At present, the Program offers one Content course in developmental biology. This course, CELL 502, introduces students to the basic concepts of developmental biology and focuses on the classical stages of development, especially the earliest morphogenetic events such as blastocoel formation, gastrulation, neurulation and germ band extension. CELL 510 builds on the topics covered in CELL 502 and aims to provide students with an understanding of the cellular and molecular interactions that underlie these processes. The major goals of CELL 510 are to: <i>a)</i> introduce students to molecular concepts in development, such as the transcriptional networks important for axial pattern formation, cell fate and differentiation; <i>b)</i> provide students with a basic understanding of the intrinsic and extrinsic molecular mechanisms important for the development of complex structures such as the limb, eye and wing; <i>c)</i> allow students to apply innovative technologies such as bioinformatics to developmental processes; and <i>d)</i> introduce students to a variety of 'model' systems that are commonly used to provide critical insights in the field of developmental biology. Students will become conversant with the primary literature; will be able to critically analyze this literature and extract key findings from it; and will be able to construct conceptual models from experimental data and design new experiments to test these models.</p> <p>CELL 510 will be offered annually in the first 6 weeks of Term 2 of the Winter Session.</p>

## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> College for Interdisciplinary Studies  <b>Department:</b> Cell and Developmental Biology Program  <b>Faculty Approval Date:</b>          December 4, 2008  <b>Effective:</b>          Winter Session, Term 1, 2009</p>	<p><b>Date:</b> July 2008   <b>Contact Persons:</b> Dr. James D. Johnson  <b>Phone:</b> (604) 822-7187  <b>Email:</b> jimjohn@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CELL 511 (1.5) Cellular and Molecular Mechanisms of Human Disease</p> <p>Cell biology in the age of evidence-based medicine.</p>	<p><b>URL:</b> None</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b> The purpose of CELL 511 is to instruct students how to integrate multiple disciplines in modern life sciences research with the specific purpose of understanding the molecular mechanisms of human diseases. The major goals of CELL 511 are to: <i>a)</i> introduce students to the diversity of human pathobiology and provide them with a sound understanding of the common threads that run through multiple classes of human diseases; <i>b)</i> provide students with an appreciation of the need to integrate multiple disciplines in modern life sciences research in order to understand the molecular mechanisms of human diseases; and <i>c)</i> provide students with an understanding of the strengths and weakness of the multiple approaches that are used to dissect the mechanisms of human disease. Emphasis will be placed on interdisciplinary approaches to biomedical research; students will be stimulated to think critically while looking at the 'big picture' at the interface of cell biology, genetics, physiology and clinical medicine. Students will examine the steps that are required to determine the mechanisms of human diseases and the barriers to effective therapies, and will review recent developments that illustrate the molecular mechanisms of specific disease states, including cancer, diabetes, heart failure and</p>



	<p>neurodegenerative diseases. Students will become conversant with the primary literature; will be able to critically analyze this literature and extract key findings from it; and will be able to construct conceptual models from experimental data and design new experiments to test these models.</p> <p>CELL 511 will be offered annually in the first 7 weeks of Term 2 of the Winter Session.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> College for Interdisciplinary Studies  <b>Department:</b> Cell and Developmental Biology Program  <b>Faculty Approval Date:</b>              December 4, 2008  <b>Effective:</b> Winter Session, Term 1, 2009</p>	<p><b>Date:</b> July 2008</p> <p><b>Contact Persons:</b> Dr. Timothy J. Kieffer  <b>Phone:</b> (604) 822-2156  <b>Email:</b> tim.kieffer@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>CELL 512 (1.5) Gene and Cell Based Therapies for Disease</p> <p>The development of gene and cell based therapies and their translation into clinical use.</p>	<p><b>URL:</b> None</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b>            The purpose of CELL 512 is to introduce students to the tools and techniques involved in developing gene and cell based therapies for disease, the hurdles that need to be overcome and the process that needs to be followed to develop a product, including the path through pre-clinical and clinical trials. The major goals of CELL 512 are to: <i>a)</i> introduce students to the rationale for gene and cell based therapies; <i>b)</i> provide a current understanding of the available viral and non-viral based gene delivery tools; <i>c)</i> provide a current understanding of cell based approaches to treat disease; <i>d)</i> introduce the students to key past and current gene and cell based clinical trials; and <i>e)</i> outline the knowledge translation pathway from research to product development. Students will become conversant with the primary literature and trial databases; will be able to critically analyze these resources and extract key findings from them; and will be able to construct conceptual models from experimental data and design new experiments to test these models. They will also gain an appreciation of the cost and time involved in the development of new medicines.</p> <p>CELL 512 will be offered annually in the last 7 weeks of Term 2 of the Winter Session.</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> CFIS  <b>Department:</b> Institute for European Studies  <b>Faculty Approval Date:</b> January 26, 2009  <b>Effective Session:</b> 2009S-</p>	<p><b>Date:</b> January 26, 2009  <b>Contact Person:</b> Timothy Cheek, Associate Dean  <b>Phone:</b> 2-2378  <b>Email:</b> <a href="mailto:cfis.cheek@ubc.ca">cfis.cheek@ubc.ca</a> or <a href="mailto:tcheek@interchange.ubc.ca">tcheek@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><i>European Studies</i>  <i>Degree Offered: M.A.</i></p> <p><b>Members</b></p> <p><b>Professors</b>  K. Hübner.</p> <p><b>Associate Professors</b>  L. Biukovic.</p> <p><b>Assistant Professors</b>  M. Kuus.</p> <p style="color: red;"><b>Not accepting applications for admission for the 2009-2010 academic year. Applications for admission are expected to be considered for the 2010-2011 academic year.</b></p> <p><b>Program Overview</b>  The <a href="#">Institute for European Studies</a> offers a Master of Arts program in European Studies. The M.A. program in European Studies is a two-year, full-time, interdisciplinary course of study that addresses the need for students to meet and understand the complex and changing realities of European politics, economics, and culture in the twenty-first century. With the enlargement of the European Community, Europe represents a major political and cultural force as well as a major trading partner for Canadians. Students trained in the M.A. program will be well-equipped to go on to academic research interests centering on Europe or professional career opportunities with a European focus.</p>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1158">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1158</a></p> <p><b>Present Calendar Entry:</b></p> <p><i>European Studies</i>  <i>Degree Offered: M.A.</i></p> <p><b>Members</b></p> <p><b>Professors</b>  K. Hübner.</p> <p><b>Assistant Professors</b>  <del>S. Gänze, M. Kuus, L. Biukovic.</del></p> <p><b>Program Overview</b>  The <a href="#">Institute for European Studies</a> offers a Master of Arts program in European Studies. The M.A. program in European Studies is a two-year, full-time, interdisciplinary course of study that addresses the need for students to meet and understand the complex and changing realities of European politics, economics, and culture in the twenty-first century. With the enlargement of the European Community, Europe represents a major political and cultural force as well as a major trading partner for Canadians. Students trained in the M.A. program will be well-equipped to go on to academic research interests centering on Europe or professional career opportunities with a European focus.</p> <p><b>Master of Arts</b></p> <p><b>Admission Requirements</b>  Students admitted to the M.A. degree program normally possess a B.A. degree in a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies. Applicants who have not taken a</p>



# THE UNIVERSITY OF BRITISH COLUMBIA

## Master of Arts

### Admission Requirements

Students admitted to the M.A. degree program normally possess a B.A. degree in a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies. Applicants who have not taken a history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite once admitted into the program.

### Program Requirements

- The M.A. in European Studies is awarded on the completion of 30 credits of coursework or 21 credits of coursework plus a 9-credit thesis.
- Students who have not taken a history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite while in the program.
- Students' programs must include five core courses.
- First-year students in the M.A. program will be expected to take a non-credit pro-seminar in European Studies. The seminar is designed to ensure a sense of community among European Studies students by bringing them together as a group on a regular basis.
- Elective courses will be selected in consultation with the program's graduate advisor to support the interdisciplinary nature of the program. Electives should constitute a coherent field of study and should include at least one humanities course.

### Contact Information

Institute for European Studies  
C.K. Choi Building  
323–1855 West Mall  
Vancouver, BC, Canada V6T 1Z2  
Tel: 604-822-1452  
Fax: 604-822-3433  
Email: [europa@interchange.ubc.ca](mailto:europa@interchange.ubc.ca)  
Web: [www.ies.ubc.ca](http://www.ies.ubc.ca)  
**Robert Stoddard**, Assistant to the Director

history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite once admitted into the program.

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- Students who have not taken a history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite while in the program.
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- Elective courses will be selected in consultation with the program's graduate advisor to support the interdisciplinary nature of the program. Electives should constitute a coherent field of study and should include at least one humanities course.

### Contact Information

Institute for European Studies  
C.K. Choi Building  
323–1855 West Mall  
Vancouver, BC, Canada V6T 1Z2  
Tel: 604-822-1452  
Fax: 604-822-3433  
Email: [europa@interchange.ubc.ca](mailto:europa@interchange.ubc.ca)  
Web: [www.ies.ubc.ca](http://www.ies.ubc.ca)  
**Robert Stoddard**, Assistant to the Director

### Type of Action:

Suspend admission to program.

### Rationale:

Admission is suspended due to lack of funding.



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty: Medicine</b>  <b>Department: Physical Therapy</b>  <b>Faculty Approval Date: September 25<sup>th</sup>, 2007</b></p> <p><b>Effective Session __Winter__ Term _2_          Year_08/09_ for Change</b></p>	<p><b>Date: November 10, 2008<sup>th</sup></b>  <b>Contact Person: Lisa Henault</b>  <b>Phone: 604-827-5985</b>  <b>Email: lisa.henault@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>RSPT 564 (5) Clinical Practice VIa</b></p>	<p><b>URL: 02</b></p> <p><a href="http://www.students.ubc.ca/calendar/courses.cfm?code=RSPT">http://www.students.ubc.ca/calendar/courses.cfm?code=RSPT</a></p> <p><b>Present Calendar Entry :</b></p> <p><b>RSPT 564 (11) Clinical Practice VI</b></p> <p><b>Type of Action:</b> Decrease credit value.</p> <p><b>Rationale:</b>            This course is being split in two: RSPT 564 (5) and RSPT 565 (6).             As it currently stands, RSPT 564 is a complex and large course with two distinct components: musculoskeletal / manual therapy content and complex care (cardio-respiratory, spinal cord injury, and palliative care) content. The size of course, coupled with its two themes, presents challenges with respect to content delivery, scheduling and evaluation.             The new courses, RSPT 564 and RSPT 565, will contain all of the content of the original RSPT 564. The separation of the course will allow for the course content to become more streamlined as each course will represent one of the aforementioned themes. It will also have the additional benefit of allowing for easier scheduling and evaluation of each individual course.</p>



Additionally, RSPT 565 will acquire approximately one credit's worth of content from RSPT 558. This content was removed from RSPT 558 when its credit load was decreased from 2 credits to 1 credit. The content that is being acquired is appropriate for the theme of RSPT 565.

We propose to assign a value of 5 credits to RSPT 564 and a value of 6 credits to RSPT 565. The rationale for this is that the original RSPT 564 was worth 10 credits, and this content is being divided evenly between the new RSPT 564 and RSPT 565. Additionally, RSPT 565 is acquiring 1 credit worth of content from RSPT 558.

Please find proposed course and topical outlines for both RSPT 564 and RSPT 565.



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Medicine  <b>Department:</b> Physical Therapy  <b>Faculty Approval Date:</b>    <b>Effective Session</b> <u>  Fall  </u> <b>Term</b> <u>  2  </u>  <b>Year</b> <u>  08/09  </u> <b>for Change</b></p>	<p><b>Date:</b> November 17<sup>th</sup>, 2008  <b>Contact Person:</b> Lisa Henault  <b>Phone:</b> 604-827-5985  <b>Email:</b> lisa.henault@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>    <b>RSPT 565 (6) Clinical Practice VIb</b></p>	<p><b>URL:</b>  <b>Present Calendar Entry:</b>  None.</p> <p><b>Type of Action:</b>  New course.</p> <p><b>Rationale:</b>  As it currently stands, RSPT 564 is a complex and large course with two distinct components: musculoskeletal / manual therapy content and complex care (cardio-respiratory, spinal cord injury, and palliative care) content. The size of course, coupled with its two themes, presents challenges with respect to content delivery, scheduling and evaluation.</p> <p>The new courses, RSPT 564 and RSPT 565, will contain all of the content of the original RSPT 564. The separation of the course will allow for the course content to become more streamlined as each course will represent one of the aforementioned themes. It will also have the additional benefit of allowing for easier scheduling and evaluation of each individual course.</p> <p>Additionally, RSPT 565 will acquire approximately one credit's worth of content from RSPT 558. This content was removed from RSPT 558 when its credit load was decreased from 2 credits to 1 credit. The content that is being acquired is appropriate for the theme of RSPT 565.</p>



	<p>We propose to assign a value of 5 credits to RSPT 564 and a value of 6 credits to RSPT 565. The rationale for this is that the original RSPT 564 was worth 10 credits, and this content is being divided evenly between the new RSPT 564 and RSPT 565. Additionally, RSPT 565 is acquiring 1 credit worth of content from RSPT 558.</p> <p>Please find proposed course and topical outlines for both RSPT 564 and RSPT 565.</p>
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**UBC Curriculum Proposal Form  
Change to Course or Program**

**Category: (1)**

<b>Faculty: Medicine</b> <b>Department :Physical Therapy</b> <b>Faculty Approval Date: Dec 5<sup>th</sup>, 2008</b> <b>Effective Session: Winter Term 1</b> <b>Year_2009 for Change</b>	<b>Date: November 19, 2008<sup>th</sup></b> <b>Contact Person: Lisa Henault</b> <b>Phone: 604-827-5985</b> <b>Email: lisa.henault@ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>RSPT 566 (4) Clinical Decision-Making IV</b>	<b>Present Calendar Entry:</b>  <b>RSPT 566 (4) Clinical Decision-Making IV</b>  <b>Type of Action:</b> Change in course content  <b>Rationale:</b> Reorganized Content  <ol style="list-style-type: none"> <li><b>1. Leadership: Leadership of others</b>  Leadership theory  Change Leadership  Conflict management  Support personnel / Delegation and Supervision  Mentoring, Motivating and Coaching  Leadership in public practice  Leadership in private practice </li> <li>• Content identified by clinical community as important to include</li> <li><b>2. Leadership: Leadership of self</b>  Workplace Wellness  Resumes and Interviewing  Research graduate programs at UBC  Temporary licensing </li> <li>• Content identified by clinical community and students as important to include</li> <li>• Assists students with future career planning</li> </ol>



	<p><b>3. PT practice in Canada</b>  Disability and advocacy  Sensitive Practice  Professional Boundaries  Organizational Structure and  working in a unionized setting  MIS &amp; QI  Hot Topics in the profession  PT practice in the Global context</p> <ul style="list-style-type: none"> <li>• Content identified by licensing body as important to include due to number of complaints in this area</li> <li>• Content identified by clinical community as important to include</li> <li>• Content was included on this before, however was scattered throughout the curriculum; having this here consolidates information and helps them become leaders in their profession upon graduation</li> <li>• Important to educate students to be global citizens</li> </ul> <p><b>4. Content transferred to other course</b>  “Teaching and Learning” module moved from RSPT 566 to RSPT 546</p>
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# **UBC Curriculum Proposal Form** **Change to Course or Program**

**Category: (1)**

<p><b>Faculty:</b> Medicine <b>Department:</b> Surgery</p> <p><b>Faculty Approval Date:</b> <b>Head, Department of Surgery</b> (October 20, 2008) <b>Assistant Dean, Postgraduate,</b> (October 22, 2008)</p> <p><b>Effective Session 2009W Term 1 September 2009</b></p>	<p><b>Date:</b> October 01, 2008</p> <p><b>Contact Person:</b> Robert Taylor, Director, Branch for International Surgery <b>Phone:</b> 604-875-4111 x68151 <b>Email:</b> <a href="mailto:robert.taylor@ubc.ca">robert.taylor@ubc.ca</a> or <a href="mailto:international.surgery@ubc.ca">international.surgery@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>SURG 510 (3)</b> Surgical Care in International Health</p> <p>This is a core course for study in international surgery and an essential foundation to the various facets of the discipline. Discussion of the global burden of surgical management of disease and a professional response.</p>	<p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b> As the global community becomes smaller and closer than ever, like any discipline, there is a rising international interest among surgeons. Approximately “24% of all Canadian general surgery residents are interested in incorporating international surgery into their careers.” This growing desire to participate in the global community is creating both a need and an opportunity UBC can address through online academia.</p> <p>Courses focusing on International Surgery, eventually leading to a Masters level degree in International Surgery, are extremely innovative and would be the first of their kind to exist in the world. Led by Dr. Robert Taylor, who has a Masters in International Health, this will be a noteworthy success for the Faculty of Medicine and UBC as we develop and create an aspect of international curriculum<sup>1</sup> while becoming an international leader in health education, research and community service.</p>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty: Medicine</b>  <b>Department: Physical Therapy</b>  <b>Faculty Approval Date:</b></p> <p>Effective Session <u>  Fall  </u> Term <u>  2  </u>  Year <u>  08/09  </u> for Change</p>	<p><b>Date: November 10<sup>th</sup>, 2008</b>  <b>Contact Person: Lisa Henault</b>  <b>Phone: 604-827-5985</b>  <b>Email: <a href="mailto:lisa.henault@ubc.ubc.ca">lisa.henault@ubc.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><a href="#"><i>The Faculty of Graduate Studies</i></a> &gt;  <a href="#"><i>Degree Programs</i></a> &gt; <i>Physical Therapy</i></p> <p><b>Program Requirements</b></p> <p>Students must successfully complete all academic requirements (78 credits of coursework):</p> <ul style="list-style-type: none"> <li>▪ ANAT 392</li> <li>▪ RHSC 420</li> <li>▪ RSPT 512, 514, 516, 518, 524, 526 528, 532, 534, 538, 544, 546, 548, 554, 558, 564, <b>565</b>, 566, 572, 574 and 578</li> <li>▪ fieldwork requirements as outlined on the Program's <a href="#">website</a></li> </ul>	<p><b>URL:</b>  <a href="http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1215#11341">http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1215#11341</a></p> <p><b>Present Calendar Entry:</b></p> <p><a href="#"><i>The Faculty of Graduate Studies</i></a> &gt;  <a href="#"><i>Degree Programs</i></a> &gt; <i>Physical Therapy</i></p> <p><b>Program Requirements</b></p> <p>Students must successfully complete all academic requirements (78 credits of coursework):</p> <ul style="list-style-type: none"> <li>▪ ANAT 392</li> <li>▪ RHSC 420</li> <li>▪ RSPT 512, 514, 516, 518, 524, 526 528, 532, 534, 538, 544, 546, 548, 554, 558, 564, 566, 572, 574 and 578</li> <li>▪ fieldwork requirements as outlined on the Program's <a href="#">website</a></li> </ul> <p><b>Type of Action:</b></p> <p>Add RSPT 565 to program requirements.</p> <p><b>Rationale:</b>  The existing course RSPT 564 (11) is being split into two course: RSPT 564 (5) and a new course RSPT 565 (6). RSPT 565 must now be included in the program requirements. Because the credit value of the two courses is the same as the original RSPT 564 (11), the number of required credits of coursework will not change.</p>

# 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

Jonathan.Preston@ubc.ca | PH 604-822-9134 | FX 604-822-5945

10 February 2009

To: Vancouver Senate  
From: Senate Curriculum Committee  
RE: Faculty of Land and Food Systems

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Attached please find the course proposals from the Faculty of Land and Food Systems for your consideration.

## **New Courses**

FNH 398 (3)

FNH 477 (3)



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b> Food, Nutrition &amp; Health  <b>Faculty Approval Date:</b> Jan. 20, 2009</p> <p><b>Effective Session</b> <u>Winter</u> <b>Term</b> <u>2</u>  <b>Year</b> <u>2009/10</u> <b>for Change</b></p>	<p><b>Date:</b> November 19, 2008  <b>Contact Person:</b> Susan Barr  <b>Phone:</b> 604-822-6766  <b>Email:</b> <a href="mailto:susan.barr@ubc.ca">susan.barr@ubc.ca</a></p> <p>and Jim Vercammen  <a href="mailto:james.vercammen@ubc.ca">james.vercammen@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>FNH 398 (3) Research Methods in Human Nutrition          Process of research; principles and processes in utilizing research. [3-0-0]          Prerequisite: FNH 250 or 255; and AGSC 252 or BIOL 300, or EPSE 482, or FRST 231, or STAT 200.          Restricted to students in majors in the FNH program.</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale:</b>          The Dietetics program recently received “provisional” accreditation status from Dietitians of Canada. One of the areas identified for improvement was the need for a course on research methods in human nutrition. The proposed course will fill this gap in the Dietetics curriculum. The course will also be required for students in the Nutritional Sciences major and the Food and Nutritional Sciences Double Major, and will be available as an elective to those in the Food, Nutrition &amp; Health major.</p>
<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b> Food, Nutrition &amp; Health  <b>Faculty Approval Date:</b> Jan. 20, 2009</p> <p><b>Effective Session</b> <u>Winter</u> <b>Term</b> <u>1</u>  <b>Year</b> <u>2009/10</u> <b>for Change</b></p>	<p><b>Date:</b> November 25, 2008  <b>Contact Person:</b> Tim Green  <b>Phone:</b> 604- 822 0421  <b>Email:</b> <a href="mailto:tim.green@ubc.ca">tim.green@ubc.ca</a></p> <p>and Jim Vercammen  <a href="mailto:james.vercammen@ubc.ca">james.vercammen@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>FNH 477 (3) Nutrition and Disease Prevention          Evidence based examination of the role of nutrition in the prevention of chronic disease. [3-0-0]</p>	<p><b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> New course  <b>Rationale:</b> At present there are an insufficient number of fourth year elective courses in nutrition to meet the needs of the</p>

THE UNIVERSITY OF BRITISH COLUMBIA



Prerequisite: FNH 398.

Restricted to students in majors in the FNH program.

large number students in the Food and Nutritional Sciences Double Major, Nutritional Sciences Major, and Food, Nutrition, and Health Major. As such, many of these students are taking courses primarily intended for students in the Dietetic Major, most often FNH 470 (Nutrition and Disease) and FNH 475 (Advanced Topics in Clinical Nutrition). These courses are not ideally suited for non-dietetic majors as their emphasis is on the nutritional management of patients in the clinical setting, a role that is primarily performed by dietitians in the workplace. Moreover, a curriculum review has recently been completed of the Dietetics program. One of the areas identified for improvement was clinical dietetics. Because FNH 470 and 475 course was being delivered to students in other programs as well as to dietetic students, it was not meeting all of their specific needs. As a solution, we are proposing to create a new course (FNH 477) that will examine the role of nutrition in chronic disease prevention.

# 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

February 13, 2009

To: Vancouver Senate  
From: Nominating Committee  
Subject: **Adjustments to Senate Committees (approval)**

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***Motion:*** *That Senate approve the following revisions to the membership of Committees of Senate:*

1. **Academic Policy Committee**  
Mr. Alex Lougheed to replace Mr. Alfie Lee
2. **Curriculum Committee**  
Dr. Andrew Riseman to replace Dr. Mahesh Upadhyaya
3. **Library Committee**  
Mr. Alex Lougheed to replace Mr. Alfie Lee
4. **Student Appeals on Academic Discipline Committee**  
Dr. Mahesh Upadhyaya to replace Mr. Dean Leung

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair  
Vancouver Senate Nominating Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



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

February 10, 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards – February 2009 (approval)

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The Student Awards Committee recommends:

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

**Mark COHEN Prize in Ophthalmology:** A \$1,000 prize is offered to an undergraduate medical student in the Doctor of Medicine Program at the Faculty of Medicine who will be pursuing a residency in a Canadian ophthalmology post-graduate training program and who, in the opinion of the Department of Ophthalmology, shows promise to be an outstanding clinician. The award is made on the recommendation of the Department. (First award available for the 2008/09 Winter Session)

**CONCERT Properties Leaders' Award:** A \$5,000 award is offered to an outstanding undergraduate student entering or continuing in the Bachelor of Commerce Program at the Sauder School of Business. The award was established to mark the 20<sup>th</sup> anniversary of Concert Real Estate Corporation and honours the commitment, perseverance and vision of the founding and leading supporters of Concert who have been instrumental in Concert's success. The award is made on the recommendation of the Sauder School of Business to a student in good standing who has demonstrated leadership and service in the UBC/campus community and/or the wider community. (First award available for the 2009/10 Winter Session)

**Yamuna KALYAMPUR Prize in Obstetrics and Gynecology:** A \$1,000 prize is offered in honour of Dr. Yamuna Kalyampur, Clinical Professor of Obstetrics and Gynecology in the Faculty of Medicine. The award is made on the recommendation of the Department of Obstetrics and Gynecology to an outstanding resident in obstetrics and gynecology. (First award available for the 2008/09 Winter Session)

**Russ PATRICK Arts Undergraduate Student Research Award:** A \$2,000 scholarship has been endowed by Russ Patrick to recognize outstanding achievement in research writing by an Arts undergraduate. The donor's contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office or information. Submissions are judged by



professional standards and assessed on their ability to communicate the research and its significance to a non-specialist audience. The award is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership. (First award available for the 2009/10 Winter Session)

**Garreth Ewan THOMAS Memorial Award in Mechanical Engineering:** Awards totalling \$2,000 have been endowed by family and friends, and by Peter Kiewit Sons Company, in memory of Garreth Thomas. Garreth was a man of faith, a leader, loyal friend and mentor, youth counselor and teacher, musician and all-round sportsman, who was looking forward to joining Engineers Without Borders. The award recognizes a Mechanical Engineering student enrolled in the Co-op Program, with proven leadership skills and community involvement, who demonstrates a strong interest in social responsibility and international development. The award is made on the recommendation of the Department of Mechanical Engineering in the Faculty of Applied Science. (First award available for the 2009/10 Winter Session)

**Dr. Juan TOBIAS International Scholarship in Dentistry:** A \$1,000 scholarship is offered in memory of Dr. Juan Tobias to a student entering the International Dental Degree Completion Program in the Faculty of Dentistry. In 1971 Dr. Tobias was one of the first international dental students admitted to the Faculty of Dentistry to pursue his Canadian D.M.D. credentials after immigrating to Canada and leaving his dental practice in Chile. He was a pioneer in the International Dental Program and, being twenty years senior to his fellow students, a mentor among his peers. Upon graduation in 1973, Dr. Tobias became a dedicated part-time faculty member for the next twenty-five years. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

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

**Award 02728 – KOOTENAY Bar Association Memorial Scholarship in Law:** (revised description) A \$1,000 scholarship is offered by the Kootenay Bar Association to honour members of the Association who have since passed away. The scholarship is given to a student in any year of study in the Juris Doctor (J.D.) Program, with a preference that the scholarship is granted to a law student who is from the Kootenays. The award is made on the recommendation of the Faculty of Law.

How amended: This award was formerly named the “Mike Edwards Memorial Prize” but is now a scholarship which honours *all* deceased members of the Kootenay Bar Association. The prize was previously restricted to Civil Litigation and Criminal Law, but the revised scholarship is now open to law students in any year of study, with a preference (where possible) for a student from the Kootenays.

# 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

February 10, 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

**RE: Four Year Fellowships (FYF) for PhD Students (approval)**

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**Motion:**

*That Senate accept and recommend to the Board of Governors for approval the establishment of Four Year Fellowships (FYF) for PhD Students as described in the attached background paper; and*

*That Senate approve the associated Calendar entries.*

Respectfully submitted,

Brian Stelck  
Chair, Student Awards Committee

**Proposed Calendar Entries  
Four Year Fellowships (FYF) for PhD students**

These Fellowships provide tuition fees plus \$16,000 (indexed for inflation) per year to full-time PhD students annually for the first 4 years of their PhD program. Approximately 180 new Fellowships are awarded each year on the basis of merit to students regardless of citizenship and visa status. Continued Fellowship support is subject to satisfactory academic progress.

Students who receive Tri-council or other prestigious awards must accept such awards. Tri-council award recipients (except Vanier and CGSD award holders) will receive an annual FYF-funded tuition award in addition to their external award funding. All prestigious award winners will receive FYF funding when their external award ends for the remainder of the first 4 years of their program.

Four Year Fellowships are allocated to graduate programs using quality input and outcome measures related to the performance of their PhD students. Allocations will be reviewed annually and adjusted according to performance. Graduate programs then offer FYFs to the best and brightest full-time PhD students, normally to commencing PhD students. Students applying for enrolment in the PhD will automatically be considered by their graduate program for the award of an FYF. Graduate programs will establish and publish criteria by which they award their FYFs.



Students should contact their graduate program for further information.

The funds for these Fellowships are made available from the University budget, Provincial Government of BC and various graduate student award budgets.

Fellowships are first available in 2009-2010.

### **Short Version for Awards Listing**

Fellowships of tuition fees plus \$16,000 (adjusted for inflation) per year are available to full-time PhD students during the first 4 years of their PhD program. Continued Fellowship support is subject to satisfactory academic progress. Students who receive Tri-council or other prestigious external awards must accept those awards. Tri-council recipients (except Vanier and CGSD award holders) will receive an annual FYF-funded tuition award in addition to their external award funding. All prestigious award winners will receive FYF when their external award ends for the remainder of the first 4 years of their program. Students should contact their graduate program for further information.



### ***Four-Year Fellowships for Top UBC PhD students*** *Background paper*

A viable multiyear funding 'package' for PhD students, which will enable us to be nationally and internationally competitive, has been developed. The purpose is to attract & retain the best graduate students across Canada & internationally. The message is simple – we want top students and we'll support them to complete their PhD – with both tuition fees & a living stipend for up to four years.

Funds for these fellowships will comprise Year 3 and 4 Provincial Grad Growth funds, after deduction of the central overheads and committed monies (estimated to be at least \$9.5M) plus University Graduate Fellowship (UGF) and Graduate Entrance Scholarship (GES) funds from 10/11 onwards (\$5.2M). This amounts to \$14.7M ongoing – not quite \$20M but a reasonable start. It will provide sustainably about 180 Four Year Fellowships each year. Finance has approved the financial modeling for this program.

*NOTE:* An appropriately distinctive name will be decided shortly, until which time they will be simply referred to as Four Year Fellowships (FYF).

#### ***Four-Year Fellowships***

- FYFs will
  - provide four years (maximum) of funding for top ranked PhD students (internal, external & international)
  - comprise tuition fees plus an annual 'live-able' base stipend (\$16K adjusted for inflation)
  - be centrally funded from the FYF fund
- *In addition*, opportunities for top-up funding as appropriate would be possible through the resources of Faculties & programs.
- Students who receive, and entering students who bring, Tri-council or other prestigious external funding must take up that award. Tri-council award recipients (except Vanier and CGSD award holders) will receive an annual FYF-funded tuition award in addition to their external award. All prestigious award winners will receive FYF funding when their external award ends for the remainder of the first four years of their program.
- FYFs will not involve using any **TA or RA** funds – but FYF recipients may elect to do up to 12 hrs (Tri-council regulation) in addition and be paid for this separately. (In 2007 TAs/RAs to graduate students amounted to ~\$25M at PhD level & ~\$16M at masters.)
- *Multiplying effect over time.....*
  - with the FYF, we expect to get more of the better students earlier
  - this should result in an increased Tri-council success rate
  - thus more students would move off the FYF
  - releasing FYFs for other students
  - modeling would then allow more early FYF offers to top students...



- This proposal is also very much about simplifying our current complex system so that it becomes streamlined, effective and transparent for all concerned (currently there are several different types of funding available annually with different rules & eligibilities).
- GSI funding to Faculties will continue as planned, amounting to \$6.76 in 2012 (which is significantly more than the current UGF and GES combined). The success of the FYF proposal depends on these resources being available to Faculties to provide student support as relevant in their discipline – including for support of masters students, for top-ups and for PhD students who enter off cycle (until they are eligible to ‘compete’ for an FYF).
- Our Provincial Grad Growth target of over 1200 across all graduate programs is a commitment that we must strive to meet. This proposal, combined with increasing GSI funding to Faculties for graduate support, should ensure that we can both attract top students and achieve the growth required.

### ***Impact of the program***

At UBC, the recent year 3 PhD cohort is ~600 students (cohort head count).

#### *Of these*

- ~**65** are funded on *UBC- resourced* stipend scholarships (UGF – one year only)
- ~**200** are funded for varying periods by *other* competitive programs (such as Tricouncil, PCGS, Killam, etc. – of varying durations)
- \*A total of **265** on scholarship.

#### *With the introduction of FYF*

- ~**180** will be funded on four-year *UBC-resourced* stipend scholarships (FYF) – an increase of **115**
- plus we would expect that our success in ‘other’ competitions would improve as we attract better students earlier – **200+**.
- \*A total of **380+** on scholarship and with better packages.

Thus with the introduction of the FYF program, we will have

- an **additional ~115** top PhD students on multi-year funding packages,
- a further **~65** PhD students on multiyear instead of yearly packages, and
- **more attractive packages** to attract the best students, even those with external competitive funding.

### ***Two stage implementation***

- Given the tight timeline for current recruitment and to smooth transition as the GSI ramps up, the GES and UGF distribution will continue as usual for this year (09/10).
- During this transition year (09/10), we will provide about 500 **additional** merit-based multi-year support packages (for students in years 1 to 4 of their programs) to ensure a smooth and equitable transfer to the new program.
- This will comprise
  - *additional* places to commencing students = **GES\***



– *additional* places to UGF upgrading students & students entering years 2, 3 or 4  
= **UGF\***.

- These GES\* & UGF\* places will morph into 'FYF PhD places' once the FYF awards have been formally approved by Senate.
- This transitional plan requires a planned deficit over the first two years, but within the ongoing overall FYF annual budget of approx \$14.7M. This will enable us to provide sufficient GES\* and UGF\* places this year (09/10) to smooth transition to a stable state in an equitable manner. Finance has approved a planned deficit over a maximum of two years for this purpose.

# 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

February 10, 2009

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

**RE: Change to Regulations Governing University Awards (approval)**

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## Motion:

*That the Senate approve the change in the Regulations Governing University Awards as recommended by the Student Awards Committee.*

## Proposed Changes to Regulations Governing University Awards

Section 2 currently reads as follows:

2. Awards issued by the University are applied to tuition fees. If the amount of the award is greater than the fees, the excess is paid to the student after the tuition fees have been deducted.

Proposed additions appear in italics:

2. Awards issued by the University are applied to tuition *and to other student fees*. If the amount of the award is greater than the fees, the excess is paid to the student after the tuition *and other student fees* have been deducted.

## Rationale

The practice has always been that the tuition and other student fees are deducted, however the Regulations do not so state.

Respectfully submitted,

Brian Stelck  
Chair, Student Awards Committee



# THE UNIVERSITY OF BRITISH COLUMBIA



**Provost and Vice President Academic**

6328 Memorial Road  
Vancouver, BC Canada V6T 1Z2

Tel: 604-822-4948

Fax: 604-822-3134

January 20, 2009

To: Senate, Vancouver  
c/o Lisa Collins, Associate Registrar, Senate and Curriculum Services

From: David H. Farrar  
Provost and Vice President Academic

A handwritten signature in dark ink, appearing to read 'DAF', followed by a horizontal line.

**Re: Julia Levy BC Leadership Chair in Macular Research**

**Recommendation:**

I recommend the establishment of the Julia Levy BC Leadership Chair in Macular Research made possible by funding from the province of British Columbia's Leading Edge Endowment Fund and QLT royalties. Dr. Julia Levy is Founder and Director Emerita of QLT, and Professor Emerita, Department of Microbiology, UBC.

**Rationale:**

The Chair will establish an innovative translational research program in macular degeneration at the Centre for Macular Research (CMR) in the Department of Ophthalmology and Visual Sciences at UBC. The CMR at UBC is one of the world's few centres devoted to macular degeneration, and the Chair will demonstrate UBC's continuing commitment to international leadership in this research field.

The Chair will provide leadership within the UBC community by leveraging other campus resources, including established Centres and undergraduate and graduate programs. The Chair will be appointed jointly in the Brain Research Centre, and involved in the promotion of interdisciplinary and collaborative research. The Chair will have access to research space at the Eye Care Centre at Vancouver General Hospital.