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

Vancouver Senate

AGENDA

THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2008/2009 ACADEMIC YEAR

WEDNESDAY, MAY 13, 2009

7:00 P.M.

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

1. **Senate Membership -- Mr. Brian J. Silzer**

   a. Student Senators for the Term from April 1, 2009 to March 31, 2010 and thereafter until replaced (information) (revised Senate membership list circulated)

   b. Appointment of Student Senators At-large (approval)

      The Secretary to Senate calls for the following motion:

      That Senate, on the recommendation of the Council of the Alma Mater Society, appoint Mr Joël Mertens, Mr Joshua Sealy, and Mr Azim Wazeer to Senate as representatives of the student body at-large for terms ending 31 March 2010 and thereafter until replaced.

   c. Call for Nominations and Notice of Election (information)

      Two Student Senators to serve the Nominating Committee for the term from May 13, 2009 until March 31, 2010 and thereafter until replaced.

      The Secretary has received to date nominations for Mr Geoff Costeloe and Mr Joël Mertens. Should no further nominations be received by 4:00 p.m. on Tuesday, May 12, Mssrs Costeloe and Mertens will be declared acclaimed as elected.

2. **Minutes of the Meeting of April 15, 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**

   Senate Meeting of March 25, 2009

   Curriculum Proposals from the Faculties of Forestry, Graduate Studies (Pharmaceutical Sciences and Science), and Pharmaceutical Sciences

   New Awards

   Enrolment Targets 2009/2010

6. Candidates for Degrees and Diplomas[1] (approval) -- Prof. Stephen J. Toope

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees and diplomas for which they are recommended, effective May 2009, and that a committee composed of the Registrar, the appropriate Dean, and the Chair of the Vancouver Senate, be empowered to make any necessary adjustments. (2/3 majority required)

7. Reports from the Provost and Vice-President, Academic -- Dr. David Farrar

a. UBC Aboriginal Strategic Plan[2] (information) (circulated)

8. Academic Building Needs Committee -- Dr. Robert Sparks

a. Oral Annual Report on Committee Activities (information)
b. Vancouver Campus Plan: Key Directions[3] (information) -- with guest presenter Ms. Nancy Knight

9. Academic Policy Committee -- Dr. Paul Harrison

a. Disestablishment of the Institute of Hearing Accessibility Research (approval) (circulated)
b. Disestablishment of the Institute of Health Promotion Research (approval) (circulated)
c. Oral Report on Reinstatement of the Thursday Noon-hour Break for 2009/2010 and Thereafter (information)

10. Admissions Committee -- Dr. Richard Anstee
(all reports circulated)

a. Broader-Based Admission - Bachelor of Arts (approval)
b. Changes in Admissions Requirements - Bachelor of Arts (approval)
c. Changes in Admissions Requirements - Bachelor of Music (approval)
d. Changes in Admissions Requirements - Bachelor of Education, Career Education Program Option (approval)
e. Annual Report to Senate - Admissions Appeals (May 1, 2008 - April 30, 2009) (information)

---

1. Lists of candidates for degrees and diplomas will be available for advance inspection upon request from Enrolment Services and will also be available at the meeting.
2. Suggested time limit of 30 minutes.
3. Suggested time limit of 20 minutes.

11. Agenda Committee -- Dean Mary Anne Bobinski

a. Oral Report on Collection of Issues of Broad Academic Interest (information)

12. Committee on Appeals on Academic Standing -- Dr. Ronald Yaworsky

a. Annual Report on Committee Activities (information) (circulated)

13. Curriculum Committee -- Dr. Peter Marshall

a. Curriculum Proposals from the Faculties of Arts, Commerce & Business Administration, Graduate Studies (Arts, Commerce & Business Administration, and Dentistry), Law; and the College of Health Disciplines (approval) (circulated)

14. Joint Reports from the Curriculum and Admissions Committees -- Dr. Peter Marshall

a. Master of Engineering in Clean Energy Engineering (M.Eng.) (approval) (circulated)
b. Graduate Programs in Craniofacial Science -- Faculties of Graduate Studies and Dentistry (approval) (circulated)

15. Nominating Committee -- Dr. Rhodri Windsor-Liscombe

a. Culture of Service Status Report (approval) (circulated)
b. Student Senator Assignments to Senate Committees and Council of Senates (approval) (circulated)

16. Committee on Student Appeals on Academic Discipline -- Dr. John Dennison

a. Annual Report on Committee Activities (information) (circulated)

17. Student Awards Committee -- Dr. Brian Stelck

a. New Awards (approval) (circulated)

18. Tributes Committee -- Dr. Sally Thorne

a. Candidates for Emeritus Status (approval) (circulated)
b. Regalia Colours (approval) (circulated)
c. Procedures for Granting Honorary Degrees (information) (circulated)

19. Proposed Agenda Items

20. 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

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

The University of British Columbia – Vancouver Senate

Members of Senate

Effective 01 May 2009

EX OFFICIO	
Chancellor	Ms Sarah Morgan-Silvester
President, Chair	Prof Stephen J Toope
Secretary	Mr Brian J Silzer
Academic Vice-President	Dr David Farrar

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

PRINCIPALS OF COLLEGES	
College of Health Disciplines	Dr Louise Nasmith, Principal
College for Interdisciplinary Studies	Dr Michael Burgess, Principal

ELECTED BY THE FACULTIES	
Applied Science	Dr William G Dunford Dr Wendy Hall
Arts	Dr Darrin Lehman Dr Mark Vessey
Commerce and Business Administration	Dr James Brander Dr Thomas Ross
Dentistry	Prof Bonnie Craig Dr Lance Rucker
Education	Dr Rita Irwin TBD
Forestry	Dr Susan Grayston Dr Peter L Marshall
Graduate Studies	Dr Philip Loewen Dr Chris Orvig
Land and Food Systems	Dr Andrew Riseman Dr Mahesh Upadhyaya
Law	Prof Bruce MacDougall Prof Margot Young
Medicine	Dr Kenneth Baimbridge Dr Trevor Young
Pharmaceutical Sciences	Dr Brian Cairns Dr David W Fielding
Science	Dr Santokh Singh TBD

FACULTY REPRESENTATIVES OF THE COLLEGE FOR INTERDISCIPLINARY STUDIES

Dr Gunilla Öberg, Director, Institute for Resources, Environment and Sustainability

TBD

ELECTED BY THE JOINT FACULTIES

Dr Yusuf Altintas	Dr William McKee
Dr Richard Anstee	Dr Katharine Patterson
Mr Robert Gardiner	Dr Robert Sparks
Dr Paul Harrison	Dr Sally Thorne
Dr André Ivanov	Dr Rhodri Windsor-Liscombe

ELECTED CONVOCATION MEMBERS OF SENATE

Mr Gavin L Dew	Mr Dean Leung
Ms Andrea A Dulay	Mr William B McNulty
Mr Christopher L Gorman	Mr Clint F Meyers
Ms Deborah Herbert	Mr Gerald W Podersky-Cannon
Dr Stanley B Knight	Mr Des Verma
Dr Bikkar S Lalli	Dr Ronald A Yaworsky

REPRESENTATIVES OF AFFILIATED COLLEGES	
St Mark's College	Dr John D Dennison
Vancouver School of Theology	Rev Dr Stephen Farris
Regent College	Dr Rod Wilson
Carey Theological College	Dr Brian Stelck

LIBRARIAN

Dr Peter Ward, University Librarian *Pro Tem*

ELECTED REPRESENTATIVE OF THE PROFESSIONAL LIBRARIANS

Ms Margaret Friesen

EXECUTIVE DIRECTOR OF CONTINUING EDUCATION

Dr Judith Plessis

ELECTED STUDENT REPRESENTATIVES

(Term from April 1, 2009 to March 31, 2010. One representative elected by each faculty plus one representative from the College for Interdisciplinary Studies, plus five members at large)

Applied Science	Mr Sean Heisler
Arts	Mr Avneet Johal
Commerce and Business Administration	Mr Ben Cappellacci
Dentistry	Ms Hedy Lam
Education	Mr Aaron Warbinek
Forestry	Mr Angus Cheung
Graduate Studies	Ms Aidha Shaikh
Land and Food Systems	Ms Ashley Peterson
Law	Mr Michael Sami
Medicine	Mr Dipen Thakrar
Pharmaceutical Sciences	Mr Charles Au
Science	Mr Bryan Tomlinson
College for Interdisciplinary Studies	Ms Khatereh Aminoltejari
Members at-large	Mr Geoff Costeloe, Science Mr Joël Mertens, Applied Science * Ms Sonia Purewal, Science Mr Joshua Sealy, Science * Mr Azim Wazeer, Commerce

* Subject to Appointment to Senate

Prepared by Enrolment Services

Vancouver Senate Secretariat
Senate and Curriculum Services
Enrolment Services
2016–1874 East Mall
Vancouver, BC V6T 1Z1
www.senate.ubc.ca

Vancouver Senate

MINUTES OF APRIL 15, 2009

Attendance

Present: Prof. S. J. Toope (Chair), Mr. B. J. Silzer (Secretary), Dr. Y. Altintas, Dr. R. Anstee, Dr. K. Baimbridge, Dr. J. Brander, Dr. B. Cairns, Mr. B. Cappellacci, Mr. A. Cheung, Dr. B. Craig, Dr. J. Dennison, Mr. G. Dew, Ms. A. Dulay, Dr. W. Dunford, Dean B. Evans, Dr. S. Farris, Provost D. Farrar, Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Prof. R. Gardiner, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Ms. D. Herbert, Dr. A. Ivanov, Mr. A. Johal, Dr. B. S. Lalli, Dr. D. Lehman, Dr. P. Loewen, Mr. A. Lougheed, Prof. B. MacDougall, Dr. P. L. Marshall, Dr. W. McKee, Mr. W. McNulty, Mr. C. Meyers, Dr. C. Orvig, Dr. K. Patterson, Dean S. Peacock, Dr. J. Plessis, Ms. S. Purewal, Dr. A. Riseman, Dr. L. Rucker, Dean J. Saddler, Mr. M. Sami, Dean R. Sindelar, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Mr. D. Thakrar, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Mr. D. Verma, Dr. M. Vessey, Dr. R. Windsor-Liscombe, Ms. M. Young, Dr. T. Young.

By Invitation: Ms. R. Vlaar.

Regrets: Dean T. Aboulnasr, Ms. K. Aminoltejari, Dean M. A. Bobinski, Principal M. Burgess, Mr. G. Costeloe, Mr. C. L. Gorman, Dr. S. Grayston, Dr. R. Irwin, Dean M. Isman, Dr. S. B. Knight, Ms. H. Lam, Mr. D. Leung, Ms. S. Morgan-Silvester (Chancellor), Dean D. Muzyka, Principal L. Nasmith, Dr. G. Öberg, Ms. A. Peterson, Mr. G. Podersky-Cannon, Dr. T. Ross, Ms. A. Shaikh, Dean C. Shuler, Dean G. Stuart, Dean R. Tierney, Mr. B. Wang, Mr. A. Warbinek, Dr. P. Ward, Dr. R. Wilson, Dr. R. Yaworsky.

Recording Secretary: Ms. L. M. Collins.

Call to Order

Senate Membership

Mr. Silzer reported that Dr. Stephen Farris had replaced Dr. Wendy Fletcher as the representative from the Vancouver School of Theology.

Mr. Silzer reported that, while not all student elections had been completed, some recently elected Student Senators were present. Student Senators in attendance introduced themselves.

Minutes of the Previous Meeting

Dr. Rucker
Mr. Verma } *That the minutes of the meeting of March 25, 2009 be adopted as circulated.*

The minutes were adopted by consent.

The President thanked Ms. Collins for having taken outstanding minutes.

Remarks from the Chair and Related Questions

BUILDING PROJECTS

The President reported on several exciting decisions made over the previous 10 days that would allow the University to move forward on building projects. Approval and funding had been secured for the Earth Systems Science Building, and the federal and provincial governments had approved funds to proceed with the Bioscience Renew project. An announcement was expected shortly about a third major building project that had been waiting in queue for some time.

LEADERSHIP CHANGES

The President made reference to his April 2, 2009 memorandum regarding leadership changes in the portfolios of the Vice President Finance, Resources and Operations; the Vice President Students; and the Deputy Vice Chancellor, UBC Okanagan. He cited the main purposes as flattening the administrative hierarchy, increasing the responsiveness of service units, and providing leadership opportunities for some of the University's strongest staff members. He noted that the Associate Vice-President, Human Resources would now

report directly to the President rather than to the Vice-President, Finance, Resources, & Operations. This change was intended to signal the importance of people to the success of the University and to give a sense of impetus to the implementation of the Focus on People Plan.

Supply Management, a UBC system-wide unit, would now be based at UBC Okanagan. The President stated that he expected that some other system-wide services and units would follow suit over time. The President expressed the opinion that placing system-wide functions at UBC Okanagan highlighted the importance of the Okanagan campus to life of the UBC system as a whole.

NCAA CONSULTATION

The President reported that the UBC executive had decided to defer any decision about application to the National Collegiate Athletic Association (NCAA) Division II until at least 2010. The NCAA had opened membership beyond the United States for the first time in January 2009 as a pilot project with Canadian schools, and the deadline for application was June 1, 2009. The NCAA had decided to accept a maximum of three Canadian institutions, and Simon Fraser University had already decided to apply. At UBC, it had been determined that the University required additional information in the following areas before reaching a decision:

- Exemption for UBC from the NCAA academic accreditation requirement;
- Ongoing discussions about the level of competitive opportunities and financial support for student athletes that UBC and other universities were having with Canadian Inter-university Sport (CIS), the main body in which most UBC athletes currently compete;
- Clarity about whether students would be able to compete in both the CIS and NCAA.

The President thanked Ms. Marie Earl and Dean Daniel Muzyka as co-chairs of the NCAA Division II Review Committee for UBC Vancouver for the Committee's excellent report. Consultation had revealed that the UBC community was very divided, and that

those who felt most strongly did not always fully understand the issues. There was a general sense that the role of athletics in a university education was not well understood at UBC.

The President was pleased to report that the NCAA opportunity had prompted significant discussion among Canadian universities about the future of athletics and possible changes to Canadian Interuniversity Sport.

From the Board of Governors

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

Senate Meeting of January 21, 2009

Curriculum Proposals from the Faculties of Applied Science and Arts.

New Awards.

Senate Meeting of February 25, 2009

Curriculum Proposals from 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.

The establishment of the Julia Levy BC Leadership Chair in Macular Research in the Faculty of Medicine.

Change to the Regulations Governing University Awards.

Four Year Fellowships for PhD Students.

New Awards.

Admissions Committee

REVIEW OF UBC UNDERGRADUATE ADMISSION POLICIES: STATUS REPORT

Committee Chair Dr. Fielding presented the report. The following is an excerpt:

> At the May 2008 meeting of the Vancouver Senate, the Admissions Committee was directed to undertake a review of UBC's undergraduate admission policies with a view to determining their efficacy in meeting goals of Trek 2010 and the UBC Academic Plan and report back to the Senate no later than December 2008 with recommendations for any necessary changes. The membership of the Admissions Committee for the 2008-2011 Senate electoral term was approved in September 2008. Given the new membership of the Committee and the scope of the review referred to it by Senate, an extension was granted at the December 2008 meeting of Senate with a revised report back deadline of April 2009. The Committee's review of admission policies is ongoing and the progress report presented herein outlines the Committee's activities to date in meeting its mandate. A final report will be presented to Senate in December 2009.
>
> Prior to undertaking a detailed review of undergraduate admission policies, the Committee first identified relevant policies for examination in light of Senate approved Principles of Effective Undergraduate Admission to UBC. The policies were then prioritized and assigned to several working groups that were constituted to meet the Committee's mandate with representation from the Committee, Enrolment Services, the International Student Initiative, the Office of Planning and Institutional Research, and with consultation with representatives of UBC Okanagan where appropriate. The working groups were directed to undertake a detailed analysis of assigned policies and make any necessary recommendations for change. Five broad issues were identified by the Committee and assigned for review by working groups as follows:
>
> 1. Working Group 1 - Review of the English Language Admission Standard
> 2. Working Group 2 - Level and Subject Matter of Secondary School Courses Used for Admission to UBC Vancouver
> 3. Working Group 3 - Implications of Optional Provincial Examinations and Comparative Standards
> 4. Working Group 4 - Review of Broad Based Admission Practices
> 5. Working Group 5 - Assessment and Monitoring of Changes in Admission Policies

Dr. Fielding described the process undertaken by the Committee to address the Senate referral, acknowledging that the review was a complicated task that would take addi-

tional time to complete. At his invitation, the chairs of several of the five working groups gave a brief overview of working group discussions and progress.

Dr. Fielding *Dr. Anstee*	}	*That the report of the Admissions Committee on "Review of UBC Undergraduate Admission Policies: Status Report" be received.*

DISCUSSION

In response to a question from Dr. Dunford, Dr. Fielding stated that the idea of instituting entrance examinations (for either admissions or for scholarship adjudication) was not under active consideration by any of the working groups. Dr. Dennison noted that several English universities had recently instituted entrance examinations and recalled that the Senate had debated this topic quite extensively during the 1980s. Despite broad support for the concept within the academic community, entrance examinations had been rejected at that time based on administrative difficulties and high costs.

Dr. Dennison suggested that student rank-in-class standing was a fairer way to judge performance than were raw grades. He further suggested that the Committee consider recommending changes to the University's admission policies for mature students. Upon recognition by the assembly, Ms. Vlaar noted that changes to mature student admissions had been recently approved and implemented, although it was too early to judge the policy's relative success. She described the new policy as much more open and flexible.

Mr. Heisler stated that some high schools traditionally emphasized academic performance, while others promoted student involvement in extra-curricular activities. He asked whether an admissions process focusing solely on academic performance might inadvertently reward a lack of broader student development. Dr. Fielding responded that several Faculties had implemented broader-based admission processes in order to consider

student characteristics in addition to academic performance. Dr. Brander stated that there was debate within Working Group 4 about the extent to which these broader characteristics ought to be weighted in comparison to the academic admission average when making admission decisions.

Dr. Brander spoke briefly to differences in grading between high schools, stating that a grade of 80 percent from one school might be equivalent to 85 percent at another school. Although the University had developed expertise over the years in dealing with large international differences in grading, the University did not differentiate between BC high schools. Since discrepancies between BC high schools on the order of 10 percent had also been observed, it had become necessary to consider whether or not to adjust for these differences in the admissions process. One concern was that some of the most desirable students were not being admitted to UBC because they did not meet the competitive admission average. Dr. Brander predicted that differences between schools would grow larger due to the optional nature of provincial examinations. He stated that Working Group 3 would appreciate advice on how to proceed.

Dr. Young asked about the effectiveness of broader-based admission criteria as predictors of student academic success. Dr. Fielding stated all Faculties that had implemented broader-based admissions were represented on Working Group 4 and that this would be a topic of discussion within the group.

In response to a question from Ms. Purewal, Dr. Anstee stated that statistically significant differences in high school grading seemed to persist across all four years of university undergraduate programs. In response to a further question, Dr. Anstee stated he had not analyzed data to consider whether students living in residence fared better or worse than students living off campus.

Admissions Committee, continued

In response to a question from Dr. Baimbridge, Dr. Anstee stated that UBC offers of admission based on interim grades were only conditional in the sense that a student's final admission average had to remain above the University minimum in order to retain the offer.

Ms. Dulay asked about differences between private and public schools, with reference to socioeconomic factors. Dr. Fielding stated that Working Group 3 was looking at this issue among many others.

Dr. Dennison pointed out that the BC Council on Admission & Transfer (BCCAT) had amassed data over several decades on performance of college transfer students by institution. He suggested that Working Group 3 consider this data as a resource in reviewing admissions processes for transfer students.

The motion was put and carried.

Dr. Fielding
Dr. Windsor-Liscombe

That the Senate Admissions Committee be permitted to report back at the December 2009 meeting of Senate in lieu of the April 2009 meeting specified by Senate.

Carried.

Curriculum Committee

See also 'Appendix A: Curriculum Summary.'

Committee Chair Dr. Marshall presented the report.

Dr. Marshall reported that the proposal from the Faculty of Science to amend the pre-requisite statement for first-year mathematics courses had generated a significant amount of discussion. The proposed change was as follows:

> **Current:** High-school calculus and a score of 67% of higher in Principles of Mathematics 12
>
> **Proposed:** One of (a) a grade of 80% or higher in BC Principles of Mathematics 12 (or equivalent), (b) a score of 73% or higher in the BC provincial examination for Principles of Mathematics 12, or (c) a satisfactory score in the UBC Mathematics Basic Skills Test.

Dr. Marshall stated that the Faculty of Science had conducted wide consultation with respect to this change and that, because the change would affect newly admitted students, the proposal had also been discussed at the Senate Admissions Committee. The following concerns had been expressed during the consultation process:

- That the new pre-requisite statement was not in alignment with UBC's overall goals.
- That it would constitute a barrier to student recruitment. This first-year mathematics proposal had been compared to the Language Proficiency Index (LPI) requirement for first-year English, which some people viewed as in need of reform.
- That BC students would be unfairly held to a higher standard than students from provinces and other countries without provincial examinations.
- That the Basic Skills Test would not be readily available to students from other countries and provinces prior to their arrival at UBC.
- That implementation for September 2009 did not allow sufficient time to notify students of the change.

Dr. Marshall reported that, after discussion, the Curriculum Committee had voted strongly in favour of the proposal.

Dr. Marshall
Dr. Anstee } *That the curriculum proposals brought forward by the Faculties of Applied Science, Graduate Studies (College for Interdisciplinary Studies, Land & Food Systems, and Science), and Science be approved.*

DISCUSSION

Pre-Med Alternative Path from Engineering

Dr. Harrison spoke in support of the Pre-Med Alternative Path from the Faculty of Applied Science as a way for engineering students to complete the pre-requisite courses

for the Doctor of Medicine program while completing their Bachelor of Applied Science degree. He felt it important to note that students targeting a medical program were not necessarily required to begin their postsecondary studies with a Bachelor of Science.

Pre-requisites for First-Year Mathematics Courses

Dr. Ivanov stated that the Dean of the Faculty of Applied Science had expressed concern that there would be a negative impact on student recruitment and on the student experience, and that approval of this change could lead to the institution of similar pre-requisites for many other first-year courses. Dean Peacock responded that he had spoken with Dean Aboulnasr, and that he felt that some early misconceptions had been resolved. Dean Peacock stated that the overall goal was to increase the success rate for students learning introductory calculus. Students entered UBC with a very wide range of math skills, and he described MATH 110 as a two-term course that had been designed to support students at serious risk of failure. He noted that implementation of this proposal would require an investment of resources from the Faculty of Science. Dean Peacock stated that, although asking students to register in a two-term calculus course might extend a student's program, he viewed this outcome as far preferable to the stigma associated with failure of a three-credit first-year calculus (CA1) course.

Mr. Tomlinson spoke in support of the proposal, noting that students with marginal mathematics skills who were forced to take CA1 courses often paid a price with low grades on their transcripts.

Mr. Lougheed asked why the intent was to require that some students register for MATH 110, rather than strongly suggesting this course of action. Dr. Anstee stated that it would not be prudent to allow students with low averages to register in CA1 courses because the risk of failure was too high. He cited the example of a student with a grade of 67 percent in Principles of Mathematics 12, who would have only a 50 percent chance of success in

a CA1 course. He added that the Department would consider requests from individual students who felt that an exception was warranted.

In response to questions from Mr. Lougheed, Dr. Anstee stated that there was no fee to write the Basic Skills Test, and that the test would be invigilated to ensure security.

In response to a question from Mr. Cappellacci, Dr. Loewen stated that detailed issues related to course timetabling had not yet been worked out.

There was some discussion about whether there would be a stigma attached to having taken MATH 110. Dr. Marshall stated that this would not be a problem because students who completed MATH 110 would have covered the same material after six credits as students in CA1 would have achieved after three credits.

In response to a question about how many students would be affected, Dr. Anstee stated that the Department of Mathematics estimated that approximately 500 students would not meet the 80 percent grade threshold each year, and that approximately 150 of those students would not pass the Basic Skills Test.

Amendment by Consent

Dr. Brander referred to the following paragraph in the rationale for the Mathematics proposal:

> Students who do not satisfy the thresholds in options (a) or (b) will be required to initially register in MATH 110 and then take the basic skills test. If they achieve a satisfactory score on the test, they will be required to change their registration to a CA1 course.

Dr. Brander noted that a student who wished to remain in MATH 110 might deliberately perform poorly on the Basic Skills Test. He suggested that students be permitted to remain in MATH 110 should they wish to do so and that the Basic Skills Test be made optional for these students. Dr. Anstee expressed concern that some overqualified students might

register for MATH 110 as an easy six-credit option. After further discussion, the above-mentioned paragraph in the rationale was amended to read as follows:

> Students who do not satisfy the thresholds in options a) or b) will be required to initially register in MATH 110. Such students then have the option of taking a basic skills test. Students who achieve a satisfactory score on the test would then transfer out of MATH 110 and would be required to change their registration to a CA1 course.

In response to a question from Mr. Heisler, Dr. Anstee reported that four previous versions of the Basic Skills Test would be made available as a resource for students. Mr. Heisler suggested that information about the test be made available to students linked directly from the registration interface in the Student Service Centre.

The motion was put and carried.

Report from the Provost & Vice-President, Academic

PLACE AND PROMISE: THE UBC PLAN

The following draft revisions of the University's vision and mission statements had been circulated for information and discussion. More information about the strategic plan was available at: **www.strategicplan.ubc.ca.**

Vision Statement – proposed

The University of British Columbia, as one of the world's leading public universities, is committed to creating an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and inspires outstanding research to serve the people of British Columbia, Canada, and the world.

Mission Statement -- proposed

Rewrite the mission statement as values and commitments, pulling these out of the current mission statement and results of the consultations that have happened since August 2008. (see next section)

Place and Promise, the UBC Plan, continued

VALUES

Academic Freedom The University is independent and cherishes free inquiry and scholarly responsibility.

Advancing and Sharing Knowledge The University supports scholarly pursuits that contribute to new knowledge and understanding, and seeks every opportunity to share them broadly.

Excellence The University, through its students, faculty, staff, and alumni, strives for excellence, and educates students to the highest standards, developing abilities that improve the world.

Integrity The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

Mutual Respect The University values and respects all members of its communities, each of whom makes a contribution to create, strengthen and enrich our diversity.

Public Interest As a public institution, UBC embodies the highest standards of service and stewardship of resources.

COMMITMENTS

Aboriginal Engagement The University engages Aboriginal people in mutually supportive and productive relationships and opportunities, and works to integrate understandings of Aboriginal culture and history.

Alumni Engagement The University engages its alumni fully in the life of the institution as valued supporters and advocates who contribute to and benefit from connections to each other and to the University.

Creating an Exceptional Learning Environment The University provides a rich learning experience that develops communication skills, critical thinking and creativity, facilitates social engagement and service, and helps individuals be global citizens.

Creating an Exceptional Work Environment The University provides a fulfilling environment in which to work, learn, and live; maintains our values of academic freedom, mutual respect, integrity, dignity, and inclusivity; and encourages the open exchange of ideas and opinions.

Effective Use of Resources The University marshals its financial, human, information and physical assets, and integrates academic, environmental, and societal needs to create a community that models effective stewardship.

Excellence in Research The University creates and advances new knowledge and understanding, improves the quality of life through the discovery, dissemination and application of research across a wide range of disciplines, and aims to engage all students in primary research.

Place and Promise, the UBC Plan, continued

> *Excellence in Teaching* The University supports innovative and transformative teaching that actively engages students in building their own learning experience.
>
> *External Relationships* The University facilitates opportunities to bring together scholars and the wider community to enhance societal good.
>
> *Internal Collaboration* The University promotes connections among faculties and units to create, develop, and share vital initiatives that advance the interests of UBC and its many communities.
>
> *International Excellence* The University envisions and strives for robust internationalization, and collaborates and communicates to influence globally.
>
> *Navigating Cultural Differences* The University engages in reflection and action to build cross-cultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life.
>
> *Sustainability* The University explores and exemplifies all aspects of sustainability, from stewardship to dissemination of effective practices.

The President gave an overview of the strategic planning process to date. Because *Trek 2010* plan was coming to the end of its natural life, it was time for renewal. The planning process included the development of a number of interrelated intermediate plans that were concurrently in development. Examples of intermediate plans included the Aboriginal Strategic Plan, Faculty-based academic plans, a research plan, and a sustainability plan. Through an iterative process, key themes emerging from the intermediate plans would be brought together in the University's overall strategic plan. As a living document, the plan would continue to evolve during its implementation.

The vision and mission statements represented the highest level of the plan. The following step would be to identify a series of goals mapped from the commitments. The goals would more precisely articulate what the University hoped to achieve in order to meet its commitments and to fulfill its values. The goals would be closely linked to action items and to concrete budgetary decisions.

The President gave an overview of a participatory process that had begun in July 2008. Communications and consultations included:

- Letters to the community;
- Consultations with many groups, including the Board of Governors, several President's Advisory Committees, and deans;
- A survey undertaken in September 2008, which had generated nearly 1400 responses;
- A series of "questions of the week" that had generated hundreds of responses; and
- Four articles published on the web, with broadcast email messages announcing each of the articles.

Consultants had provided a full panoply of advice and commentary. An overarching theme was that, although people generally liked the *Trek 2010* vision statement, it needed some adjustment. For example, rather than aspiring to be one of the world's best universities, the suggestion was that UBC simply describe itself as one of the world's leading public universities. It had also been deemed important to denote UBC's status as a public university as a way to reflect a particular civic obligation. Language about preparing students to be global citizens had been revised to reflect an interactive learning process for the entire community, rather than a unilateral transfer of knowledge from faculty to student.

The President reported that consultants felt that the mission statement seemed redundant in light of the vision statement, and that a decision had therefore been taken to replace the previous mission statement with values and commitments. While the values were those that any globally influential public research intensive university might want to uphold, the commitments were seen as more specific to UBC.

DISCUSSION

Mr. Dew spoke in opposition to the inclusion of the word "public" in the vision statement, expressing the opinion that the University's primary funding source should not constitute a parameter around excellence. Mr. Johal agreed, stating that he viewed UBC as a

leading university. He noted that the word "equity," which appeared in the *Trek 2010* mission statement, had been lost in the proposed list of values.

In response to questions about grammatical corrections, the President suggested that members notify Ms. Collins.

Dr. Harrison spoke in support of removing the previous mission statement, which he described as cumbersome. He suggested that the lists of values and commitments not carry the title of mission statement. In the vision statement, he preferred the language of "advances" and "inspires" over the phrase "is committed to creating an exceptional learning environment." He suggested adjusting the latter phrase. Prof. Toope explained that this phrase was meant as a conditioning statement for all that followed it.

Dr. Young expressed support for both the vision and mission statements, suggesting that the concepts of equity and diversity could be made more explicit among the values.

Dr. Windsor-Liscombe spoke in general support of the document and made the following comments:

- Although the use of the word "public" in the vision statement had given him pause, he suggested keeping it;
- The concept of collegiality appeared to be missing;
- "Excellence" appeared as a value and then reappeared multiple times among the commitments;
- "Robust internationalization" might be misunderstood by the broader community;
- Although cultural diversity was important, the term "navigation" implied imminent danger.

Ms. Young agreed that the ideas equity and diversity should be further developed, and noted that the idea of local citizenship was notably absent. Prof. Toope stated that describing the University as a public institution was intended to capture an obligation

related to local citizenship. Ms. Young agreed with the sentiment, but felt that the word "public" did not fully convey the idea.

Referring to the commitments of *Excellence in Teaching* and *Internal Collaboration,* Mr. Dew expressed the opinion that words like "support" and "promote" could be strengthened. He stated that the University had not done the best job of ensuring accountability in innovative and transformative teaching over the previous several decades. Although there had been some progress, it seemed slow. On *Internal Collaboration,* he requested language on accountability for efficient use of resources.

Dr. Hall stated that the exceptional learning environment referenced in the vision statement as a foundation for the values and commitments did not sufficiently acknowledge the role of faculty in conducting outstanding research. Prof. Toope stated that the idea was to convey that faculty could be successful in research because of the vitality of the University's learning environment. He stated that the learning environment should be characterized by sharing between all participants, rather than as faculty teaching students. Dr. Hall agreed, and suggested that this idea be better emphasized in the values and commitments.

Prof. Gardiner spoke in favour of including language about public engagement and civic responsibility for the University.

Dr. Ivanov asked whether the proposed commitment to engage all students in primary research was the best way to ensure research excellence.

Dr. Vessey spoke in favour of the vision statement, describing it as pragmatic, verifiable, and accountable. He was less supportive of the use of the word "inspire," because if true inspiration did exist, the University should not attempt to take credit for it. He suggested that the word "promote" would be better.

Place and Promise, the UBC Plan, continued

In response to a question from Dr. Riseman, the President stated that people charged with drafting intermediate plans were encouraged to use the draft vision, values, and commitments as a guide for the structure of those plans.

Dr. Plessis suggested that "alumni engagement" become "alumni and community engagement." Prof. Toope agreed that idea of community engagement needed to be emphasized somewhere, but perhaps not in this exact place. Mr. Dew spoke in support of the reference to alumni engagement as a significant step forward from the previous plan.

Dr. Brander expressed support for the proposed vision statement, values, and commitments, as well as for the removal of the previous mission statement. He noted, however, that the placement of the commitments to excellence in research and teaching as two of 12 commitments did not sufficiently emphasize these two primary commitments. Prof. Toope suggested that the commitments to research and teaching could be made more prominent by visually presenting the commitments in a non-linear way, with research and teaching at the centre of a circle with other commitments shown as contributors.

Dr. Baimbridge suggested that the commitment to *International Excellence* was confusing and needed to be reworked. Prof. Toope agreed. Dr. Baimbridge noted that the use of the term "University" without definition should be reconsidered.

Dr. Loewen asked how the idea of "place" had made its way into the title of the document as "Place and Promise." Prof. Toope stated that one of UBC's greatest strengths -- internally and externally -- was its sense of place, and that Senators could expect to see this emphasized both in the strategic plan and in a new branding strategy that would be launched in conjunction with the plan.

Proposed Agenda Items

THURSDAY NOON-HOUR BREAK REINSTATEMENT

Dr. Dennison reminded Senate that the one-year suspension of the Thursday Noon-Hour Break that had been approved by the Senate for the 2008/2009 academic year was about to expire. He requested information about the reinstatement of the break for the 2009/2010 academic year, with particular emphasis on how the University might monitor observance of the break.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of Senate was scheduled for May 13, 2009.

APPENDIX A: CURRICULUM SUMMARY

Faculty of Applied Science

NEW COURSE

MINE 488 (3)

CALENDAR CHANGE

Pre-Med Alternative Path

College for Interdisciplinary Studies

NEW DUAL DEGREE PROGRAM

M.A.A.P.S./M.A.P.

Graduate Studies

CALENDAR CHANGE

Grading Practices

LAND & FOOD SYSTEMS

NEW COURSE

ANSC 549 (12/18)

SCIENCE

NEW COURSES

BIOC 549 (18)
EOSC 516 (2)
PHYS 560 (3)

Faculty of Science

NEW COURSES

BIOL 340 (3)
BIOL 341 (2)
CPSC 110 (4)
CPSC 210 (4)
CPSC 301 (3)

Appendix A: Curriculum Summary, continued

CALENDAR CHANGES

MATH 100 (3)
MATH 102 (3)
MATH 104 (3)
MATH 180 (4)
MATH 184 (4)

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

April 29, 2009

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

From: David H. Farrar
Provost and Vice President Academic

Re: UBC Aboriginal Strategic Plan, for information

I am pleased to forward for the information of the Vancouver Senate the UBC Aboriginal Strategic Plan.

The Plan has been developed as a "living document" to reflect UBC's commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolve to build upon the strengths of the University to more full address the needs of Aboriginal and Indigenous communities in British Columbia, Canada and the world. It outlines how the University plans to move forward on its goals to develop educational opportunities for Aboriginal people, provide relevant and substantive curricula and research that appropriately address Aboriginal culture and history and integrate the understandings they provide across disciplines, and to engage Aboriginal communities in mutually supportive and productive relationships.

The Plan is forwarded together with two further documents: Implementation Priorities for the Aboriginal Strategic Plan (February 2009) and Implementation Oversight for the Aboriginal Strategic Plan.

Attachments:
1. UBC Aboriginal Strategic Plan, December 17, 2008
2. Implementation Priorities for the Aboriginal Strategic Plan (February 2009)
3. Implementation Oversight for the Aboriginal Strategic Plan

UBC ABORIGINAL STRATEGIC PLAN

17 December 2008

prepared by

THE UBC ABORIGINAL STRATEGIC PLAN
DEVELOPMENT WORKING GROUP

TABLE OF CONTENTS

Aboriginal Strategic Plan 1
Guiding Principles 2
Imperative for the Plan 4
Areas of Engagement 4
1. Pre-university, Recruitment, and Access Initiatives 5
2. Student Support and Retention 8
3. Curriculum and Public Programming 10
4. Recruitment and Support of Faculty and Staff 12
5. Research 13
6. Study and Work Climate 14
7. Community Relations 15
8. Internal and External Communications 16
9. Development Initiatives 17
10. Administration, Evaluation, and Resources 18

Appendix A: Aboriginal Strategic Plan Development Process 20
External Groups and Individuals Consulted 22
Appendix B: Selected Data on Aboriginal Participation in Education 23
Charts and Tables 29
Appendix C: Aboriginal Participation at UBC 36
Appendix D: Aboriginal Programs, Initiatives, and Services at UBC 37
Appendix E: Selected Resources 48

UBC ABORIGINAL STRATEGIC PLAN

17 December 2008

prepared by

THE UBC ABORIGINAL STRATEGIC PLAN
DEVELOPMENT WORKING GROUP

At a June 2007 meeting, President Stephen Toope and the First Nations House of Learning President's Advisory Board called for development of the UBC Aboriginal Strategic Plan that would reflect UBC's commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolve to build upon the strengths of the university to more fully address the needs of Aboriginal and Indigenous communities in British Columbia, Canada, and the world.

For more information on the process that has led to the development of this document, please see Appendix A or visit our website at http://aboriginal.ubc.ca.

Strategic planning is an ongoing process, but one that must begin here with the development of an initial framework, so that further effort in UBC's ongoing Aboriginal initiatives can be better supported and work begun in critical areas without delay. Within this relatively short timeline, the Aboriginal Strategic Plan Development Working Group has sought the advice of many people, including UBC students, faculty, staff, and alumni, Aboriginal organizations and leaders, and others. Their advice has provided the foundation for this draft (for a list of off-campus consultations, please see Appendix A). We recognize, however, that the process of developing and maintaining an effective strategy and meaningful consultation has only begun. We consider this plan a living document that should undergo continual review and modification, and serve as both a focal point and a record of the many discussions and consultations necessary for meaningful action. This document outlines a comprehensive approach and must be followed by specific action plans that identify immediate priorities, sequences for development, resources, and time frames for centralized action and for initiatives undertaken by individual faculties and units.

UBC, through this first Aboriginal Strategic Plan and subsequent adaptations and amendments to it, seeks to articulate the UBC mission statement into meaningful practice. The UBC Mission Statement states that

> The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, industry, and the professions, as well as with other educational institutions and the general community, to discover, disseminate, and apply new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable,

flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.

The Plan is intended to guide UBC's engagement with Aboriginal peoples and communities, its inclusions and representations of Aboriginal histories, cultures, and understandings, and the education on Aboriginal issues it provides to all.

GUIDING PRINCIPLES

The University of British Columbia acknowledges the location of its two main campuses on the traditional territories of the Musqueam and Okanagan peoples and seeks to develop respectful and reciprocal relationships with all Aboriginal people in British Columbia and Canada, and other Indigenous people throughout North America and the world.

In this document, we use the term "Aboriginal" in the spirit of its use in section 35 [2] of the Canadian Constitution, to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities. Since the term "Aboriginal" is not used in many other countries, we use the term "Indigenous" to refer to similar peoples in international contexts.

UBC acknowledges its essential responsibility to develop educational opportunities for Aboriginal people and to provide curricula and research that accurately represent and include Aboriginal cultures, histories, and systems of knowledge, and are relevant to Aboriginal communities and their concerns.

UBC also acknowledges its responsibility to integrate these understandings in the education that it offers to all students and to address the broader issues of ignorance and misunderstanding of Aboriginal cultures and histories that have resulted from the educational failures of the past.

Many paths to knowledge and understanding are available to Aboriginal learners, both inside communities and in public education. UBC recognizes that it represents only one choice among many, and acknowledges the role of other universities and colleges, Aboriginal institutions, and communities in providing a comprehensive set of educational opportunities for Aboriginal learners. UBC is committed to determining, in consultation with Aboriginal communities and organizations, how it may best contribute to Aboriginal education, alone or in partnerships with other educational institutions, organizations, and communities.

As a research intensive university with graduate and professional programs, extensive research capabilities, and undergraduate programs formed by a research-intensive environment, UBC recognizes its special responsibility to ensure that its full range of

educational offerings is accessible to Aboriginal students and communities who can benefit from them.

UBC acknowledges with gratitude contributions of Aboriginal and non-Aboriginal faculty, staff, students, alumni, communities, organizations, and individuals that have enabled the university to develop and implement existing programs and initiatives with an Aboriginal focus. They have effected important changes to curricula and research and the ways in which they operate, and have established relationships and models of engagement that form the basis upon which the university can move forward.

UBC recognizes that, in a time of rapid change and in the process of its own development of Aboriginal initiatives, Aboriginal strategic planning can never be a fully completed process, and that continual engagement with Aboriginal communities and others to identify, prioritize, and evaluate progress, areas of action and engagement will be necessary.

As a large and complex multi-campus institution, UBC recognizes that its strategic planning for Aboriginal initiatives will require that campuses and units develop implementation strategies and approaches specific to their circumstances. In particular, UBC Vancouver and UBC Okanagan should exercise their academic autonomy, draw upon their unique relationships with local Aboriginal communities, and address their distinct learning environments in implementing the plan in ongoing consultation with their internal and external constituencies.

Finally, UBC recognizes that for the Aboriginal Strategic Plan to succeed, the engagement of UBC leadership, academic and non-academic units, faculty, staff, and students will be required, and responsibility and accountability for meeting the Plan's goals and objective must be clearly defined and distributed. Adequate resources need to be identified and committed to enable implementation of the plan.

THE IMPERATIVE FOR THIS PLAN

The UBC TREK 2000 document set an enrolment target of 1000 Aboriginal students by the year 2000. Although there has been significant progress in the development of Aboriginal programs, only half that number Aboriginal students are currently enrolled. While Aboriginal students account for approximately 10% of BC school enrolments, only about 1% of UBC students are Aboriginal, and in the years 2005-2007, only about half of one percent of those completing degrees in the Faculty of Graduate Studies were Aboriginal. The low participation rates of Aboriginal students at UBC reflects in part reflects the cumulative effect of similar differentials throughout the educational system. Aboriginal students in Canada are less likely to graduate from high school than others, and even less likely to finish with university pre-requisites, especially in math and science. As detailed in this document, there is, however, much that UBC can do to address this situation. For more information on Aboriginal participation in education, please see Appendix B. For UBC enrolments and programs, please see Appendices C and D.

KEY AREAS OF STRATEGIC ENGAGEMENT

In order for the University to effectively contribute to Aboriginal education and research and create learning environments for all students that reflect the values and principles outlined above, the University must strategically engage in the following ten key areas:

1. Pre-university, Recruitment, and Access Initiatives
2. Student Support and Retention
3. Curriculum and Public Programming
4. Recruitment and Support of Faculty and Staff
5. Research
6. Study and Work Climate
7. Community Relations
8. Internal and External Communications
9. Development Initiatives
10. Administration, Evaluation, and Resources

1. PRE-UNIVERSITY, RECRUITMENT, AND ACCESS INITIATIVES

Aboriginal students complete high school at a significantly lower rate than the general population, and an even smaller number graduate with university prerequisites. Universities establishing and maintaining contact with Aboriginal learners from an early age can make a significant difference in their participation in post-secondary education.

1.1 Summer programs that bring younger Aboriginal students to UBC have frequently been cited as having a major positive impact on people's lives. Existing summer programs should be formally evaluated, further developed, and supported on an ongoing basis, as appropriate. When possible, such programs should involve multi-year participation and continued subsequent contact. Given the very low rate of Aboriginal participation in pre-university curriculum in math and science, initiatives in these areas are especially necessary. UBC participation in community-based programs should be explored. A coordinating body to collate and share practices and develop integrated approaches to programming, fundraising, and communications should be established.

1.2 Year round programs involving UBC faculty, staff, and students in mentoring or targeted teaching initiatives with younger Aboriginal students should be developed and maintained. Some programs may be developed through partnership in community-based initiatives (homework clubs, etc.). UBC student participation through service learning should be fully explored. Participation of younger students and other community members in UBC research initiatives operating in or near their communities should be encouraged.

1.3 Partnership with secondary schools should be established, initially with a focus on a limited number of schools in districts near to UBC campuses. For UBC Vancouver, specific attention should be accorded to urban schools with high Aboriginal enrolment. Such partnerships should include regular visits to advise students on university pre-requisites and curricular choices and assist students in their final years with applications and financial aid materials. They should also include department or program-based educational enrichment partnerships and collaborative research initiatives in innovative teaching strategies. The possibilities for initiatives in math and science in particular should be explored.

1.4 UBC should develop a plan ensuring coordinated and regular attendance of UBC personnel at community functions, such as career fairs, in both urban and rural communities.

Even students well positioned to take full advantage of UBC programs may be unfamiliar with UBC and the range of educational options that it offers and may not

have support structures to draw on in navigating the processes of application or acclimatization to a university environment.

1.5 A comprehensive and well-funded recruitment strategy for undergraduate admissions should be established to identify and attract Aboriginal students who can benefit from UBC's programs and environment and assist, as necessary, in the application process. Recruiting should concentrate first on students from British Columbia and Canada, but also create a welcoming environment for Indigenous students from other parts of the world. For UBC Vancouver, that strategy should include significant attention to urban communities. Partnerships with other post-secondary educational institutions should be developed to assure that Aboriginal students have access to and information on the most meaningful choices among institutions. Transfer relationships for students moving between partner institutions should be well articulated. This recruitment strategy should draw on the strengths of available programs and accurately represent them.

While UBC and other institutions have seen an increase in the number of Aboriginal students coming to university directly from high school, it is still the case that many very capable people return to education at a later point in life and lack essential prerequisites.

1.6 A path towards admission for returning students or those demonstrating exceptional abilities but missing the full complement of admissions requirements should be established. Development and strengthening of existing pre-university qualifying programs, independently and in partnership with other institutions and community organizations, leading to direct admission to one or more institutions on completion should be explored.

Aboriginal students often face financial hardship and other circumstances that may limit their access to higher education, even if they are eligible for band funding and have family and community support. These pressures may cause them to forgo opportunities at UBC in favour of programs that may not fully meet their needs but constitute a lower cost alternative or provide greater proximity to family or community support. It is critical that UBC work to remove these barriers to their enrolment.

1.7 A program of university and faculty-specific undergraduate entrance scholarships and bursaries for Aboriginal students should be developed and funded through university, government, and private sources. UBC should demonstrate leadership in the development of these opportunities.

UBC is among a small number of institutions that offer a full complement of programs at the graduate and professional levels. Since many of these programs are not widely available at other institutions, it is particularly important that UBC engages Aboriginal students at the graduate level through the development of

graduate curricula and support structures, and through an active program of Aboriginal graduate student recruitment.

1.8 A highly competitive and well publicized recruiting program for Aboriginal graduate students in and across faculties and schools should be developed that includes competitive funding packages, housing, and other guaranteed forms of support. Recruitment efforts should focus on potential applicants in BC and Canada, but should also extend throughout North America and other parts of the world.

1.9 A position in the Faculty of Graduate Studies to coordinate admissions and support for Aboriginal graduate students should be created.

1.10 Graduate programs must always strive to attract the most qualified and capable students. Given the circumstances that often structure the undergraduate experience and work lives of Aboriginal students, the consideration by the Faculty Senates of both campuses of a more broadly based admissions program that includes other criteria in addition to GPA and may more accurately identify the most promising Aboriginal candidates should be initiated.

2. STUDENT SUPPORT AND RETENTION

It is not enough for UBC to attract Aboriginal students to the university: we must also ensure that the university is a productive and supportive environment for their work. The university should ensure that adequate support services are available to address the specific needs and expectations of Aboriginal students.

2.1 Students with funding flowing from external sources frequently face hardship and uncertainty due to processing delays. A functional system for addressing delays in third-party billing, workshops for funding agencies to facilitate their understanding of UBC processes and timelines, and single-point-of-contact processing assistance for students should be developed.

2.2 Housing presents a special obstacle to Aboriginal students, especially those relocating to high cost housing markets in Vancouver and Kelowna. Aboriginal students who have children or older relatives who assist with child care are often further challenged in their relocation efforts. A program of housing assistance, including both individual and family options should be developed. The desirability of cluster housing for Aboriginal students should be investigated, and liaison with other Aboriginal housing agencies should be pursued.

2.3 A task group should be established to review the childcare needs of Aboriginal students.

2.4 Central Aboriginal student services offices should operate at both UBC V and UBC O to coordinate expedition and referral for financial processing, financial aid and financial planning, housing, and counseling.

2.5 University counseling should include a stable designated team of professional counselors with relevant cultural expertise able to provide sustained and comprehensive support. A review of the services provided to Aboriginal students and their effectiveness and the investigation of alternative delivery models should be undertaken.

2.6 Provision of academic support, such as tutoring should be continued and extended and periodically evaluated for its adequacy in addressing the needs of Aboriginal students. At UBC Vancouver, the effectiveness of support services at both the faculty and central levels should be explored and evaluated. The need for additional Aboriginal tutoring and peer-tutoring service at an identifiable central location that includes a computer lab (e.g., the Longhouse at the Point Grey campus) should be addressed.

2.7 An active program of cultural activities organized for and by Aboriginal students and engaging Aboriginal community members should be supported and maintained. Opportunities for the engagement of Aboriginal elders in various roles should be identified and explored.

2.8 Transition and orientation services for incoming students should be expanded. An orientation program for incoming undergraduate Aboriginal students that extends throughout the first year and includes peer and alumni mentoring should be developed to build community and social support. Opportunities for cohort learning should also be explored.

2.9 Orientation, peer support, and mentoring programs in and across faculties for incoming Aboriginal graduate students should be supported on an ongoing basis.

2.10 Additional mentoring programs in and cross faculties, including those pairing undergraduate Aboriginal students with faculty, graduate, advanced undergraduate students, and alumni/ae mentors should be established and supported on an ongoing basis.

2.11 The university should create a program to expand undergraduate Aboriginal students' research experience. This program should include incentives for researchers to invite Aboriginal students' participation and stipends for Aboriginal students to work on research teams with a faculty mentors.

2.12 Career services for Aboriginal students both centrally and across faculties should be strengthened. Partnerships with private sector employers and alumni/ae should be sought for career mentorship.

2.13 A program providing professional development for UBC faculty wishing to work more effectively with Aboriginal students should be established.

3. CURRICULUM AND PUBLIC PROGRAMMING

Historically, Aboriginal people have been excluded from higher education by policy and circumstances, but they have also encountered curricula that either ignore Aboriginal issues and perspectives, or regard Aboriginal people as objects of study rather than participants in the creation of knowledge. As a research institution in which the intellectual frameworks for recognized fields of knowledge are constantly being redefined, UBC has a very significant responsibility to establish and develop programs that engage Aboriginal people in the production and definition of knowledge and develop approaches to Aboriginal issues and concerns at the highest intellectual and research levels. In addition, UBC has an obligation to assure that an accurate and developed understanding of Aboriginal histories, cultures, and perspectives is integrated into its existing curricula, and that emerging work in relevant fields is broadly communicated to the greater public.

3.1 The development of curricula specifically addressing Aboriginal issues and concerns must remain a priority area across Faculties, assuring that those areas receive the depth of research and intellectual development accorded to other disciplines. Aboriginal communities and experts should be engaged to assist in those developments.

3.2 Although some departments already lead in the development of comprehensive and sophisticated understandings of Aboriginal issues and perspectives, that responsibility cannot be limited to those units. Efforts must be well supported to ensure that those understandings are well represented across the curriculum and that instructional practices reflect the reality of a multicultural student body that includes Aboriginal students. An ongoing venue that allows for exchange of information and ideas for the development of Aboriginal curricula across departments, disciplines, and faculties should be established.

3.3 Access to accurate and complete information is critical to curriculum development and research. Library collections on Aboriginal subject areas, including special collections such as those located in the Xwi7xwa branch library, and access to relevant electronic resources must be maintained. Research librarians expert in Aboriginal areas should be supported.

3.4 Public programming presenting curricular and research developments should be developed and well supported. Exploration of innovative ways of ensuring its ongoing availability (e.g., webcasting, video archiving, and internet publication) should be continued.

3.5 Development of capacity in areas of high interest to Aboriginal students and communities should be encouraged, and faculty provided with opportunities for professional development of their capacity to work with Aboriginal students in addressing those needs.

3.6 As part of its international strategy, UBC should consider creating opportunities for Aboriginal/Indigenous student exchanges and to include on the list of its international partners universities with strong Indigenous programs.

4. RECRUITMENT AND SUPPORT OF FACULTY AND STAFF

In order to develop curricula, research, and public programming for Aboriginal learners and communities about Aboriginal issues and concerns at the highest academic level, as well as to diversify its faculty, UBC must attract leading Aboriginal scholars and administrators and other experts to its ranks. Since the pool of Aboriginal faculty working at the research level is not large and hiring is a critical and complicated process, sophisticated strategies for recruitment must be developed. Indigenous and other faculty from traditionally disadvantaged groups across North America routinely face legitimate demands for student mentoring, community involvement, and university service that are substantially greater than those facing their peers. For Aboriginal scholars and others in related fields to be successful, and for the university to be successful in attracting and retaining them and developing its programs, those circumstances should be adequately and equitably addressed. Finally, highly professional and culturally competent staff should also be recruited for Aboriginal programs and the inclusion of Aboriginal employees more generally ensured as part of the university's commitment to employment equity.

4.1 A flexible and sophisticated program of recruiting and responding to faculty hiring opportunities within and across Faculties must be developed.

4.2 A support network, including dedicated staff in human resources and other administrative areas, should be identified to assist incoming Aboriginal faculty with their relocation to UBC.

4.3 Mentoring and peer support programs for Aboriginal faculty, in and across departments and Faculties, should be established to provide advice on how to best benefit from and contribute to the university environment.

4.4 A committee should be formed to assess the relationship between promotion and tenure procedures and the actual demands placed on Aboriginal faculty (e.g., mentoring of Aboriginal students, significant administrative work necessary for the development of Aboriginal programs, the development of relationships with communities necessary for research or the progress of university programs). Recommendations from the committee should be forwarded to the relevant policy making and administrative bodies responsible for promotion and tenure process.

4.5 In collaboration with other units (e.g., Equity) developing diversity initiatives, a program to assist in the recruitment, support, and professional development of qualified Aboriginal staff for Aboriginal programs and for units across the university should be established.

5. RESEARCH

University based research can be of substantial benefit to Aboriginal people and communities, but many Aboriginal communities remain circumspect about research initiatives based upon their experience of exploitive research practices common in the past and still pursued at points in the present. Models of more mutually beneficial collaborative research with communities, however, have been in operation at UBC and elsewhere for many years. UBC should continue to find ways to support research that respects and benefits Aboriginal communities. It should ensure that UBC researchers are not involved in the continuation of exploitative research practices.

5.1 An Aboriginal/community-based research group or institute welcoming the contributions of both Aboriginal and non-Aboriginal researchers should be established for the sharing of experiences, practices, and strategies, etc., to provide the basis for collaboration on funding and initiatives, and to contribute to a broader professional and public discussion of the Aboriginal community-based research as it is developed at UBC and elsewhere. This group should maintain liaison with other relevant research units and administrative bodies (e.g., research ethics boards).

5.2 A task group should be established that includes UBC legal staff, researchers, and community groups and organizations to investigate the critical questions of intellectual property rights in community-based research.

5.3 Where appropriate, university and community research protocols, such as those being developed under existing memoranda of affiliation with the Musqueam Indian Band and the Okanagan Nation Alliance, should be developed. They should be readily available to UBC researchers.

5.4 The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible.

6. STUDY AND WORK CLIMATE

Student experiences of isolation, racism, and alienating discussions in classrooms are well-documented and have been identified as concerns in many consultations with community members and organizations. Similar circumstances can poison the atmosphere for faculty and staff as well. Few faculty members, administrators, and staff have received training in cross-cultural communications and many are ill prepared to address difficult Aboriginal issues in classrooms or workplace environments, in spite of the reality that those discussions inevitably occur or underlie daily interactions in our increasingly diverse classrooms and workplaces.

6.1 In collaboration with the UBC Equity Office and other units and with the support of the President and administration, a policy clearly articulating UBC's valuing of cultural diversity and a code of conduct that provides a framework for addressing issues of discrimination should be developed.

6.2 UBC should initiate a program for developing professional and productive approaches to cross-cultural issues in classrooms and workplaces. At the academic level in particular, an initiative should be developed addressing the concerns of Aboriginal students in classrooms. It might begin with pilot programs in departments or faculties and extend over time, across the university.

7. COMMUNITY RELATIONS

Relationships with Aboriginal communities and organizations are critical to every aspect of UBC's progress on Aboriginal initiatives. Those relationships begin with UBC's relationships with the Musqueam and Okanagan communities upon whose traditional territories our main campuses stand and with whom we have Memoranda of Affiliation. They extend to Aboriginal communities and organizations in British Columbia and beyond. While particular initiatives may require an especially high level of engagement for specific purposes, it is critical that the process of building relationships be recognized as one that requires long term commitment and frequent interactions. It is also unrealistic to presume that individuals, communities, and organizations will remain engaged if they do not see that their participation has resulted in meaningful action.

7.1 UBC must continue to develop and support its relationships with the Musqueam Indian Band and the Okanagan Nation Alliance, based on the existing Memorandum of Affiliation. For UBC Vancouver, it is particularly important to stabilize funding for current UBC-Musqueam programs (Musqueam 101, Bridge Through Sport, the hən̓q̓əmin̓əm̓ Language Program, Archaeological Field School, etc.) and to continue their development, as well as to develop new programs.

7.2 UBC should continue to develop close working relationships with communities and organizations, to expand its institutional awareness of their developmental goals and needs, and to seek their advice on programs and program development, research priorities, and other matters. UBC should continue to work to develop closer working relations with educational partners, such as the First Nations Education Steering Committee (FNESC), the FNESC Post-Secondary Sub-Committee, and the Education Partners Group.

7.3 Central office functions on both campuses should be identified and maintained to assist UBC faculty and staff and Aboriginal community members in establishing contacts, following up on interests, respecting protocols, and coordinating their efforts in research, teaching, and student support.

7.4 UBC Vancouver should work to develop an effective Aboriginal urban strategy, and especially to develop initiatives in collaboration with urban schools with significant Aboriginal populations, urban organizations that work with youth, and colleges and other institutions in urban areas.

7.5 UBC Aboriginal alumni constitute a very special and important community group. UBC should develop a comprehensive Aboriginal alumni relations strategy that includes the ability to survey Alumni for information that may assist in further strategic planning and implementation. The possibilities for forming an Aboriginal alumni association should be investigated.

8. INTERNAL AND EXTERNAL COMMUNICATIONS

UBC needs to ensure that its commitment to Aboriginal education is clearly and effectively communicated on and off UBC campuses.

8.1 UBC must develop a comprehensive, coordinated communications strategy to inform internal and external communities about Aboriginal admissions, financial aid, educational programs and initiatives, and contacts. Responsibility for development and implementation of this strategy needs to be clearly assigned.

8.2 A clear statement of UBC's commitment to Aboriginal initiatives and of opportunities and specific programs available on both campuses should be developed, periodically updated and publicly shared.

8.3 A clear and well organized Aboriginal portal on the UBC websites of both campuses should be developed and maintained.

8.4 Effective print publications from the university (Aboriginal view book, etc.) and from individual faculties and units, as appropriate, directed towards Aboriginal people and communities should be developed, maintained, and made available to anyone traveling to Aboriginal locations or to professional or other meetings with relevant audiences. UBC publications in general should be reviewed to assure that they are inclusive of Aboriginal people and the diversity of UBC campuses without tokenizing minority representation.

8.5 Support should be provided, as necessary, for faculty and staff attendance at prime academic recruiting venues (such as the American Indians in Science and Engineering Society meetings, or equivalent disciplinary-specific meetings), and provision made for staffing of information tables at those events.

8.6 Appropriate materials, including multimedia products, on UBC curricula, support services and university life should be developed for high school and incoming students.

9. DEVELOPMENT INITIATIVES

Off-campus funding sources are critical to many university programs and can play vital role in Aboriginal initiatives. Information on Aboriginal initiatives needs to be consistently provided to potential donors and strategies for more specific fundraising initiatives developed and coordinated at both university and faculty levels so that fundraising efforts may proceed in an organized and effective manner.

9.1 A centralized task group for fundraising, including dedicated development staff and representatives from various initiatives should be established to ensure coherent and effective fundraising efforts.

9.2 Partnerships with the private sector that might support development and funding of programs, internships, and scholarships should be explored.

9.3 Strategic engagement with federal, provincial and First Nations governments to advocate for the establishment of Aboriginal scholarships, bursaries, and program support, with particular attention to the establishment of Aboriginal graduate fellowships, should occur on an ongoing basis.

9.4 Alumni, and especially Aboriginal alumni, should be made aware of initiatives and opportunities to contribute their support to programs and undertakings that focus on Aboriginal priorities.

10. Administration, Evaluation, and Resources

Strategic planning must be an ongoing process and should be based on the most complete and accurate information possible. Responsibility for initiatives must be clearly established and the challenges of Aboriginal initiatives that span institutional units and boundaries adequately addressed. Appropriate resources must be identified and committed to support action on priority initiatives at any given time. Finally, a system for monitoring progress on an ongoing basis must be developed.

10.1 A coordinating unit for gathering and maintaining information on current and past UBC programs, student and faculty representation, best practices, and other relevant research should be established and adequately resourced to allow the university to collect, analyze and effectively use this data towards improvement of Aboriginal learning opportunities and student experience.

10.2 A clear and cooperative system within the UBC administration on both campuses should be established for setting up and tracking responsibility for initiatives, and for identifying and assuring adequate funding for Aboriginal priorities and its appropriate distribution.

10.3 A process should be identified to review and adjust policies, as necessary, to enable the university to be more fully responsive to funding opportunities for Aboriginal initiatives available from federal and provincial governments and other sources.

10.4 A standing committee or other body should be established to coordinate the implementation of this plan and to institute a regular system of review, including yearly reports. That system of review should include consultation and review with Aboriginal communities and/or representatives. Such reviews should include not only an update and reflection on initiatives in progress, but also provide a clear identification of priorities for the approaching cycle of activity and funding. An urgent and ongoing responsibility of this committee will be the engagement of units and other stakeholders in the identification of priorities for timely action.

10.5 Although some aspects of planning, coordinating, and reviewing efforts in support of this plan may be undertaken as centralized functions, primary responsibility for identifying priorities and developing and implementing many of its aspects lies with individual units. Unit funding should be linked to progress in defining, developing and implementing initiatives in support of this plan. These initiatives should be integrated into unit academic and/or operational plans, assessments, and reviews. Specific goals and timeframes should be clearly identified.

10.6 This document and others to follow should be shared with the senates of both campuses and the UBC Board of Governors.

Submitted by

Linc Kesler
Associate Professor & Director
First Nations Studies Program

Anna M. Kindler
Vice Provost & Associate Vice President Academic Affairs

Co-chairs, Aboriginal Strategic Plan Development Working Group

APPENDIX A

ABORIGINAL STRATEGIC PLAN DEVELOPMENT PROCESS

Between 2003 and 2005, UBC engaged in an extensive review of its vision statement, resulting in *TREK 2010: A Global Journey*. This document identifies general university priorities, in which Aboriginal initiatives appear in many areas. The TREK document does not, however, specify how such general goals are to be accomplished. The process of developing an Aboriginal Strategic Plan was undertaken to provide a framework for more specific action on Aboriginal initiatives.

The Formation of the Strategic Plan Development Working Group

In the summer of 2007, President Stephen Toope met with the Advisory Board of the UBC First Nations House of Learning. A set of proposals circulated prior to that meeting called for the formation of an Aboriginal Strategic Plan, and President Toope carried that idea a step further by suggesting that the formation of such a plan would allow for the closer integration of Aboriginal initiatives in the University's new strategic plan and key budgeting processes. He also noted that for Aboriginal initiatives to have this kind of consideration in the next available budgeting cycle, a plan would need to be formulated by the end of the Fall, 2008. Following this meeting, a Steering Committee for the Development of the UBC Aboriginal Strategic Plan was formed to set terms of reference for the development of the plan. The full report of that Committee is available on the Aboriginal Strategic Plan website (<http://aboriginal.ubc.ca>).

Following the development of these terms of reference, the president appointed the Aboriginal Strategic Plan Development Working Group to begin work on the plan. The membership of the Working Group is as follows:

Dr. Alaa Abd-El-Aziz, Provost, UBC Okanagan
Dr. Jo-ann Archibald, Associate Dean Indigenous Education, Faculty of Education
Mr. Ethan Baptiste, graduate student, UBC Okanagan
Dr. Gordon Christie, Director, First Nations Legal Studies, Faculty of Law
Dr. Ian Cull, Associate VP Students, UBC Okanagan
Dr. Tirso Gonzales, Indigenous Studies, Irving K. Barber School of Arts and Sciences, UBC Okanagan
Mr. Graeme Joseph, Aboriginal Student Recruiter and Advisor, Enrolment Services
Dr. Linc Kesler, Director, First Nations Studies Program, Faculty of Arts
Dr. Anna Kindler, Vice Provost and Associate Vice President Academic Affairs
Ms. Madeleine MacIvor, Director *pro tem*, First Nations House of Learning
Ms. Leigh-Ann Matthieson, undergraduate student, Faculty of Land and Food Systems
Mr. Darrel McLeod, Chief Negotiator, Indian and Northern Affairs Canada

Mr. Stephen Owen, Vice President External, Legal and Community Relations
Dr. Jack Saddler, Dean, Faculty of Forestry
Dr. Kay Teschke, School of Population and Public Health
Dr. Richard Vedan, School of Social Work, Faculty of Arts, former Senior Advisor to the President on Aboriginal Affairs and past Director of the First Nations House of Learning

The Working Group is co-chaired by Dr. Anna Kindler and Dr. Linc Kesler

The ASP Website

Early on in the operations of the Working Group, an interactive website was established to provide information about the Aboriginal Strategic Plan process and to provide opportunities for people to provide suggestions and comments to the Working Group. Additional information about the Plan and its processes is located on this site at:

http://aboriginal.ubc.ca

Consultations

During the later spring and summer of 2008, the Working Group conducted an extensive set of consultations with different sectors of the campus community, including faculty, staff, students, and administration. Though the short timeline and coincidence of the consultation period with the summer imposed some constraints, consultations were also conducted with a significant set of individuals and organizations in Aboriginal communities on and off campus. In some cases, meetings were held with groups or individuals multiple times. A list of these consultations is included on the next page.

During the early fall, the Working Group consolidated what it had heard in all of these consultations into a draft document that was then posted on the website and circulated for public comment through broadcast emails, mailing lists, and mail outs to off-campus groups. A short survey on the draft was also developed and circulated with these notifications. A set of presentations of the draft was also made on campus at fall meetings of twelve of the thirteen Faculties and Colleges. Comments and suggestions from all of these sources have been integrated into the present document.

EXTERNAL GROUPS AND INDIVIDUALS CONSULTED

From UBC Vancouver:

Organizations:

B.C. First Nations Summit (Grand Chief Ed John)
Burnaby School District (Lyn Daniels)
First Nations Education Steering Committee and Post Secondary Sub-Committee
Indian Residential School Survivors Society
Langara College (Kory Wilson-Goertzen and Larry Railton)
Musqueam First Nation (Leona Sparrow)
Native Education College
Nicola Valley Institute of Technology (Casey Sheridan and Verna Billy-Minnabarriet)
Sprott Shaw Community College (Dean Duperron)
Tsawwassen First Nations (Chief Kim Baird)
UBC First Nations House of Learning President's Advisory Committee
Urban Native Youth Association
Vancouver Native Health Society
Vancouver School District (Debra Martel)

Individuals:

Doreen Jensen
Matt Vickers, Meyers Norris Penny
Verna Kirkness, former Director, First Nations House of Learning

From UBC Okanagan:

Aboriginal Council of Okanagan College and UBC Okanagan
En'owkin Center
Kelowna School District No. 23
Little Shuswap Indian Band
Merrit School District
Neskonlith Indian Band
Okanagan Indian Band
Okanagan Indian Band (Elders)
Okanagan Métis Community Services
Okanagan Nation Alliance
Penticton Indian Band
School District No.53
Spallumcheen/Splatsin Indian Band
Vernon Friendship Center
Westbank First Nation

Please Note that this list does not include less formal contacts between committee members and other individuals and groups. We apologize for any omissions.

APPENDIX B

SELECTED DATA ON ABORIGINAL PARTICIPATION IN EDUCATION

ABORIGINAL POPULATION

Aboriginal peoples are currently the fastest growing population demographic in Canada. As reported by the 2006 Census, the Aboriginal population grew by 45% between 1996 and 2006, compared with 8% with the non-Aboriginal population. Aboriginal peoples, including First Nations, Métis, and Inuit, surpassed the one-million mark by numbering 1,172,790 in 2006.

The Aboriginal population is much younger than the non-Aboriginal population with children and youth making up half of the Aboriginal population. The census reported that in 2006, the median age of the Aboriginal population was 27 years compared with the median of 40 years for the non-Aboriginal population. Children and youth under the age of 24 account for 48% of the Aboriginal population, while 31% make-up the non-Aboriginal population. According to the 2005 Statistics Canada's population projections, numbers are expected to grow and Aboriginal people could make up a growing portion of the young adult population over the next decade. They also make up a relatively large portion of the urban Aboriginal population.

In British Columbia, the census counted 129,580 First Nations Peoples, 59,445 Métis, and 795 Inuit people, making up a total of 196,075 Aboriginal people. This compares to 3,878,310 people with non-Aboriginal identity.

(Source: Statistics Canada, "2006 Census: Aboriginal Peoples," 15 January 2008, <http://www12.statcan.ca/census-recensement/2006/rt-td/index-eng.cfm>.)

ABORIGINAL PARTICIPATION IN EDUCATION

A report released on 3 December 2008 by the C. D. Howe Institute notes the relative scarcity of good data on Aboriginal participation in education, and identifies the reluctance of governments and agencies to publish data. Data is, however, currently available from several sources and the following summary includes data from the 2006 Census, the BC Ministry of Education, the First Nations Education Steering Committee, and the C.D. Howe Institute.

Educational Portrait of Aboriginal People in Canada

The 2006 Census reported that approximately 555,400 Aboriginal peoples are aged 25 to 64 years old. Out this number, one in three (34 %) Aboriginal peoples had not graduated from secondary school and 21% reported a high school diploma as their highest

education qualification. On the other hand, 44% of Aboriginal peoples graduated with post-secondary education in 2006. The census estimated that 14% graduated with trade credentials, 19% with a college diploma, and 8% with a university degree.

The Census also reported that in 2006, 42,900 Aboriginal people (8%) received a university degree, compared to 26,300 (6%), in 2001[1]. The percentage of Aboriginal people graduating with a university degree is still much lower than that of non-Aboriginal people (8% compared with 23%). This gap has increased since 2001, when 6% of Aboriginal people had a degree compared to 20% of the population with non-Aboriginal identity.

(Source: Statistics Canada, "2006 Census: Analysis Series," 2006, <http://www12.statcan.ca/english/census06/analysis/education/differences.cfm>.)

ABORIGINAL PRE-UNIVERSITY PARTICIPATION

One constraint on Aboriginal participation in post-secondary education is the relatively small number of Aboriginal students completing secondary education, and the even smaller number completing it with college pre-requisites.

An important source for student data is the BC Ministry of Education, which publishes annual reports on the public school system and student achievement results. Many of these reports provide important data on Aboriginal participation at the grade level, enrollment rates, high school completion, and student transition. According to the Ministry of Education, "An Aboriginal student is a student who has self-identified as being of Aboriginal ancestry. Beginning in 2003/04 school year a student is considered Aboriginal if s/he has self-declared any time in the period 2003/04 forward. Before 2003/04, students were considered Aboriginal in any given year only if they self-declared in September 30 enrolment in that year."

Enrollment

The "2007/08 Summary of Key Information" report published by the Ministry of Education offered the following information on student enrollment:

- In the 2007/08 school year, a total of 62,806 Aboriginal students enrolled in public and independent schools. While 59,411 Aboriginal students were enrolled in public schools, 3,395 were enrolled in independent schools, making up 10.2% and 4.9% of the overall student population, respectively (see Table 1).

---

[1] The census points out that only comparisons were made between 2001 and 2006 for university degrees due to changes in questions.

(Source: Ministry of Education, "2007/08 Summary of Key Information," 2008, <http://www.bced.gov.bc.ca/keyinfo/pdfs/ski08.pdf>.)

High-School Completion Rates and Aboriginal Student Transition

One of the current challenges in trying to increase the rates of Aboriginal participation at the post-secondary level is the issue that Aboriginal students graduate from secondary school at a lower rate compared with non-Aboriginal students. The number of those who graduate with the necessary university pre-requisites is even smaller. The June 2008 Ministry of Education report, "Student Transitions Project Highlights," provides the following information. Please note that "post-secondary education" in the Ministry's documents refers to a wide range of programs, within which university programs represent a significantly smaller subset.

- "In 2005-06, a total of 2,247 Aboriginal students graduated from B.C. secondary schools, of which 830 (37 per cent) registered at a B.C. public post-secondary institution in 2006-07."

- "[A] significant proportion of Aboriginal students do not graduate from secondary schools, and of those who do, many are not academically qualified for university entrance. For example, if 100 non-Aboriginals students enter Grade 8 in B.C.'s education system and an equal number of Aboriginal students do the same, 79 non-Aboriginal students graduate within six years of entering Grade 8 (in 2002-03), but only 46 Aboriginal students achieve their Grade 12 credential in the same time period. Furthermore, 53 non-Aboriginal students go on to enter B.C.'s public post-secondary education within three years of graduating from high school, but only 27 Aboriginal students do the same." (See Figure 1)

- "The proportion of Grade 12 Aboriginal graduates entering post-secondary education within three years of graduation is not as high as the transition rate achieved by non-Aboriginal graduates, but after five years, the transition rates will be roughly equal at 69 per cent Aboriginal versus 72 per cent non-Aboriginal." The percentage entering university, however, is only 6%, compared to 19% for others. (see Figure 2)

- "Another barrier is academic qualifications. The Student Transitions Project reveals that only 16 per cent of Aboriginal students graduate from secondary schools with sufficient course work in academic subject to calculate their academic grade point average, or GPA (versus 48 per cent of non-Aboriginal students). . . . Of those Aboriginal students who do graduate with sufficient courses and grades to calculate an academic GPA, they achieve an average academic GPA four percentage points below non-Aboriginal graduates (75 per cent versus 79 per cent). Overall, only eight per cent of all Aboriginal graduates (versus 32 per cent of non-Aboriginals) achieve the minimum 75 per cent average GPA sufficient for university admission eligibility."

(Source: Ministry of Education, "Student Transition Project Highlights," June 2008, <http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf >.)

Performance: Grade 4 and 7

To increase the rates of Aboriginal participation at the post-secondary level, student performance from an early age must be considered and supported. The C.D. Howe Institute recently published a report titled, "Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia," which examines some of the reasons why a large gap continues to exist between the performance of Aboriginal and non-Aboriginal students at the grade level.

This document includes statistics on performance published by the province of British Columbia based on cognitive skills tests students take from Grades 4 and 7 in reading, writing, and numeracy. For the ratio of Aboriginal and non-Aboriginal students that meet or exceed expectations, see Figure 3.

(Source: C.D. Howe Institute, "Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia," December 2008, <http://www.cdhowe.org/pdf/commentary_276.pdf>.)

Performance: Grade 12

Every student is required to take certain provincially examinable courses in grade ten, eleven, and twelve to meet graduation requirements. The Ministry of Education report, "How Are We Doing?" offers data on the performance of Aboriginal students in 2007 at the grade level (B.C. public schools only). For an overview of the required examinations results in 2007, see Figure 4.

(Source: Ministry of Education, "How are We Doing?," 2007, <http://www.bced.gov.bc.ca/abed/perf2007.pdf>.)

Completion Rates On-Reserve and Off-Reserve in Canada

Aboriginal students on- and off-reserve compete secondary school at different rates. According to the C.D. Howe Institute:

- "About one-third of all on-reserve students- a higher ratio at the secondary than primary level- attend off-reserve schools. According to the [2006] Census, three-quarters of Aboriginal now live off-reserve. Based on these ratios, on-reserve schools run by band councils are responsible for education about one Aboriginal child in six; provincial governments are responsible for the other five."

- "Aboriginal outcomes differ markedly across the three identity population groups: North American Indian (or First Nation), Métis, and Inuit. They also differ markedly across areas of residence. The largest Aboriginal/non-

Aboriginal gap exists when Inuit in rural areas and North American Indians living on-reserve are the comparators. For both groups, high-school completion is less than 40 percent, and the Aboriginal/non-Aboriginal gaps approach 50 percentage points." (See Figure 5)

- "There is a strong positive correlation between on- and off-reserve Aboriginal school performance within a province or territory. . . . Both on- and off-reserve performance is generally above the national average in Atlantic Canada and Yukon, and below average in the Northwest Territories and Nunavut. . . . Among the six (other provinces), British Columbia's rates are highest, followed by Ontario. For both on- and off-reserve groups, the other four provinces all perform below the relevant on- and off-reserve national averages." (See Figure 6)

(Source: C.D. Howe Institute, "Closing the Aboriginal / non-Aboriginal Educational Gap," October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

ABORIGINAL POST-SECONDARY PARTICIPATION

First Nations Participation Rates in Post-Secondary Education

In May 2008, the First Nations Education Steering Committee completed a report "Aboriginal Post Secondary Education in British Columbia," which focuses on issues relating to the need for formal recognition and support of Aboriginal controlled and governed institutions in British Columbia and addresses the educational gap that exists between Aboriginal and non-Aboriginal participation at the post-secondary level:

- "According to the June 3, 2005 BC Stats Infoline Report, a non-Aboriginal person is five times more likely to have a university degree than a First Nation person living on-reserve, and almost three times more likely than a First Nations person living off-reserve (cited in FNESC, 2005)."

- "Stonechild (2006) analyzed data provided by Indian and Northern Affairs Canada (INAC) to conclude that approximately 2% of the Canadian First Nations population attended university in 2000. A similar analysis of data provided by the Association of University and Colleges in Canada concluded that 3.2% of the mainstream population participated in university in the same year. That means that the university participation rate of the First Nations population was 69% of that of the mainstream. In the same year, including community colleges in the calculations indicated that First Nations participation in higher education was 36% of the mainstream participation rate."

- "The Auditor General's 2004 *Report on Education Program and Post-Secondary Student Support* also noted that a significant education gap continues to exist between First Nations people living on-reserve and the Canadian population as a whole. The Auditor General estimates that it could take 28 years to close the education gap

between people living on-reserve and other Canadians if current trends continue unchanged."

Métis Participation Rates in Post-Secondary Education in BC

This report also offers data on the participation rates and challenges experienced by Métis people in post secondary education in British Columbia. The organization's information is based on a survey that was distributed by the Métis Nation of British Columbia (MNBC) and was summarized in the "Report on the Statistical Description and Analysis of the 2006 Métis Nation of British Columbia Provincial Survey" (<http://www.mnpcbc.bc.ca/education/education/html>):

- "57% of Metis children are not receiving Métis history or culturally significant teaching in their schools;"
- "7.2% of Métis adults have achieved post-secondary education (largely certificate level);"
- "52% of Métis adults have completed their grade 12 diploma;"
- "19% of Métis adults have only achieved an elementary level education (max. Grade 9);"
- "97% of Métis adults surveyed agreed Métis resource centers on campus would greatly assist Métis students;"
- "Over 40% of respondents in the survey identified funding as the greatest barrier to achieving post-secondary education."

(Source: FNESC, "Aboriginal Post Secondary Education in British Columbia," May 2008.)

CHARTS AND TABLES

TABLE 1:

Aboriginal Student Enrollment in B.C. Public and Independent Schools

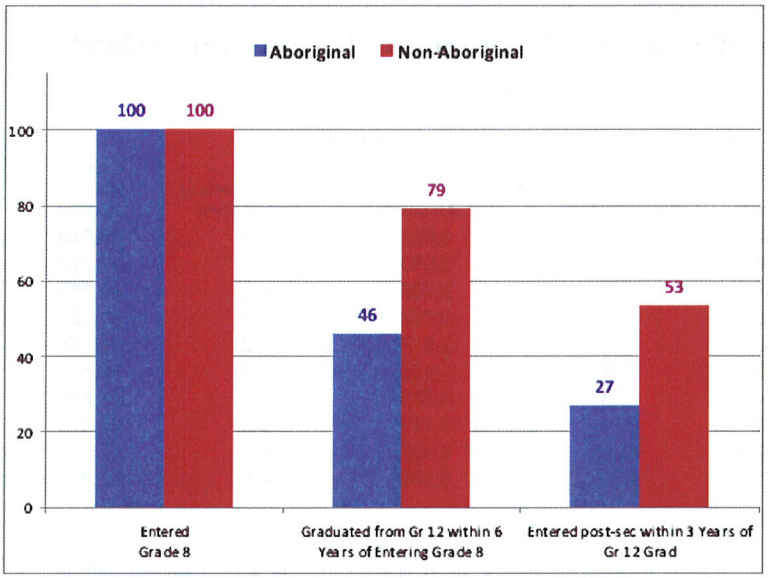
	Public		Independent		
School Year	# of Students	% of All Public School Students	# of Students	% of All Independent School Students	Total # of Aboriginal Students
1998/99	42,367	6.7	2,651	4.4	45,018
1999/00	44,748	7.0	2,530	4.3	47,278
2000/01	46,845	7.4	2,505	4.2	49,350
2001/02	48,905	7.8	2,452	4.1	51,357
2002/03	50,359	8.1	2,617	4.2	52,976
2003/04	60,983	9.9	3,415	5.4	64,398
2004/05	61,294	10.1	3,555	5.5	64,849
2005/06	60,846	10.1	3,446	5.2	64,292
2006/07	59,022	10.0	3,325	4.9	62,347
2007/08	59,411	10.2	3,395	4.9	62,806

This table provides data on the number of Aboriginal students that have enrolled in public and independent grade schools each year from 1998 to 2008.

(Source: Ministry of Education, "2007/08 Summary of Key Information," 2008, <http://www.bced.gov.bc.ca/keyinfo/pdfs/ski08.pdf>.)

FIGURE 1:

Aboriginal versus Non-Aboriginal Student Transition in B.C.



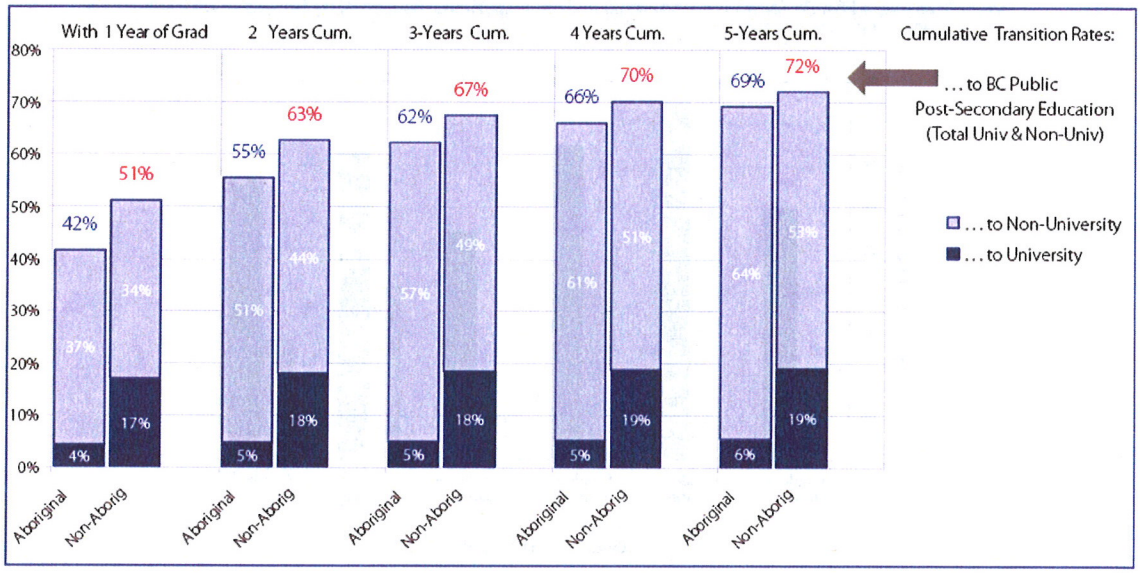
(Note: if you are viewing a black/white copy, the bar for "non-Aboriginal" is to the right)

This figure presents Aboriginal versus non-Aboriginal student transition from the time students enter Grade 8, graduate Grade 12, to the time they enroll in post-secondary education.

(Source: Ministry of Education, "Student Transition Project Highlights," June 2008, <http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf>.)

FIGURE 2:

Cumulative Transition Rates of 2001-02 B.C. High School Graduates to B.C. Public Post-Secondary Education (University and Non-University, Aboriginal versus Non-Aboriginal)



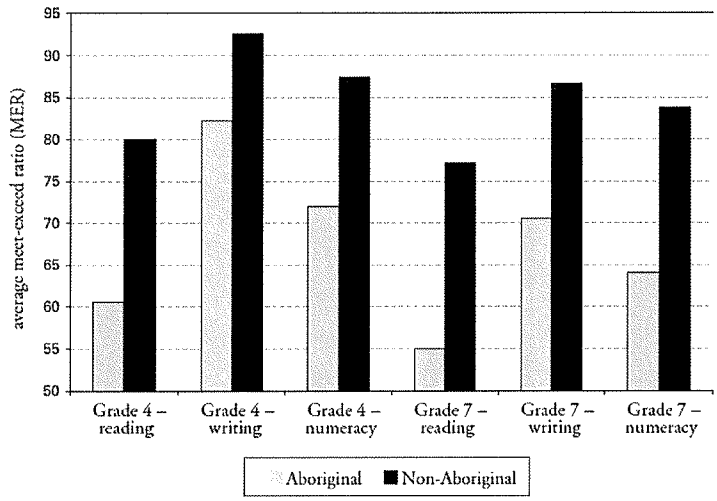
This figure charts the number of students (Aboriginal versus non-Aboriginal) from the 2001-02 Graduating Class that have transitioned to post-secondary education.

(Source: Ministry of Education, "Student Transition Project Highlights," June 2008, <http://www.aved.gov.bc.ca/student_transitions/documents/stp_highlights_june08.pdf>.)

FIGURE 3:

Average FSA Performance of Aboriginal and non-Aboriginal Students, 2001/02- 2005/06

Figure 3: Average FSA Performance, Aboriginal and Non-Aboriginal Students, by Subject and Grade, 2001/2002 – 2005/2006



Source: Authors' calculations from British Columbia (2006b).

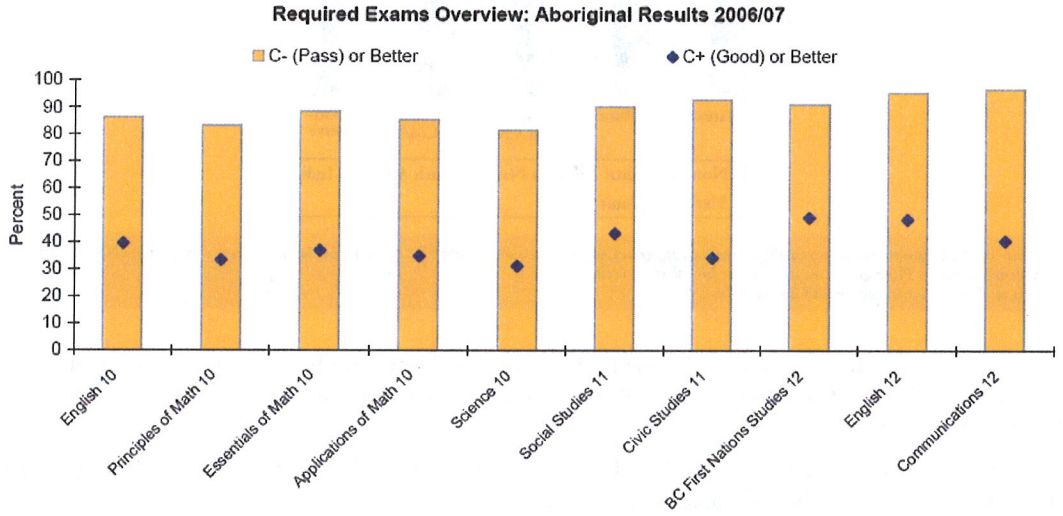
Published Foundation Skills Assessment (FSA) results often classify student performance as "exceeding expectations," "meeting expectations," and "not meeting expectations." This figure illustrates the ratio of students that meet or exceed expectations (MER) over the 2001/02 to 2005-06 school years.

(Source: C.D. Howe Institute, "Understanding the Aboriginal/non-Aboriginal Gap in Student Performance: Lessons from British Columbia," December 2008, <http://www.cdhowe.org/pdf/commentary_276.pdf>.)

FIGURE 4:

Overview of Required Examination Results for Course Options Leading to Graduation in B.C. (Aboriginal versus non-Aboriginal)

	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
	#	#	%	#	%	#	#	%	#	%
English 10	3886	3366	87	1545	40	43198	41151	95	28159	65
Principles of Math 10	1718	1430	83	579	34	33585	30797	92	19209	57
Essentials of Math 10	1761	1561	89	655	37	7738	7159	93	3359	43
Applications of Math 10	453	388	86	159	35	3833	3501	91	1448	38
Science 10	3671	2993	82	1155	31	43527	40521	93	25054	58
Social Studies 11	2387	2157	90	1039	44	38981	37545	96	25653	66
Civic Studies 11	29	27	93	10	34	510	489	96	329	65
BC First Nations Studies 12	594	542	91	293	49	982	937	95	579	59
English 12	1782	1708	96	869	49	37793	37054	98	25562	68
Communications 12	896	868	97	365	41	5488	5344	97	2755	50



The table offers data on the performance of Aboriginal students (versus non-Aboriginal) in their required exams for course options that lead to graduation in 2007 (B.C. public schools only). Data includes the number and percentage of students that receive a grade lower or higher than a C- or C+, respectively.

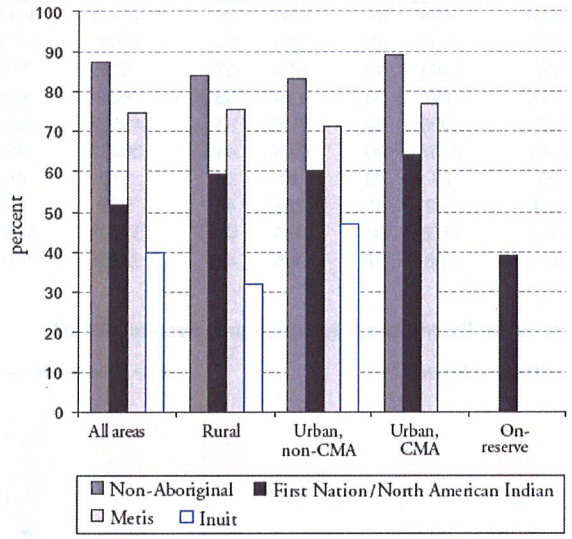
The numbers and percentage for Aboriginal students only is then represented in the chart.

(Source: Ministry of Education, "How are We Doing?," 2007, <http://www.bced.gov.bc.ca/abed/perf2007.pdf>.)

FIGURE 5:

High School Completion Rates, Age 20-24, by Area of Residence and Identity in Canada

Figure 2: High-School Completion Rates, Age 20-24, by Area of Residence and Identity



Note: The figure omits several very small groups: Inuit living in Census Metropolitan Areas (CMAs) and those living on-reserve who are not North American Indian by identity. These groups are included in the "all areas" total.
Source: Author's calculations from Canada (2008c).

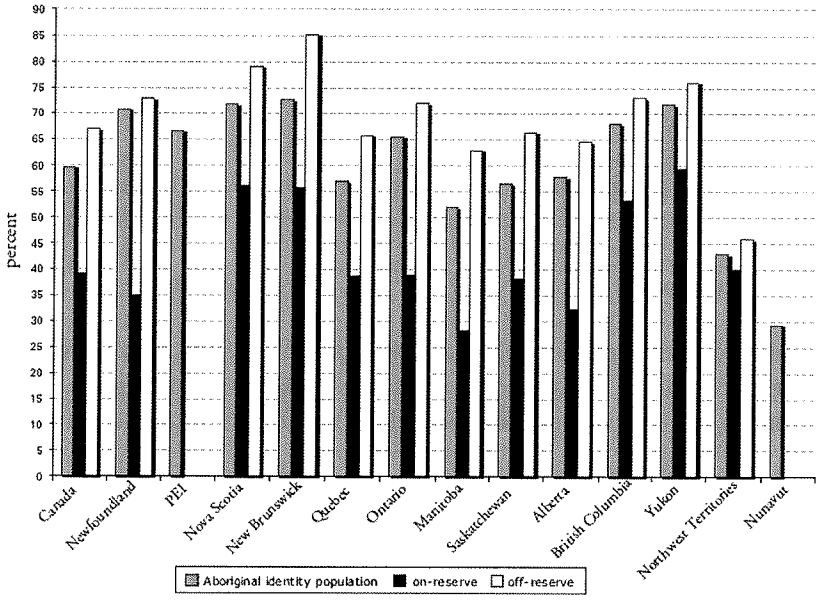
This figure compares the percentage of students (First Nations, Metis, and Inuit versus non-Aboriginal) that complete high school in Canada by area of residence: rural, urban- non CMA (Census Metropolitan Area), urban-CMA, and on-reserve.

(Source: C.D. Howe Institute, "Closing the Aboriginal/ non-Aboriginal Educational Gap," October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

FIGURE 6:

Aboriginal High School Completion Rates, Age 20-24, by Province/Territory and On-/Off Reserve

Figure 3: Aboriginal High-School Completion Rates, Age 20-24, by Province/Territory and On-/Off-Reserve



Source: Author's calculations from Canada (2008c).

(Source: C.D. Howe Institute, "Closing the Aboriginal/ non-Aboriginal Educational Gap," October 2008, <http://www.cdhowe.org/pdf/Backgrounder_116.pdf>.)

APPENDIX C

ABORIGINAL PARTICIPATION AT UBC

Data on Aboriginal participation rates at UBC is at present difficult to compile. The material in this section is very preliminary and should not be regarded as definitive. We are awaiting clarifications and verification from various UBC sources. One of the items identified in the strategic plan is the need to have a consistent plan for tracking and compiling data and a centralized repository for its storage and access.

Undergraduate Participation

Data on current levels of participation is still being compiled and formatted. Total number of Aboriginal students on both campuses is estimated to be less than 500.

Graduate Participation

Faculty of Graduate Studies student records between 1991-2008, indicate that 163 self-identified Aboriginal students registered in graduate programs. During that period, 48 Aboriginal graduates have received masters and doctoral degrees from the Faculty.

Aboriginal Students Receiving Degrees from the Faculty of Graduate Studies between 1991-2007

Convocation Year	Aboriginal Students (self-identified)		Total # of Aboriginal Students[1]	Total # of All Students[2]	% of All Students[3]
	Masters[1]	Doctoral[1]			
1991-2004	13		13	19,478	0.067%
2005-07	27	8	35	6,218	0.56%
Grand Total	40	8	48	25,696	0.19%

(Source: (1) Graduate Studies Systems and Data Analysis unit, (2) UBC GEAR website at <http://www.grad.ubc.ca/admin/gear/>, (3) calculated)

APPENDIX D

ABORIGINAL PROGRAMS, INITIATIVES, AND SERVICES AT UBC

Please Note: we have attempted to ensure that this list is comprehensive and complete and apologize for any unintended omissions.

UBC Vancouver

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
College of Health Disciplines and First Nations House of Learning	Institute for Aboriginal Health	The Institute for Aboriginal Health works with Aboriginal communities to identify effective ways of improving the health of Aboriginal people.
	Administration and Support	Director Education Coordinator
Continuing Studies and the Institute for Aboriginal Health (IAH)	Aboriginal Health Care Administration Program (AHCAP)	The Institute for Aboriginal Health with the UBC Continuing Studies Department has developed the AHCAP program with the objective to improve administrative skills for health care workers already working in communities.
Faculty of Arts	First Nations Languages Program	FNLG offers courses in various First Nations languages and produces educational material. They also collaborate with different communities and conduct research on BC's endangered languages.
	First Nations Studies	FNSP offers provides

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Program	students with the opportunity to graduate with a major or minor in First Nations Studies at the undergraduate level.
	School of Library, Archival, and Information Studies: First Nations Concentration	The First Nations Curriculum Concentration allows students in the Master of Archival Studies and Master of Library and Information Studies degrees to develop particular expertise in Indigenous information and community asset management.
	School of Social Work and Family Studies: Squamish First Nations Bachelor of Social Work	The First Nations BSW program is delivered off-campus to Aboriginal students from the Squamish First Nation, Sechelt First Nation, and Lil'wat First Nation.
	Administration and Support	Director of First Nations Languages Director of First Nations Studies Program First Nations BSW Coordinator Director for the Squamish BSW program
	Student Services	Arts First Nations Student Services Coordinator Arts Academic Advisor for First Nations Students
Faculty of Education	Native Indian Teacher Education Program	NITEP is a community-based teaching program

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	(NITEP)	for persons of Aboriginal ancestry
	Ts'kel Graduate Program	Ts'kel supports graduate students of Aboriginal ancestry
	Administration and Support	Associate Dean for Indigenous Education Director of the NITEP program Director of the Ts'kel Graduate Studies Program
Faculty of Forestry	First Nations Forestry Initiatives	The Faculty of Forestry offers a range of programs, courses, services, and events for its Aboriginal students.
	Administration and Support	Coordinator of First Nations Initiatives
Faculty of Law	First Nations Legal Studies Program	The FNLSP program has the mandate to make legal education on Aboriginal issues available and to support Aboriginal students in law.
	Administration and Support	Academic and Research Director Coordinator of First Nations Legal Studies
Faculty of Medicine	Division of Aboriginal People's Health	The Division develops and supports Aboriginal Health programs, curriculum, and research in partnership with Aboriginal communities.

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Aboriginal Residency Program	The Aboriginal Residency Program offers Aboriginal students or those interested in Aboriginal health the opportunity to concentrate their family practice residency programs on Aboriginal health care issues.
	Administration and Support	Director for the Division of Aboriginal People's Health Site Director for the Aboriginal Residency Program Aboriginal Programs Coordinator
Faculty of Pharmaceutical Sciences	Patient-Centered Pharmacy Practice Clinic on Haida Gwaii	The Faculty is collaborating with the Queen Charlotte Islands Pharmacy to propose a planning initiative for a patient-centered pharmacy practice clinic on Haida Gwaii.
Faculty of Science and Land and Food Systems	UBC Aboriginal Science	These faculties offer a range of programs, courses, services, and events to its Aboriginal students.
	Administration and Support	Aboriginal Student Coordinator
Sauder School of Business	Ch'nook Business Education	The Ch'nook program provides business education opportunities and support for Aboriginal students.
	Administration and	Ch'nook Advisory Council

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
	Support	Ch'nook Program Director and Manager
Fisheries Centre	Aboriginal Fisheries Research Unit	The Research Unit conducts research that combines traditional ecological knowledge and modern science to support aquatic resource management.
	Administration and Support	Director, Aboriginal Fisheries Research Unit
Enrollment Services	Aboriginal Student Recruiter-Advisor	The Aboriginal Recruiter-Advisor works to recruit and assist Aboriginal students with admissions processes.
First Nations House of Learning (FNHL)		The FNHL is a strategic planning body for Aboriginal initiatives and provides cultural programming and support for students at the First Nations Longhouse.
	Administration	Director Associate Director Coordinator for Information Technology
	Student Services	Coordinator for Aboriginal Student Services Aboriginal Student Recruiter-Advisor Counselor Computer Lab
FNHL / UBC Library	Xwi7xwa Library	Xwi7xwa is a branch of the library system and maintains a special

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
		collection of Aboriginal materials
	Administration and Support	Two librarians expert in Indigenous collections and search strategies
UBC Farm	Aboriginal Community Kitchen Gardens and Maya in Exile Gardens	The UBC Farm has collaborated with a number of local agencies and communities to create and support these community gardens.

UBC Okanagan

FACULTY / UNIT	PROGRAM / SERVICE	DESCRIPTION
Irving K. Barber School of Arts and Science	Indigenous Studies Program	The Indigenous Studies Program offers a major or minor in Indigenous Studies at the undergraduate level.
UBC Okanagan Aboriginal Programs and Services	UBC Okanagan Aboriginal Access Program	This pilot program allows Aboriginal people to register for university-level courses without having to undergo the standard post-secondary admission process.
	Administration	Director of Aboriginal Programs and Services Aboriginal Educational Advisor
	Student Services	Aboriginal Student Resource Centre Aboriginal Student Orientation

OUTREACH & SUMMER PROGRAMS

FACULTY / UNIT	PROGRAM NAME	DESCRIPTION
Faculty of Applied Science	GEERing UP!	UBC Engineering students run a week long program, which gives children from the Downtown Eastside the opportunity to learn about science, technology, engineering, and mathematics through hands-on building projects.
Faculty of Arts	Humanities 101	Humanities 101 offers non-credit university-level courses to residents of the Downtown Eastside.
Faculty of Science	CEDAR Program	UBC students and faculty teach Aboriginal youth about science, agriculture, forestry, and the arts through hands-on activities and events.
	Teaching Science in the Community: Science 101	Science 101 is a non-credit, barrier-free course offered to residents of the Vancouver Downtown Eastside and other inner-city community. Students receive an introductory education in physics, astronomy, chemistry, computer science, earth and ocean science, and biology.
Institute for Aboriginal Health	Summer Science	Since 1988, the Summer Science program has flown in forty Aboriginal

FACULTY / UNIT	PROGRAM NAME	DESCRIPTION
		secondary school students from across the province to learn about a variety of science and health service careers through workshops hosted by UBC staff and students.
Museum of Anthropology	Native Youth Program	Six Aboriginal secondary school students are hired each summer to work at the Museum and its sponsor facilities, learn about the collections and how to communicate information to the public.

FACULTY AND ADVISORY COMMITTEES

Vancouver

FACULTY / UNIT	ADMINISTRATION LEVEL/ PROGRAM NAME	COMMITTEE
President's Office		FNHL's President's Advisory Council Senior Advisor to the President on Aboriginal Affairs
University Wide		Indigenous Academic Caucus
Faculty of Art	Dean's Office	Dean's Advisory Committee on Aboriginal Issues
	First Nations Languages Program	FNLG Advisory Committee Musqeam Indian Band-UBC FNLG Advisory Committee
Faculty of Education	Native Indian Teacher Education Program and Ts'kel Graduate Program	First Nations Education Council
Faculty of Forestry	Faculty of Forestry and First Nations Initiatives	First Nations Council of Advisors
Faculty of Law		First Nations Law Committee
Faculty of Medicine	Faculty of Medicine	Aboriginal Curriculum Subcommittee
	Division of Aboriginal People's Health	Aboriginal Core Advisory Committee
	Admissions	Aboriginal Admissions Subcommittee

FACULTY / UNIT	ADMINISTRATION LEVEL/ PROGRAM NAME	COMMITTEE
Institute for Aboriginal Health	Student Recruitment	UBC Aboriginal Student Recruitment Committee Health and Human Service Aboriginal Student Recruitment Working Committee
Sauder School of Business	Ch'nook Business Education	Ch'nook Advisory Council
School of Social Work and Family Studies	Squamish First Nations Bachelor of Social Work	Two Advisory Committees are in place

APPENDIX E
SELECTED RESOURCES

UBC-related:

Focus on People: Workplace Practices at UBC. 2008. The University of British Columbia. 15 December 2008. <http://www.focusonpeople.ubc.ca/welcome.html>

Human Early Learning Partnership. 2008. Human Early Learning Partnership. 15 December 2008. <http://www.earlylearning.ubc.ca/>

What I Learned in Class Today. Ed. Karrmen Crey and Amy Perreault. 2008. 15 December 2008. <http://www.issuesintheclass.com/>

Reports and Statistics:

British Columbia. Ministry of Education. 2007/08 Summary of Key Information. February 2008. 15 December 2008. <http://www.bced.gov.bc.ca/keyinfo/pdfs/ski08.pdf>.

British Columbia. Ministry of Education. Aboriginal Report 2002/03- 2006/07: How are We Doing? 2007. 15 December 2008. <http://www.bced.gov.bc.ca/abed/perf2007.pdf>.

British Columbia. Ministry of Advanced Education. Aboriginal Post-Secondary Education Strategy and Action Plan. April 2007. <http://www.aved.gov.bc.ca/aboriginal/documents/strategy.pdf>

British Columbia. Ministry of Advanced Education and Labour Market Development. Aboriginal Report—Charting Our Path. October 2008. 15 December 2008 <http://www.aved.gov.bc.ca/aboriginal/documents/Aboriginal_Indicator_Report-Oct2008.pdf>.

Canada Millennium Scholarship Foundation and Millennium Scholarships. Changing Course: Improving Aboriginal Access to Post-Secondary Education in Canada. September 2005. <http://www.millenniumscholarships.ca/en/research/AllPublications.asp>.

Canada, Statistics Canada. 2006 Census Analysis Series: Education. Ottawa: Minister of Industry, 2008. <http://www12.statcan.ca/english/census06/analysis/education/pdf/97-560-XIE2006001.pdf>.

Canada, Statistics Canada. 2006 Census Release Topics: Aboriginal Peoples. Release no.5, 15 January 2008. 15 December 2008. < http://www12.statcan.ca/census-recensement/2006/rt-td/ap-pa-eng.cfm>.

Mendelson, Michael. Aboriginal Peoples and Postsecondary Education in Canada. Ottawa: The Caledon Institute of Social Policy, July 2006. <http://www.caledoninst.org/Publications/PDF/595ENG.pdf>.

Richards, John. Closing the Aboriginal/Non-Aboriginal Education Gaps. No. 116. Toronto: C.D. Howe Institute, October 2008. <www.cdhowe.org>.

Richards, John, Jennifer Hove, and Kemi Afolabi. Understanding the Aboriginal/Non-Aboriginal Gap in Student Performance: Lessons from British Columbia. No. 276. Toronto: C.D. Howe Institute, December 2008. <www.cdhowe.org>.

Documents Provided by Consulted Organizations:

Archibald, J. K., Selkirk Bowman, F.C. Pepper, C. Union, G. Mirenhouse, and R. Short. "Honouring What They Say: Post-Secondary Experiences of First Nations Graduates." Canadian Journal of Native Education 21.1 (1995).

CIHR Guidelines for Health Research Involving Aboriginal People. May 2007. Canadian Institutes of Health Research. 15 December 2008. <http://www.cihr-irsc.gc.ca/e/29134.html>

Cole Rheaume. Success in the City: Examining Aboriginal Youth Moving from Rural to Urban Communities. Vancouver: Vancouver Native Health Society, 2008.

First Nations Education Steering Committee. Aboriginal Post-Secondary Education in British Columbia: A Place for Aboriginal Institutes. May 2008. <www.fnesc.ca>

Other University Plans and Diversity Resources:

"Aboriginal and Rural Under-representation in Canada's Medical Schools." Canadian Council on Learning: Lessons in Learning. 17 April 2008. 15 December 2008. <http://www.ccl-cca.ca/CCL/Reports/LessonsInLearning>.

Bauman, Georgia L., Leticia Tomas Bustillos, Estela Mara Bensimon, M. Christopher Brown II, and RoSusan D. Bartee. Achieving Equitable Education Outcomes with All Students: The Institution's Roles and Responsibilities. Washington: Association of American Colleges and Universities, 2005.

Milem, Jeffrey F., Mitchell J. Chang, and Anthony Lising Antonio. Making Diversity Work on Campus: A Research-Based Perspective. Washington: Association of American Colleges and Universities, 2005.

Office of the Vice Provost for Educational Equity. A Framework to Foster Diversity at Penn State: 2004-09. University Park: Pennsylvania State University, 2004.

Oregon State Board of Higher Education Student Participation and Completion Committee. Breaking Barriers: Oregon Community Forums on College Access and Success. Portland: Oregon University System, 2008.

Oregon State Board of Higher Education Student Participation and Completion Committee. Taking Back Oregon's Future: A Policy Option Package to Increase Oregonians' Preparation for and Success in Postsecondary Education. Portland: Oregon University System, 2008.

R.A. Malatest & Associates Ltd. Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates. Toronto: Council of Ministers of Education, May 2002. <http://www.cmec.ca/postsec/malatest.en.pdf>.

Review and Appraisal Committees. Appointment and Promotion Manual 210. Berkeley University, Review 2002.

Smith, Daryl G. The Campus Diversity Initiative: Current Status, Anticipating the Future. Washington: Association of American Colleges and Universities, March 2004.

Williams, Damon A., Joseph B. Berger, and Shederick A. McClendon. Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions. Washington: Association of American Colleges and Universities, 2005.

IMPLEMENTATION PRIORITIES FOR THE ABORIGINAL STRATEGIC PLAN FEBRUARY 2009

The Aboriginal Strategic Plan Working Group has identified initiatives it recommends for immediate attention over the next six months and has sought the advice of Aboriginal faculty groups at UBC Okanagan and UBC Vancouver in reviewing these before finalizing this document.

These initiatives fall into two general categories: those that are best organized or coordinated centrally, and those that, even when distributed across campuses, arise more directly from actions taken on the unit level as they are integrated into unit plans. Some very important initiatives may require minimal funding and depend on commitments of time, energy, and attention. Others will require additional resources, either allocated to units to support their integration into unit plans, or funded as centrally organized initiatives.

It is critical that the identification of centrally funded initiatives not preclude or divert attention from initiatives that arise out of unit assessments of local circumstances and opportunities for contribution.

Because of the distinct funding and academic governance structures of UBC-V and UBC-O, most initiatives, even when addressing the same issues, will be best developed locally. Coordination or liaison between local efforts, however, may produce substantial benefits or may be required in some cases (e.g., certain applications to government). Close and effective communications should be maintained between UBC-V and UBC-O.

Some of these immediate priorities are likely to require significant additional resources for their implementation, while others will require fewer resources, but clear focus, attention, and direction. Those likely to require significant additional resources are listed first below here, with the others identified in a following section.

INITIATIVES REQUIRING SIGNIFICANT ADDITIONAL RESOURCES

Initiatives to be Developed at the System Level or Simultaneously on Both Campuses:

* **Communications Strategy**. Aboriginal communications strategies should begin with the development of comprehensive websites at UBC-O and UBC-V, and must be coordinated at the system level.

* **Recruitment of Graduate Students**. Graduate admissions policies should be reviewed to consider the inclusion or expansion of broad-based admissions criteria for Aboriginal students and others. The ability to offer competitive funding packages for qualified Aboriginal graduate students should be developed as soon as possible.

* **Financial Support for Aboriginal Students in Undergraduate and Professional Programs**. More adequate levels of financial support for Aboriginal students should be developed through central and unit initiatives, fundraising, and lobbying with governments.

* **Faculty Recruitment and Support**. Efforts to continue to attract highly qualified Indigenous faculty and other scholars working in Indigenous research areas should continue to be supported with attention to developing flexible plans for responding to opportunities with resources, as necessary. Particular attention should be paid to areas of high Aboriginal interest and demand. A working group to review UBC promotion and tenure policies and their support of activities critical to Aboriginal initiatives (e.g., community based research, service on development initiatives) should be formed. This group should include representation from both UBC-V and UBC-O.

* **Fundraising & Development**. Responsibility for fundraising for Aboriginal initiatives should be clearly assigned and evaluated within the Development Office. Centralized lobbying for scholarship support from governments should be pursued.

* **Indigenous Languages**. Strategies for extending and supporting work to stabilize and recover Indigenous languages, especially in BC, should be developed.

Initiatives Specific to UBC Vancouver

* **Aboriginal Student Services, Recruitment, and Community Contact**. A review of Aboriginal student services should be conducted that includes academic and administrative support, orientation and mentoring programs, housing, daycare, advising, and other services, and services should be restructured and supplemented as necessary. Recruitment efforts in communities should be assessed and provision for additional UBC engagement with communities developed. A team to complete these reviews should be assembled and a recommendations for restructuring and development, as necessary, made within six months.

* **Youth Engagement**. Summer programs for Aboriginal youth should be coordinated and assessed. Successful existing programs should be stabilized and, in some cases, expanded. New opportunities should be investigated. Partnerships with selected K-12 schools with high Aboriginal enrolments should be developed to provide university-oriented curriculum and support for Aboriginal students. Opportunities for partnerships with urban Aboriginal organizations to develop mentoring and community service learning opportunities should be actively explored.

* **Community Relations**. Funding for existing community initiatives, especially those cooperatively developed with Musqueam should be stabilized, and funding sought for new initiatives as they are identified.

Initiatives Specific to UBC Okanagan

* **Community Relations**. Work should continue in further developing relations and building on Memoranda of Affiliation with the En'owkin Centre, the Okanagan Nation Alliance, and other community entities. Further development of the relationship with the En'owkin Centre in particular may require additional resources. Attendance at community events should be encouraged and supported.

* **Recruitment and Student Support**. Recruitment efforts in communities should be assessed and provision for additional UBC engagement with communities developed. The success of the Access program in recruitment and support should be monitored and strategies to ensure its continuation developed as warranted. Aboriginal student support, including cultural activities, should be expanded. The adequacy of housing support for Aboriginal students should be assessed and measures taken to expand it as necessary.

INITIATIVES REQUIRING FEWER ADDITIONAL RESOURCES (*Both Campuses*)

Cultural Diversity Policy. Work should be finalized on a UBC cultural diversity policy and code of conduct.

Campus Climate Initiatives. Central support for initiatives at the Faculty level to improve the classroom climate and develop more effective approaches to cross-cultural dialogues should be developed.

Aboriginal Research & Intellectual Property Initiatives. Aboriginal Research Groups should be formed for the purposes of exchange of information and development of larger projects. Task groups on intellectual property rights should also be formed and their efforts coordinated.

Aboriginal Urban Strategy. Strategies for more effective engagement of urban Aboriginal children and youth should be developed.

Curriculum. Work to expand both undergraduate and graduate offerings should continue.

IMPLEMENTATION OVERSIGHT FOR THE ABORIGINAL STRATEGIC PLAN

A fundamental recommendation of the Aboriginal Strategic Plan Working Group is that implementation of the Aboriginal Strategic Plan recognize the different contexts, including academic and funding structures and community relations, of UBC Okanagan and UBC Vancouver, and structure implementation strategies to reflect those circumstances. Separate implementation bodies should be established for UBC Vancouver and UBC Okanagan, but communication between those bodies should be carefully maintained.

Section 10 of the UBC Aboriginal Strategic Plan calls for the establishment of two types of committees.

Standing Committees on Aboriginal Strategic Plan Implementation

Standing Committees on Aboriginal Strategic Plan Implementation should be established at UBC Okanagan and UBC Vancouver to devise and monitor implementation strategies and advise administration on the allocation of resources (section 10.2).

Terms of Reference for these committees should include:

1. advising on the assignment of responsibility for initiatives that need to be centrally implemented or supported
2. assessing funding needs and advising on criteria for allocations
3. recommending a system for coordinating the implementation of the Aboriginal Strategic Plan at the unit level and for maintaining accountability for Aboriginal initiatives structured in unit plans
4. receiving yearly reports from Faculties and other units and coordinating a summary report for wide dissemination
5. providing advice to the Provost on the implementation of the Plan, as required.

The membership of each committee should be less than ten, and should include faculty and staff knowledgeable about Aboriginal issues and programs, student and community representation, and senior administrators.

Public Accountability

Section 10.4 calls for the establishment of a body to periodically assess the overall progress in the implementation of the Plan and to review and identify ongoing priorities. Committees should be identified at UBC Vancouver and UBC Okanagan to undertake these forms of assessment and direction, and should include substantial community representation. At UBC Vancouver, the President's Advisory Committee of the First Nations House of Learning could assume these functions with a revised mandate. At UBC Okanagan, significant community-based advisory bodies exist, but community representation is not consolidated into a single body at present, and a purpose-specific group might need to be constituted.

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Academic Policy 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

May 1, 2009

To: Vancouver Senate

From: Academic Policy Committee

Re: **Disestablishment of the Institute of Hearing Accessibility Research and Institute of Health Promotion Research (approval)**

---

a. Disestablishment of the Institute of Hearing Accessibility Research (approval)

Senate approved the establishment of the Institute of Hearing Accessibility Research (IHEAR) in the Faculty of Graduate Studies in May 1994 and its transfer to the College for Interdisciplinary Studies in November 2006. In light of significant budgetary and leadership challenges, the Institute ceased operations in December 2002.

The Academic Policy Committee has reviewed and supports the recommendation of the College for Interdisciplinary Studies to disestablish the Institute of Hearing Accessibility Research.

> ***Motion:*** *That Senate disestablish the Institute of Hearing Accessibility Research in the College for Interdisciplinary Studies.*

b. Disestablishment of the Institute of Health Promotion Research (approval)

Senate approved the establishment of Institute of Health Promotion Research (IHPR) in the Faculty of Graduate Studies in March 1990 and its transfer to the College for Interdisciplinary Studies in November 2006. In light of the budgetary and leadership challenges identified by an external review and the creation of the School of Population and Public Health, the Institute ceased operations in October 2007.

The Academic Policy Committee has reviewed and supports the recommendation of the College for Interdisciplinary Studies to disestablish the Institute of Health Promotion Research.

> ***Motion:*** *That Senate disestablish the Institute of Health Promotion Research in the College for Interdisciplinary Studies.*

Respectfully submitted,

Dr. Paul Harrison
Chair, Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Admissions Committee
c/o
Enrolment Services |Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.breen@ubc.ca

May 1, 2009

To: Vancouver Senate

From: Admissions Committee

Re: **Broader-Based Admission (Bachelor of Arts) (approval)** and **Changes in Admission Requirements (Bachelor of Arts**, **Bachelor of Music** and **Bachelor of Education – Career Education Program Option) (approval)**

---

a) Broader-Based Admission – Bachelor of Arts (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on admission requirements for applicants to the Bachelor of Arts program. Applicants who meet the minimum academic requirements but who do not meet the required competitive average for admission will be evaluated using broad-based admission criteria. The Faculty currently considers broad-based criteria in the selection of international secondary school applicants and proposes to extend this practice to include domestic applicants.

Motion: *That Senate approve the revised calendar entry on admission requirements for applicants to the Bachelor of Arts program, effective for entry to the 2010 Winter Session and thereafter.*

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

The Admissions Committee has reviewed and recommends to Senate for approval the proposed changes in admission requirements for Brazilian secondary school applicants to the Bachelor of Arts program. The Faculty of Arts proposes to use broad-based admission processes to evaluate all Brazilian secondary school applicants and will require a competitive GPA in addition to one of three additional indicators as outlined in the attached proposal. The proposed changes are consistent with the admission practices of other major Canadian Universities with respect to applicants following the Brazilian secondary school curriculum. The Faculty will closely monitor the implementation of this policy and provide any necessary support to incoming students.

Motion: *That Senate approve the proposed changes to admission requirements for applicants following the Brazilian secondary school curriculum to the Bachelor of Arts program, effective for entry to the 2010 Winter Session and thereafter.*

c) Changes in Admission Requirements – Bachelor of Music (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed changes in admission requirements for applicants to the Bachelor of Music program. The revised application deadline will allow more timely offers of admission and the identification and recruitment of the best students.

Motion: *That Senate approve the proposed changes to admission requirements for applicants to the Bachelor of Music program, effective for entry to the 2010 Winter Session and thereafter.*

d) Changes in Admission Requirements – Bachelor of Education – Career Education Program Option: CHEF Education Specialization (approval)(circulated)

The Admissions Committee had reviewed and recommends to Senate for approval the proposed changes in admission requirements for applicants to the Bachelor of Education Career Education Program, CHEF Education Specialization. Applicants will be granted 60 credits of advanced standing for Interprovincial Trades Qualification "Red Seal" Cook plus Diploma in Culinary Arts (or equivalent) and be required to complete 30 credits of Arts and Science course work prior to admission.

Motion: *That Senate approve the proposed changes to admission requirements for applicants to the Bachelor of Education Career Education Program: CHEF Education Program, effective for entry to the 2009 Winter Session and thereafter.*

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Calendar Change Proposal Form

SAC Approval Date: April 8, 2009 **Effective Session:** for entry to the 2010 Winter Session **Year for change:** To be posted to the calendar upon approval for the purpose of advising prospective students.	**Contact Person:** Dr. Janet Giltrow Associate Dean (Students) Faculty of Arts 822-3247 giltrow@interchange.ubc.ca
URL from Web Calendar: http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,492 **Proposed Calendar Entry:** Faculties, Colleges, Schools Homepage > Faculties, Colleges, and Schools > The Faculty of Arts > Bachelor of Arts > **Admission** **General Admission Information** **Academic a**dmission requirements are specified in *Admissions*. **Admission from Secondary School** **For applicants who meet minimum academic requirements but who do not meet the required competitive average for admission to Arts, additional information about accomplishments and experiences, not captured in your academic record, may be taken into consideration. All applicants to Arts are invited to submit supplemental information when they apply online for admission. This information can strengthen your application.** Advanced Credit and Advanced Placement The Faculty of Arts may grant advanced placement and/or course credit to students who complete certain International Baccalaureate, Advanced Placement, or other enriched secondary school courses	**URL from Web Calendar:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,492 **Present Calendar Entry:** Faculties, Colleges, Schools Homepage > Faculties, Colleges, and Schools > The Faculty of Arts > Bachelor of Arts > **Admission** Admission requirements are specified in *Admissions*. Students who are accepted on transfer from other post-secondary institutions must either have met the English requirement or be eligible to enrol in first-year English before they will be permitted to register in any courses for credit Advanced Credit and Advanced Placement The Faculty of Arts may grant advanced placement and/or course credit to students who complete certain International Baccalaureate, Advanced Placement, or other enriched secondary school courses

THE UNIVERSITY OF BRITISH COLUMBIA

with appropriate grades. When granted, the credit/placement will be indicated on the student's notification of acceptance to UBC. **Admission as a Post-Secondary Transfer** **Students who are accepted on transfer from other post-secondary institutions must either have met the English requirement or be eligible to enrol in first-year English before they will be permitted to register in any courses for credit.**	with appropriate grades. When granted, the credit/placement will be indicated on the student's notification of acceptance to UBC.

Type of Actions: Consideration of broad-based criteria for undergraduate admission of secondary applicants to the Faculty of Arts, beginning with the incoming class of 2010.

Rationale: The Faculty of Arts has considered broad-based criteria in the selection of international secondary school applicants for a number of years. We are now proposing to extend this practice to include domestic applicants in order to better-identify those on the cut-off margins who are most likely to succeed in our programs.

The Faculty plans to ask two questions of all secondary school applicants (domestic and international):

(1) describe an educational experience, in school or out, that has changed your view of the world (250 words maximum);

(2) briefly describe up to 6 accomplishments (in total) in one or more of the following areas: (a) leadership (e.g., student government, community activity); (b) scholarship (e.g., prize for high standing; score on a standardised test; research project); (c) sports (team membership; participation in competitions); (d) the creative or performing arts; and/or (e) work or service. (25 words maximum for each of the six response fields provided in the online form)

Applicants will not be required to answer these questions but will be advised that their answers could strengthen their application to Arts.

THE UNIVERSITY OF BRITISH COLUMBIA

MEMORANDUM

Date: April 24th, 2009

To: Senate Admissions Committee

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

Subject: **Revision of Admissions Policy for Brazilian Curriculum**

In order to promote the enrolment of highly qualified international undergraduate students, the Faculty of Arts proposes an interim project to permit the Undergraduate Admissions Office to change the criteria for evaluating Brazilian applicants. Our current policy requires high school completion (Ensino Médio), completion of a university entrance examination (Vestibular), and completion of one year of university-level work for which student cannot receive transfer credit.

This policy is in place because Brazil has an 11-year educational system. However, students require an additional year of study to complete the Vestibular exam and review of curricula suggests that the Brazilian national curriculum is more condensed than other 11-year systems. Furthermore, this admissions policy is no longer competitive with other Canadian institutions and does not realize the University's full potential to identify and encourage top-quality students from around the world as prospective UBC students.

Institutions have varying admissions policies regarding Brazil ranging from requiring only high school completion (McGill University, University of Alberta, University of California, and University of Michigan) to requiring high school completion plus Vestibular (University of Toronto). The University of Toronto has registered 10 students between 1999 and 2005. In their first year, these students achieved a mean GPA of 2.95 with a range of 2.0 to 3.87. No student was placed on Academic Probation or required to withdraw.

In light of the "Principles of Effective Undergraduate Admission," the Faculty of Arts would like to change our admissions procedures with the goal of attracting qualified students and tracking their progress at UBC. We propose the following changes:

1.) Eliminate the current web message that states that students must do one year of post secondary to be admitted for the Faculty of Arts. The messaging should be clear that the admission changes are applicable only to applicants to the Faculty of Arts.

2.) The Faculty will use a broad-based admission process for all applicants; competitive grade point averages and one other indicator will be used to make admission decisions. All Arts applicants from National Curricula will require a competitive GPA and one of the below indicators for admission:

2.1 ENEM (National Examination for Ensino Médio) scores between 60,00+ and 70, 00+. ENEM is a government administered standardized examination. Students write in August of the last year of high school; grades are available in November; and students graduate in December. National Curriculum schools run from February to December; international curriculum schools

follow our academic year. Brazilian universities are increasingly using ENEM instead of or as a complement to the Vestibular. Students can authorize institutions to have access to their scores. School rankings based on student performance are also available.

2.2 SAT scores of 600 or greater on each component or 1800 overall. We will encourage students already writing the SATs to submit their scores.

2.3 Vestibular scores. We will encourage students writing this examination to submit evidence of completion.

3.) For those students who have completed one or two years of university, evaluate university-level courses for possible credit, in consultation with Faculties.

4.) The Faculty will focus on providing support and mentoring to incoming students to ensure a good academic experience.

THE UNIVERSITY OF BRITISH COLUMBIA

Calendar Change Proposal Form

Faculty: Arts **Department:** Music **Effective Session:** Admission to 2010 Winter Session **Publish Date:** ASAP for the purpose of advising prospective students	**Date:** April 15, 2009 **Contact Person:** John Roeder **Phone:** 2-3715 **Email:** j.roeder@ubc.ca
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,363 **Proposed Calendar Entry:** Admission to the School of Music is limited, and is based upon an evaluation of the total skills and preparation of each applicant, including performance auditions, previous academic record, proficiency in music theory, and letters of recommendation. **Auditions are held twice each year. Early auditions (normally in early February) are for applicants who wish to be considered for all available Music scholarships. Regular auditions (normally in early April) are for all other applicants, who will be considered for any remaining Music scholarships. Applicants may audition on a particular instrument (or on voice) only once in a given year.** **To apply to the School, apply to UBC through you.ubc.ca; and indicate the B.Mus. program as your first or second choice.** **You will be asked to indicate preferred majors, previous musical training, and preferred dates for a live audition and a theory examination as part of the online application for admission. The application deadline is January 15 for early (scholarship) auditions, and February 28 for regular auditions. The School will contact each applicant to arrange the audition and theory examination.** **Applicants must also request that two letters of recommendation be sent to the Undergraduate**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,363 **Present Calendar Entry:** Admission to the School of Music is limited, and is based upon an evaluation of the total skills and preparation of each applicant, including performance auditions, previous academic record, proficiency in music theory, and letters of recommendation. ~~To apply to the School, complete two applications. First apply to UBC though the PASBC **website**; indicate the B.Mus. program as the preferred program. The application deadline is February 28. After completing this application, you will receive a UBC student number. You must then complete the Music supplemental application, available on the UBC Student Services **website**. On this application indicate preferred majors, previous musical training, and preferred dates for a live audition and a theory examination. Complete it as soon as possible, and no later than March 15.~~ ~~In late March the School will contact each applicant to arrange the audition and theory examination, which are typically held in early April. Applicants must also request that two letters of recommendation be sent to the Undergraduate Admissions Officer in the School of Music. At least one of these should be from a music teacher. All letters should be sent directly by the referee and under no circumstances should pass through the hands of the applicant.~~

THE UNIVERSITY OF BRITISH COLUMBIA

Admissions Officer in the School of Music. At least one of these should be from a music teacher. All letters should be sent directly by the referees, never through the hands of the applicant.	**Rationale:** To compete with other post-secondary music schools, the UBC School of Music wishes to offer admission and scholarships as early as possible. Our competitors are auditioning students in January and February and making them immediate offers. We propose an earlier application deadline and a new set of early auditions to identify, evaluate and recruit the best students.

THE UNIVERSITY OF BRITISH COLUMBIA

Calendar Change Proposal Form

Faculty: Education **Department: Teacher Education Office** **SAC Approval Date: April 30, 2009** **Effective Session:** for entry in 2009 Winter Session	**Date: September 29, 2008** **Contact Person: Sydney Craig** **Phone:604-822-4568** **Email: sydney.craig@ubc.ca**
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,684	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,202,320,684
Proposed Calendar Entry: ***Career Education Program Option: CHEF Education Specialization*** The Faculty of Education offers two paths to a Bachelor of Education for the preparation of Career Education Teachers (CHEF Education) and subsequent certification. **Both programs are designed to** build upon trades qualifications and experience**,** add a broad liberal education in Arts and science subjects**,** and provide the professional pedagogical courses and practica required for secondary school teaching certification. **Both programs lead to the B.Ed Secondary degree and to Professional Teacher Certification.** Although prior relevant trades preparation courses and practical work **are not normally recognized as** university credit studies, the BC College of Teachers will recognize **prior preparation for purposes of CHEF** Certification. Similarly, although the University does not grant formal credit for this type of study, it is taken into account **for degree granting purposes**. The B.Ed. degree is granted on the basis of a minimum of **151** credits **including 60 credits of advanced standing for the Interprovincial Trades Qualification "Red Seal" Cook plus Diploma in Culinary Arts (or equivalent), 30** credits in Arts and/or Science subjects, **47** credits of professional pedagogical courses, and **14** credits of teaching practica**.** **Path 1: The Concurrent Path for Career Education (CHEF Education)** **Designed for individuals who are teaching on a current Letter of Permission issued by the**	**Current Calendar Entry** ***Career Education Program Option: CHEF Education Specialization*** The Faculty of Education offers two paths to a Bachelor of Education for the preparation of Career Education Teachers (CHEF Education) and subsequent certification. ~~One path is via a concurrent program for holders of Letters of Permission issued by the British Columbia College of Teachers. The other is the post-degree path.~~ **Path 1: The Concurrent Path for Career Education (CHEF Education)** ~~**Foundations of the Program**~~

THE UNIVERSITY OF BRITISH COLUMBIA

British Columbia College of Teachers.

Overview of Preparation Path 1

Pre-Admission Requirements:

Interprovincial Trades Qualification **"Red Seal" Cook plus Diploma in Culinary Arts (or equivalent)**	**60** credits of advanced standing
Arts and science course work	**30** credits

Career Education (CHEF Education) Program:

Pedagogical course work	46 credits
Teaching practica	**14**credits
Program Synthesis E-Portfolio	**1 credit**
Total	151 credits

Admission Requirements and Prerequisites for Path 1

1. **A current Letter of Permission issued by the College of Teachers**
2. **Interprovincial Trades Qualification**

~~The following program sequence is designed to lead to the B.Ed. (Secondary) degree and, in consequence, to Professional Teacher Certification. The program is~~ designed to~~:~~

- build upon trades qualifications and experience~~;~~
- add a broad liberal education in Arts and science subjects~~;~~
- provide the professional pedagogical courses and practica required for secondary school teaching certification~~; and~~
- ~~provide the academic background for a second teaching subject at the secondary level.~~

Although ~~the~~ prior relevant trades preparation courses and practical work ~~fall outside the range of normal~~ university credit studies, the BC College of Teachers will recognize ~~this work as equivalent to a~~ Certification. Similarly, although the University does not grant formal credit for ~~this work~~, it is taken into account. The B.Ed. degree is granted on the basis of a minimum of ~~121~~ credits ~~(just over four standard years of university credit),~~ consisting of ~~60~~ credits in Arts and/or Science subjects, ~~46~~ credits of professional pedagogical courses, and ~~15~~ credits of teaching practica.

~~Summary~~ of Preparation~~-~~

Interprovincial Trades Qualification 'Red Seal'	~~30~~ credits
Arts and science course work	~~60~~ credits
Pedagogical course work	46 credits
Teaching practica	~~15~~ credit
Total	151 credits

Students are required to develop a second teaching subject by fulfilling the requirements as set out under "Secondary Teaching Field Requirements" in the Calendar or at the Teacher Education ~~website~~. The Arts and science electives must be selected to fulfil the course work required for the second teachable subject

Admission Requirements and Prerequisites

~~Applicants seeking admission to UBC as a candidate in the Secondary Program of Initial Teacher Education: Career Education must have completed:~~

~~1. Interprovincial Trades Qualification "Red Seal" (Cook)~~

"Red Seal" Cook plus Diploma in Culinary Arts (or equivalent)

It is also recommended that students have completed 6 credits of English (literature of composition) at the university level.

Arts and Science Courses

Students in Path 1 may complete their Arts and science courses in variety of settings (universities, regional colleges or through distance education. **S**uch courses will not, however, be formally transferred to UBC and students will not receive a B.A. or B.Sc. degree from UBC.

The **CHEF** program **Path 1** leads to the B.Ed. (Secondary) degree, and only the 61 credits of pedagogical courses and practica are incorporated into the degree program**. The o**ther specified requirements are requirements for admission to the program or for re-admission to the continuing stages of the program

Program Sequence Path 1 (sequence and course may vary)

a. Summer I

EPSE 306	2
EPSE 317	3
Arts and/or science electives	6
Total credits for Summer I	11

b. Summer II

EDUC 311	4
Curriculum & Instruction in Career Education, Chef Specialization	3
Arts and/or science electives	3
Total credits for Summer II	10

c. Winter following Summer II

EDUC 496 **F**	**14**

This practicum will normally be completed on an internship basis by those in regular employ as teachers in the Career Preparation program in BC Secondary schools.

~~or equivalent~~

~~2. A minimum of 30 credits of Arts and science university t transfer courses, including 6 credits of English composition and literature, and~~

~~3. 6 credits of mathematics and/or laboratory science.~~

Arts and Science Courses

~~It is expected that~~ students ~~in this program~~ ~~will~~ complete their Arts and science ~~courses through a variety of means. University courses (including university transfer courses) completed at other post-secondary institutions (regional colleges or universities) either through face-to-face instruction or through distance education means will be recognized. Consistent with practice for other teacher education programs~~, such courses will not, however, be formally transferred to UBC and students will not receive a B.A. or B.Sc. degree from UBC. The program leads to the B.Ed. (Secondary) degree, and only the 61 credits of pedagogical courses and practica are ~~actually~~ incorporated into the degree program ~~itself~~. Other specified requirements are, ~~as for other candidates in the B.Ed. program,~~ requirements for admission to the program or for re-admission to the continuing stages of the program.

Program Sequence (sequence and course may vary)

a. Summer I

EPSE 306	2
EPSE 317	3
Arts and/or science electives	6
Total credits for Summer I	11

b. Summer II

EDUC 311	4
Curriculum & Instruction in Career Education, Chef Specialization	3
Arts and/or science electives	3
Total credits for Summer II	10

c. Winter following Summer II

EDUC 496~~, Part I~~	~~9~~

This practicum will normally be completed on an internship basis by those in regular employ as teachers in the Career Preparation program in BC Secondary schools. ~~The Internship will be in this teaching field only.~~

d. Summer III

THE UNIVERSITY OF BRITISH COLUMBIA

d. Summer III

EDUC 316	3
LLED 301	4
Arts and/or science electives	6
Total credits for Summer III	13

Candidates who have completed all of the above (a–d) are eligible to apply for the BC Development Standard Teaching Certificate issued by the BC College of Teachers.

e. Summer IV

Electives	6
EDST 314	3
CUST 412	3
EDUC 480	1–3
Total credits for Summer IV	13–15

f. Completed on Personal Schedule

Arts and/or science Electives	15–30

Candidates who complete the above requirements (e and f) are eligible to apply for a **Conditional Certificate** issued by the BC College of Teachers

g. Completed on Personal Schedule

CNPS 427	3
EPSE 423	3
One of EDST 425, 426, 427, 428, 429, 452, 455	3
EDUC 420	2
Total credits	**11**
Credits needed to fulfill requirements for B.Ed. (Secondary):	21

Candidates who complete this full program (a–g) are eligible to apply for the B.Ed. (Secondary) and for the BC Professional Teaching Certificate.

1

EDUC 316	3
LLED 301	4
Arts and/or science electives	6
Total credits for Summer III	13

Candidates who have completed all of the above (a–d) are eligible to apply for the BC Development Standard Teaching Certificate issued by the BC College of Teachers.

e. Summer IV

~~BUED 410~~	6
EDST 314	3
~~EDUC~~ 412	3
EDUC 480	1–3
Total credits for Summer IV	13–15

f. Completed on Personal Schedule

Arts and/or science Electives	15–30

(~~A minimum of 18 such credits, or 24 credits if selecting English as the second teaching area, must be at the third- or fourth-year level~~) candidates who complete the above requirements (e and f) are eligible to apply for a ~~regular Standard Teaching Certificate~~ issued by the BC College of Teachers.

g. Completed on Personal Schedule

CNPS 427	3
EPSE 423	3
One of EDST 425, 426, 427, 428, 429, 452, 455	3
EDUC 420	2
~~EDUC 496, Part 2[1]~~	~~6~~
~~Curriculum and instruction in second subject: secondary~~	~~4~~
Total credits	~~21~~
Credits needed to fulfil requirements for B.Ed. (Secondary):	21

Candidates who complete this full program (a–g) are eligible to apply for the B.Ed. (Secondary) and for the BC Professional Teaching Certificate.

~~[1] The EDUC 496, Part 2, practicum will normally be completed on an internship basis by those in regular employ as teachers in the Career Preparation program in BC Secondary schools. The internship will be in both this teaching field and in the individual's selected second teaching subject. To qualify for such an internship, the individual must be teaching at least one-third of a full time-table in this second subject and must have classes in this subject at two or more grade levels.~~

THE UNIVERSITY OF BRITISH COLUMBIA

Path 2: The Post-Degree Path for Career Education Teachers (CHEF Education)

Designed for teacher candidates who are not currently employed on a Letter of Permission

Pre-admission Requirements:

Interprovincial Trades Qualification 'Red Seal' **Cook plus Diploma in Culinary Arts (or equivalent)**	**60** credits of advanced standing
A minimum of 30 Arts/science credits, to include:	
6 credits English literature and composition	6
6 credits mathematics and/or laboratory science	6

Pedagogical Requirements:

See 'Degree Requirements for Secondary Teacher Education'	61
Total Credits	151

Path 2: The Post-Degree Path for Career Education Teachers (CHEF Education)

~~The foundation and goals are the same as the concurrent path~~

Pre-admission Requirements:

Interprovincial Trades Qualification 'Red Seal'	~~30~~
Arts/science credits, to include:	
6 credits English literature and composition	6
6 credits mathematics and/or laboratory science	6
~~Additional Arts and science courses[1] -~~	48
~~Of these additional credits, a minimum of 18 credits at the third- and fourth-year level (24 credits if English) are required for a second teachable subject (see 'Secondary Teaching Field Requirements' indicated in Path 1 above)~~	

Pedagogical Requirements:

See 'Degree Requirements for Secondary Teacher Education'	61~~–65~~
Total Credits	151~~–155~~

~~[1] Including 18 senior credits (300-/400-level) (24 if English) for a second teachable subject (see 'Secondary Teaching Field Requirements' indicated in Path 1, above)~~

Type of Action:

1. Editing and revision including deletion of titles, revision of paragraphs, insertion of relevant information. Paragraphs moved.
2. Redistribution of credits assigned to the Red Seal and those assigned to Arts and Science course work.
3. Reducing the practicum from 15 credits to 14 credits.
4. Adding 1 credit for the Program Synthesis E-Portfolio.
5. Deletion of reference to second teaching subject

Rationale:

On April 1, 2008 the BC College of Teachers changed its requirements for certification as a result of TILMA (Trade and Labour Mobility Agreement). It is no longer mandatory in BC for teachers to have a second teaching area.

Currently the Interprovincial Trades Qualification (Red Seal) is regarded as equivalent to 30 credits. Red Seal certification is obtained after 2-3 years in a College Foods Diploma program.

THE UNIVERSITY OF BRITISH COLUMBIA

	We presently acknowledge the BCIT 2-year Technology Program as being equivalent to 60 credits. Equating the Red Seal certification to the Technology program aligns the academic requirements for the two programs. This would enable us to change the required number of Arts and Science requirements. Change in credits assigned to practicum and e-portfolio reflect current allocations in B.Ed. program. Revisions reduce redundancy and increase clarity

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

May 1, 2009

To: Vancouver Senate

From: Admissions Committee

Re: **Annual Report – Appeals on Applications for Admission, Readmission and Transfer to Programs (information)**

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Admissions Committee the power to hear final appeals on applications for admission and readmission to the University.

Between May 1, 2008 and April 30, 2009, the Admissions Committee heard 20 student appeals:

- 11 appeals for admission to the University
- 3 appeals for readmission to the University
- 7 appeals by UBC students for admission/transfer to a Degree or Program

Of the appeals heard by the Committee, 6 were allowed and 14 were dismissed.

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Senate Committee on Appeals on Academic Standing
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

May 1, 2009

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report 2008-2009

Senate has delegated to the *Senate Committee on Appeal on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is decided that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Part V, Academic Regulations, Senate Appeals on Academic Standing, section 2).*

Students may also appeal to the Committee the refusal of the Registrar to extend the time line for accepting an appeal, namely within 10 days of being informed in writing of the Faculty's final decision.

As per section 39(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition and the general nature of the appeals.

Since last reporting to Senate in May 2008, 10 appeals proceeded to Committee hearings, of which 3 were allowed, 6 were dismissed and 1 is still in process.

In addition to the 9 appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional 14 appeals were presented to the Registrar, of which 3 were resolved prior to a Committee Hearing; 4 were dismissed by the Registrar due to lack of timely prosecution; and 7 are in progress and are expected to be heard by the Committee in the upcoming months.

Appeals Allowed

- The student appealed a decision of the Faculty to deny the student's request for academic concession for illness in connection with a final examination. The Committee held that the Faculty erred in instructing the student of the proper procedure to make the request and failed to consider information that ought to have been considered.

- The student appealed a decision of the Faculty to deny a change of grade in response to a request for Review of Assigned Standing. The Committee held that

the Faculty failed to consider all relevant information in its review and granted the student academic standing as it saw fit in the circumstances.

- The student appealed a decision of the Faculty to deny a request for retroactive withdrawal from courses taken during the prior academic term, credit for examinations written without the permission of the Faculty and removal of all failed courses from the student's transcript. The Committee allowed the appeal in part and granted retroactive course withdrawals on the basis of further information that was available to support such withdrawals, but denied the other aspects of the appeal, concluding that the Faculty duly considered the student's extenuating circumstances and did not act unfairly or improperly as a result of following its academic regulations.

Appeals Dismissed:

- The student appealed a decision of the Faculty requiring the student's withdrawal after a second failed year. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision through fair and proper procedures.

- The student appealed a decision of the Faculty to deny a request for academic concession for illness in connection with two final examinations. The Committee dismissed the appeal on the basis that there was no unfairness or impropriety on the part of the Faculty and its decision had been arrived at in accordance with proper procedures.

- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee dismissed the appeal on the basis that the Faculty had duly considered the student's extenuating circumstances and arrived at its decision through fair and proper procedures.

- The student appealed a decision of the Faculty requiring the student's withdrawal for failed standing. The Committee held that the Faculty duly considered all information that ought to have been considered and found no unfairness or impropriety on the part of the Faculty as a result of the Faculty following its academic regulations.

- The student appealed a decision of the Faculty requiring the student's withdrawal after a second failed year. The Committee found that the Faculty duly considered the student's extenuating circumstances and arrived at its decision in accordance with its published academic regulations.

- The student appealed a decision of the Registrar to deny a request to extend the 10-day time limit to submit a written notice of appeal against a decision of the Faculty requiring the student to withdraw. The Committee dismissed the appeal on the basis that the appeal had previously been resolved and that the Registrar's decision had been arrived at in accordance with the Committee's rules and procedures.

General Observations

The Committee continues to draw to the attention of faculty and departments the importance of following due process in all matters relating to student assessment, promotion and appeal; of maintaining scrupulous records of course requirements, grade schemes, and student performance; as well as drawing such regulations and requirements to the attention of students.

Additionally, the Committee would like to emphasize to faculties and departments the importance of dealing with these issues and student appeal inquiries in a timely manner.

Respectfully submitted,

Dr. Ronald Yaworsky, Chair
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2008-2009:

- Dr. Ronald Yaworsky (Chair)
- Dr. Brian Cairns
- Mr. Geoff Costeloe
- Prof. Bonnie Craig
- Dr. William Dunford
- Dr. Bikkar S. Lalli
- Dr. Brenda Osmond
- Ms. Laura Silvester
- Dr. Lance Rucker
- Prof. Margot Young
- Dr. Trevor Young

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

April 30, 2009

To: Vancouver Senate

From: Senate Curriculum Committee

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

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

As such, the following is recommended to Senate:

Motion: *That the curriculum proposals brought forward by the Faculties of Arts, Commerce & Business Administration, Graduate Studies (Arts, Commerce & Business Administration, Dentistry, and Education), Law; and the College of Health Disciplines 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

23 April 2009

To: Senate

From: Senate Curriculum Committee

RE: Faculty of Arts Curriculum Report

Attached please find new and changed course and program proposals from the Faculty of Arts for your consideration.

New Courses

AFST 250 (3/6)d
ASTU 204 (3)
LASO 200 (3)
ASIA 307 (3)
ASIA 452 (3)
CDST 250 (3/6)d
SCAN 333 (3)
SCAN 334 (3)
ENGL 100 (3)
FREN 380 (3)
FREN 481 (3/6)d
FREN 482 (3/6)d
FREN 483 (3/6)d
FREN 495 (3/6)d
FNLG 221 (3-12)d
FNLG 222 (3-12)
FNLG 231 (3-12)d
FNLG 232 (3-12)d
FNLG 241 (3-12)d
FNLG 242 (3-12)d
FNLG 251 (3)
FNLG 252 (3)
FNLG 261 (3)
FNLG 262 (3)
FNLG 291 (3-12)d
FNLG 292 (3-12)d
FNLG 480 (3-12)d
HIST 418 (3)
HIST 469 (3)
LING 209 (3)
PSYC 331 (3)
PSYC 431 (3)
WMST 101 (3)
WMST 102 (3)

Calendar Changes

B.A. > Interdisciplinary > Minor in Law & Society
B.A. > Change in degree requirements > Writing and research requirement
B.A. > Asian Studies > Accumulate at least 27 credits before declaration of a major
B.A. > Central Eastern Northern European Studies > Accumulate at least 27 credits before declaration of a major
B.A. > Geography > Major in Human Geography
B.A. > Geography > Honours in Geography
B.A. > History > Declaration of Major
B.A. > Linguistics > Declaration of Major
B.A. > Women's and Gender Studies

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts **Department: African Studies** **Faculty Approval Date:** **Effective Session winter Term 1 Year 2009-2010 for Change**	**Date: October 7, 2008** **Contact Person: Gloria Onyeoziri / Robert Miller** **Phone: 822-4008** **Email: gloriaon@interchange.ubc.ca**
Proposed Calendar Entry: **AFST 250 (3/6) D INTRODUCTION TO AFRICAN STUDIES** Cultural, historical and geographical issues of African Studies.	**URL:** **Present Calendar Entry: NONE** **Type of Action: NEW Course** **Rationale:** Given that AFST 350 (Introduction to African Studies) is based on a critical approach to conceptual problems underlying many different areas of African Studies, there is a need to assist students at the second-year level to acquire a background in the areas such as geography, history and cultural studies that will enable them to grasp more quickly the references and allusions that they frequently meet in the reading material provided for AFST 350 and other 3rd and 4th year courses. Since AFST 250 needs to address more than one discipline at once, the most practical and effective strategy would be a cooperative multi-departmental instruction plan based a series of content modules. Although AFST 250 would be more information-based than AFST 350, it would also emphasize critical thinking and seek to foster an awareness of the conceptual difficulties involved in any attempt to understand the complexities of African Studies.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Anthropology** **Faculty Approval Date:** **Effective Session summer Term 1 Year 2009 for Change**	**Date: April 11, 2008** **Contact Person: Charles Menzies** **Phone: 2-2240** **Email: cmenzies@interchange.ubc.ca**
Proposed Calendar Entry: **ANTH 431 (3/6) d Museum Practice and Curatorship** Management of museum collections and their public presentation, addressing questions of access, collaboration and cultural property. The public interpretation of anthropological concepts and materials utilizing the programs and facilities of the Museum of Anthropology. *Prerequisite:* ANTH 341.	**Present Calendar Entry:** **ANTH 431 (3/6) d Studies in Museum Anthropology** Issues concerning management of museum collections and their public presentation, addressing questions of access, collaboration and appropriate use of cultural property. Museum of Anthropology facilities are used. *Prerequisite:* ANTH 341. **Type of Action:** Title change and course description change **Rationale:** The new title and description better explain what we already do in this hands-on museum methods course.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Associate Dean-Students** **Faculty Approval Date:** **Effective Session 2009W Term 1**	**Date:** November 17, 2008 **Contact Person:** Dr. Janet Giltrow **Phone:** 822-3247 **Email:** giltrow@interchange.ubc.ca
Proposed Calendar Entry: **ASTU 204 (3)** **Topics in interdisciplinary studies in the humanities**	**URL:** n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** ASTU 204 introduces students to innovative, interdisciplinary approaches to disciplines in the humanities. Such approaches may concentrate on disciplinarity itself – the assumptions and traditions within each discipline; on the distinctions which differentiate disciplines; on the practices which they share and which distinguish them from the Social and Natural Sciences. ASTU 204 offers students a broader, more critical perspective on the humanities.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts **Department:** Interdisciplinary **Faculty Approval Date:** **Effective Session _W_ Term _1_ Year_2009_ for Change**	**Date:** 15 September 2008 **Contact Person:** Daniel Vickers **Phone:** 827-3560 **Email:** dvickers@interchange.ubc.ca
Proposed Calendar Entry: **LASO 200 (3) Introduction to Law and Society** Ideas, concepts and frameworks for thinking about the nature of law and legal processes in both Canadian and global context.	**Present Calendar Entry:** N/A **Type of Action:** New course. **Rationale:** This interdisciplinary course will serve as a foundational course for a proposed Minor in Law and Society. As the "core" course in the program, it will problematize the interactions between law and society. Drawing from theoretical and methodological insights that cross-cut the social sciences and humanities, these concepts will provide a foundation for understanding legal behavior and institutions in their appropriate social and historical contexts. The core course will move beyond the study of legal rules, to examining the origins of law, what we know about legal authority, and how it works in our society. Students will acquire knowledge of the underlying dynamics of law and legal studies, including an in-depth understanding of its rules, agents, institutions, and power structures. A course outline is attached.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** **Effective Session** 2009W **Term** 1 **Year** 2009 **for Change**	**Date:** October 28, 2008 **Contact Person:** Maija Norman **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
Proposed Calendar Entry: **ASIA 307 (3) Korean Language and Writing in Culture and Society** An examination of Korean language and writing using approaches from sociolinguistics, the sociology of language, and linguistic anthropology.	**URL:** n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** We have a respectable slate of Korean language courses, but so far no lecture courses that address aspects of Korean sociolinguistics, language and culture.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** **Effective Session** 2009W **Term** 1 **Year** 2009 **for Change**	**Date:** October 28, 2008 **Contact Person:** Maija Norman **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
Proposed Calendar Entry: **ASIA 452 (3) LITERATURE OF THE KOREAN DIASPORA**. A survey of literature, in translation, from the Korean diaspora, focusing on writing by ethnic Koreans in North America, Europe, and Japan.	**URL:** n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** The Korean diaspora, dating from 1903 in the case of emigration to the U.S., has enriched the cultural mosaic of Japan, China, Canada, the former Soviet Union, and other countries throughout the world. In terms of literature this diaspora has left a substantial and growing body of fiction and memoir. Not surprisingly, issues such as displacement, acculturation, ethnicity, gender roles, and identity formation loom large in this literature, memory often serving as an imperfect means of re-constituting a lost family or community. At a time of ongoing population movements across national and geographic boundaries, diaspora literature offers keen insights into the human history that is a central element of an increasingly interdependent world.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Canadian Studies** **Faculty Approval Date:** **Effective Session W Term 1** **Year 2009-10**	**Date: 5 Nov 2008** **Contact Person: Laura Moss** **Phone: 2-4226** **Email: mossl@interchange.ubc.ca**
Proposed Calendar Entry: **CDST 250 (3/6) D Introduction to Canada** Approaches to the study of Canada from an interdisciplinary perspective, including cultural, political, historical and economic dimensions.	**Type of Action: new course** **Rationale:** A junior course will attract international and exchange students who lack the foundation to tackle CDST 350, as well as providing a course that will attract students into the Major.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: ARTS **Department: CENES** **Faculty Approval Date:** **Effective Session __W__ Term ___1** **Year_2009__ for Change**	**Date: 8 October, 2008** **Contact Person: G. Winthrop-Young** **Phone:** **Email: Winthrop@interchange.ubc.ca**
Proposed Calendar Entry: SCAN 333 (3) **Major Works of Scandinavian Literature (in English)** Selected Danish, Swedish, Norwegian and Icelandic texts ranging from Old Norse sagas to contemporary literary works against the background of literary, social, and political developments in Scandinavia.	**URL:** NA – new course **Present Calendar Entry:** none **Type of Action:** New Course **Rationale:** Currently, all Scandinavian literature and culture courses are specialized 4th-year courses (SCAN 411, 412, 413 and 414) that tend to intimidate students with little or no background. This course is designed to directly address strong student interest in the Scandinavian culture. In combination with the other proposed new course SCAN 334 ("Contemporary Scandinavian Fiction"), SCAN 333 will act as an introductory course to the more specialized courses SCAN 411, 413 and 414.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: ARTS **Department: CENES** **Faculty Approval Date:** **Effective Session _W___ Term __1_ Year_2008__ for Change**	**Date: 15 October 2008** **Contact Person: G. Winthrop-Young** **Phone: 2-6403** **Email: winthrop@interchange.ubc.ca**
Proposed Calendar Entry: **SCAN 334 (3) Contemporary Scandinavian Fiction (in English)** Study of texts, topics or genres against the background of current Scandinavian literary, social, and political developments.	**URL:** NA – new course **Present Calendar Entry:** None **Type of Action:** New course **Rationale:** Currently, all Scandinavian literature and culture courses are specialized 4th-year courses (SCAN 411, 412, 413 and 414) that tend to intimidate students with little or no background. This course is designed to directly address strong student interest in the Scandinavian culture. In combination with the other proposed new course SCAN 333 ("Masterpieces of Scandinavian Literature"), SCAN 334 will act as an introductory course to the more specialized courses SCAN 411, 413 and 414.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: English** **Faculty Approval Date:** **Effective Session Winter Term 1 Year 2009 for Change**	**Date: November 19, 2008** **Contact Person: Glenn Deer** **Phone: 2-4469** **Email: gdeer@interchange.ubc.ca**
Proposed Calendar Entry: ENGL 100 (3): Reading and Writing about Literature A writing intensive introduction to the disciplines of literary studies through the exploration of texts in their critical and theoretical contexts. This course fulfills the first-year component of the Faculty of Arts Writing and Research requirement.	**Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** This new course will provide an introduction to the disciplinary methodologies of literary study and representative published scholarship in three or more subfields or subdisciplines of literary inquiry, including though not limited to such fields as the philosophy of literature, semiotics, narratology, reception theory, the social and political dimensions of literature, and historical approaches to textuality. The course will also focus on scholarly writing practices and compare the methods of different modes of literary inquiry. ENGL 100 would be equivalent to ASTU 150 in fulfilling the 3-credit year-one component of the Arts' 9-credit Writing and Research Requirement.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** **Effective Session** W **Term** 1 **Year** 2009	**Date:** November 5, 2008 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: **FREN 380 (3)** FOUNDATIONS OF FRENCH CULTURAL IDENTITY (IN ENGLISH) Aspects of French culture through a set of key concepts that cut across French history, politics, and social structures. Prerequisite: 2nd year standing	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:** This course is designed to address aspects of French culture through a set of key concepts that cut across French history, politics, social structures and culture. These concepts provide the background for understanding some of the contentious issues that have defined contemporary debates in France about who is – and should be – French, and about the nature of Frenchness itself. This course will be suitable for students in French, History, Political Science, International Relations or European Studies, among others.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** **Effective Session** W **Term** 1 **Year** 2009	**Date:** November 5, 2008 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: **FREN 481 (3/6) D** STUDIES IN LITERATURE AND THE ARTS Prerequisite: one of FREN 320 or 321 or 330	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:** FREN 420 (Studies in Literature and Culture) is an umbrella course that has included a very wide variety of topics. While students are well aware of the actual topic or topics being taught in any given term from the departmental course booklets and web site, this information does not appear on their transcripts, since the only difference between the several versions of the course is a distinguishing letter attached to the course number. At present we are up to FREN 420K. Future employers and graduate school admission committees have no way of knowing what our students have actually studied under the rubric of FREN 420, and the University Calendar does not accurately reflect the range of, often innovative, thematic courses that we offer.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** **Effective Session** W **Term** 1 **Year** 2009	**Date:** November 5, 2008 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: **FREN 482 (3/6) D** STUDIES IN LITERATURE AND PHILOSOPHY Prerequisite: one of FREN 320 or 321 or 330	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:** FREN 420 (Studies in Literature and Culture) is an umbrella course that has included a very wide variety of topics. While students are well aware of the actual topic or topics being taught in any given term from the departmental course booklets and web site, this information does not appear on their transcripts, since the only difference between the several versions of the course is a distinguishing letter attached to the course number. At present we are up to FREN 420K. Future employers and graduate school admission committees have no way of knowing what our students have actually studied under the rubric of FREN 420, and the University Calendar does not accurately reflect the range of, often innovative, thematic courses that we offer.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** **Effective Session** W **Term** 1 **Year** 2009	**Date:** November 5, 2008 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: **FREN 483 (3/6) D** STUDIES IN LITERATURE AND HISTORY Prerequisite: one of FREN 320 or 321 or 330	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:** FREN 420 (Studies in Literature and Culture) is an umbrella course that has included a very wide variety of topics. While students are well aware of the actual topic or topics being taught in any given term from the departmental course booklets and web site, this information does not appear on their transcripts, since the only difference between the several versions of the course is a distinguishing letter attached to the course number. At present we are up to FREN 420K. Future employers and graduate school admission committees have no way of knowing what our students have actually studied under the rubric of FREN 420, and the University Calendar does not accurately reflect the range of, often innovative, thematic courses that we offer.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** **Effective Session** W **Term** 1 **Year** 2009	**Date:** November 5, 2008 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: FREN 495 R (3/6) D RESEARCH SEMINAR IN FRENCH Research on critical topics related to selected literary works. Limited Enrolment: required of Honours, but open to Majors students in French. May be taken twice for credit, with different content, to a maximum of 6 credits. Prerequisite: one of FREN 320 or 321 or 330	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=FREN **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:** This course will fill the gap in the Department's course offerings left by the abolition of FREN 300 some years ago, but will involve more student research, including the use of print and online data bases. It will involve library research including the use of serials. It will familiarize students with many of the resources of UBC's libraries and satisfy the Faculty's new programme requirement for a research intensive course.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 221 (3-12) d Intermediate Dene (Athapaskan) Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 122 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 222 (3-12) d Intermediate Dene (Athapaskan) Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 221 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 231 (3-12) d Intermediate Tsimshianic Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 132 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 232 (3-12) d Intermediate Tsimshianic Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 231 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 241 (3-12) d Intermediate Wakashan Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 142 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 242 (3-12) d Intermediate Wakashan Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 241 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 251 (3) Intermediate Haida Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 152 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 252 (3) Intermediate Haida Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 251 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 261 (3) Intermediate Ktunaxa (Kootenay) Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 162 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 262 (3) Intermediate Ktunaxa (Kootenay) Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 261 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 291 (3-12) d Intermediate Indigenous Language I Emphasis on increasing fluency in conversational ability, enhancing pronunciation and comprehension skills, expanding vocabulary, extending literacy and grammatical understanding, and further study of oral traditions in their cultural context. Not offered every year. *Prerequisite:* FNLG 192 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: FNLG** **Faculty Approval Date:** **Effective Session 2009W Term _1__** **Year___ for Change**	**Date: Oct 21, 2008** **Contact Person: Dr Patricia A. Shaw** **Phone: 822-2512** **Email: shawpa@interchange.ubc.ca** **Or mgardin@interchange.ubc.ca**
Proposed Calendar Entry: FNLG 292 (3-12) d Intermediate Indigenous Language II Continued focus on the diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use. Not offered every year. *Prerequisite:* FNLG 291 in the same language.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** The calendaring of second year course sequences in these languages provides for a full sequence of 12 credits in each First Nations language group to be officially accredited at UBC. This establishes the requisite framework for any First Nations language to satisfy the UBC Faculty of Arts Language Requirement. Further, this system will greatly facilitate the designation of appropriate transfer credits from other institutions by ensuring a uniquely identifiable course number that will differentiate the several First Nations languages indigenous to Canada.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: First Nations Languages** **Faculty Approval Date:** **Effective Session 09W Term 1** **Year___ for Change**	**Date: November 4, 2008** **Contact Person: Dr. Patricia A. Shaw** **Phone: 2-2512** **Email: shawpa@interchange.ubc.ca**
Proposed Calendar Entry: **FNLG 480 (3-12) d Endangered Language Documentation and Revitalization** Critical study of the historical, social, cultural, political, and economic factors impacting on language loss, retention, and revival. Research on and application of methodologies for collaborative, trans-disciplinary, community-based documentation and revitalization of BC's Indigenous linguistic heritage.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** new course **Rationale:** This course was piloted as part of the UBC Aboriginal Languages and Literacies Institute in 2006 (http://alli.arts.ubc.ca). It was very positively received at that point and there have been repeated requests for a course on this topic to be offered on a regular basis. Given the critically endangered state of all 32 First Nations languages indigenous to British Columbia, this is an issue of prime importance to First Nations individuals and communities in our province. Underscoring the critical importance of enhancing UBC's curriculum content with respect to Aboriginal languages, the UBC Aboriginal Strategic Plan (22 Oct 2008 draft, http://aboriginal.ubc.ca/) specifically recommends (§5.4): "The stabilization, documentation, and recovery of Aboriginal languages are often cited as among the most important priorities for communities. UBC should continue to develop its contributions in this area in both research and instruction, wherever possible." Further, the UBC TREK 2010 vision statement aims to "Continue to develop community-based programs in partnership with Aboriginal peoples, and seek to address their learning needs and aspirations, including the preservation of indigenous languages." This course directly responds to that commitment, along with the TREK goals to "expand UBC's engagement with Aboriginal communities, especially in British Columbia", and to develop "strategies for the recruitment and retention of Aboriginal students at UBC". Finally, in accordance with TREK Pillar #1, this course will serve not only Aboriginal students,

	but will provide all UBC students with an educational opportunity that will help "foster a social awareness and global responsibility" in "encourag[ing] students to learn more about Aboriginal issues and perspectives through courses in First Nations culture and history." Indeed, the status of BC's endangered languages is receiving significant attention on the global stage. The National Geographic (Oct. 2007; news.nationalgeo-graphic.com/news/ 2007/09/070918-languages-extinct.html) identifies the aboriginal languages of the Pacific Northwest as one of 5 linguistic areas *of the world* at greatest risk of language extinction. The media response to this, both internationally and locally, has been prolific (New York Times 19-07-2007, 23-09-2007; APTN documentary; etc.). This course will contribute importantly to ensuring that UBC students are not only informed about these concerns, but can engage in meaningful research opportunities to develop constructive, collaborative responses to these critical issues.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: History** **Faculty Approval Date:** **Effective Session W; Term 2;** **Year 2009-10 for Change**	**Date: October 31, 2008** **Contact Person: Anne Gorsuch/Tamara Myers** **Phone: Gorsuch: 2-5073; Myers: 2-5161** **Email: gorsuch@interchange.ubc.ca; tamara.myers@ubc.ca**
Proposed Calendar Entry: HIST 418 (3) The 1960s in Global Perspective The history of the 1960s from a transnational perspective: culture, social change, student activism and global conflict.	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** This is a new course that treats one of the most iconic eras of our time. While several courses contain limited material on the 1960s the coverage is often from a national or regional perspective. This will be the only History course to focus specifically on the 1960s, and it will do so across geographic boundaries. A thematic foray into the 1960s, this course will fill a need for global comprehension of vital developments such as the Cold War and the Vietnam War, social and political protest movements for civil rights, feminism, peace, liberation, and independence, as well as countercultural movements.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts **Department: History** **Faculty Approval Date:** **Effective Session W; Term 1;** **Year 2009-10 for Change**	**Date: November 3, 2008** **Contact Person: Paige Raibmon** **Phone: 604 822-5163** **Email: p.raibmon@ubc.ca**
Proposed Calendar Entry: HIST 469 (3) Aboriginal Title in British Columbia: History and Legacy Colonial land policy, Indigenous resistance and organizing, treaties, and court decisions. Some previous knowledge of Indigenous history is strongly recommended.	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** To regularize a course offering previously taught under a "topics" rubric. The subject of this course is not duplicated elsewhere in the university and has a high level of significance and relevance for UBC students. It also fits with the dept. of history's and faculty of arts' commitment to deepening their programs in Indigenous studies.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Linguistics** **Faculty Approval Date:** Effective Session Winter Term 2 Year 2008 for Change	**Date: 29 August 2008** **Contact Person: Eric Vatikiotis-Bateson** **Phone: 7-5468** **Email: evb@interchange.ubc.ca**
Proposed Calendar Entry: LING 209 (3) Clinical topics in Speech, Language and Hearing Sciences Introduction to Speech and Hearing Sciences with emphasis on the clinical perspectives of Audiology and Speech Pathology.	**URL:** NA **Present Calendar Entry:** NA **Type of Action:** Add new second year course in Clinical Speech Science to be taught in collaboration with clinical professionals. **Rationale:** The addition of two introductory speech science courses was mandated by the University Investment Fund grant awarded to the linguistics department in 2008. Working in collaboration with the School of Audiology and Speech Science, this course will provide better preparation for the Speech Science Major while reaching larger audiences early in their academic careers at UBC.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2009**	**Date: October 1, 2008** **Contact Person: Jim Enns** **Phone: 822-6634** **Email: jenns@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 331 (3)** FORENSIC PSYCHOLOGY. The application of psychological theory and research to legal issues and the criminal justice system. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102, or (c) six credits of 200-level Psychology (but not 205 or 263).	**Present Calendar Entry:** none **Type of Action:** New course **Rationale:** PSYC 331 will focus on the implications of theory and research in psychology for the criminal justice system. Currently, forensic psychology has only been taught as an advanced undergraduate seminar that runs both terms (PSYC 430). Since that course was first proposed, there has been much expansion in the field, new textbooks are available, and there has been considerable interest among students, making a larger lecture course warranted. The former course PSYC 430 is now being proposed as a more advanced course that will not overlap with 331, with 331 as prerequisite for 430. Several faculty members in the Psychology Department are experts in forensic psychology. This topic is briefly introduced in PSYC 100 (Introductory Psychology), but will be covered in this proposed course in much greater depth. **ID Number for Supporting Documents**: PSYC 331-NEW PSYC 331-BUDGET IMPACT PSYC 331-LIBRARY CONSULT PSYC 331-DEPT CONSULT (Sociology) PSYC 430-NEW

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2009**	**Date: October 1, 2008** **Contact Person: Jim Enns** **Phone: 822-6634** **Email: jenns@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 431 (3)** SPECIAL TOPICS IN FORENSIC PSYCHOLOGY. Selected topics is psychological theory and research applied to the criminal justice system. Prerequisite: PSYC 331	**Present Calendar Entry:** **PSYC 430 (6)** FORENSIC PSYCHOLOGY. The implications of theory and research in psychology for the criminal justice system. Prerequisite: Either (a) PSYC 100 or (b) all of PSYC 101, PSYC 102, or six credits of 200-level Psychology (but not 205 or 263). **Type of Action:** Subdivide into two 3 credit courses and change in title and prerequisites. **Rationale:** The current PSYC 430 (6) is proposed for subdivision into two 3-credit courses (a) to increase flexibility in student scheduling, (b) to reflect the growth in research and theory that has occurred in the field, and (c) to accommodate increasing student interest in the topic. The introductory course PSYC 330 will focus on the implications of theory and research in psychology for the criminal justice system. PSYC 430 is now offered as a more advanced course that will not overlap with 330, the prerequisite for 430. Unlike 330, the readings for this course will all be original articles, and the readings will be discussed in an advanced seminar format. Several faculty members in the department are experts in forensic psychology. **ID Number for Supporting Documents**: PSYC 430-NEW PSYC 430-BUDGET IMPACT PSYC 430-LIBRARY CONSULT PSYC 430-DEPT CONSULT (Sociology) PSYC 330-NEW

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Dept:** Women's and Gender Studies **Faculty Approval Date:** **Effective:** 2009W Term 1	**Date:** Nov. 24 2008 **Contact Person:** Wendy Frisby **Phone:** 2-3018 **Email:** frisby@interchange.ubc.ca
Proposed Calendar Entry: **WMST 101 (3) Gender, Knowledge, Sex and Power** An overview of feminist debates and theoretical traditions. Credit will not be granted for both WMST 100 and 101. **WMST 102 (3) Feminist Perspectives on Local to Global Issues** Feminist theory and practice, focusing on contemporary issues. Credit will not be granted for both WMST 100 and 102.	**Present Calendar Entry:** ~~**WMST 100 (6) Introduction to Women's Studies**~~ ~~An interdisciplinary exploration of the situation of women in Canadian society, both past and present. Theoretical analyses, research, and literary sources are used to broaden understanding of the determinants of women's experience, with a focus on the Canadian Context.~~ **Type of Action:** creating two new courses **Rationale:** Women's and Gender Studies students and faculty strongly supported this change during our Curriculum Review as a way of increasing accessibility to introductory courses. In conjunction with our curriculum review, we conducted student surveys that indicated that students wanted increased flexibility by having the option to take 3 or 6 credits of WMST in first year. Based on our student survey, students reported overlap with our current WMST 100 and WMST 205 (Women in Canada from the 16th Century to 1920) and WMST 210 (Women in Canada from 1920 to the Present). Introductory Canadian content will be retained in WMST 101 & 102 but we feel it is important to situate the Canadian context within a broader global perspective that can be pursued further in 2nd, 3rd, and 4th year.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Interdisciplinary **Faculty Approval Date:** **Effective Session _W_ Term _1_ Year_2009_ for Change**	**Date:** 15 September 2008 **Contact Person:** Daniel Vickers **Phone:** 827-3560 **Email:** dvickers@interchange.ubc.ca
Proposed Calendar Entry: **Minor in Law and Society** The Law and Society Minor is a multidisciplinary program, situating the study of legal structures, rules and institutions within their full social, historical, economic, and political contexts. The Minor comprises LASO 200 and at least 27 and no more than 39 credits from courses set out below. The names of advisors and affiliated faculty can be obtained on the website of the Department of History http://www.history.ubc.ca/. Students undertaking a Minor in Law & Society must complete a program advising form with the Law and Society Advisor in the Department of History at the beginning of the semester in which they register in LASO 200. **Students must ensure they have prerequisites for courses they plan to take for the Minor.** FIRST AND SECOND YEAR • LASO 200. • A minimum of 9 additional credits that are pre-requisite to one or more of the course uses to satisfy the third and fourth year minor requirements. THIRD AND FOURTH YEAR A minimum of 18 credits from the following, no more than 12 of which may be in the same subject area: • ANTH 471 • CLST 308, 400, 500 • RELG 308, 313, 335, 336, 448 • HIST 432, 476 • IEST 531, 541 • LAW 316, 307, 341, 342 • PHIL 230, 330, 334, 335, 338, 363,	**Present Calendar Entry:** N.A. **Type of Action:** New program. **Rationale:** In recent years, scholars from many fields and academic institutions have grown increasingly interested in the place of law in social, political, economic and cultural life. The academic community at UBC has been long involved in the development of this emerging field. UBC is home to a lively, diverse, and vibrant Law and Society community encompassing established scholars, junior academics, and students in many disciplines. In early 2007, because of growing interest in law and society teaching and research, faculty at UBC began exploring possibilities for expanding the current Law and Society program at UBC. This working group now proposes the creation of an interdisciplinary Law and Society Minor. The proposed minor would enhance and expand existing Law and Society initiatives at UBC, strengthen a significant research field, and provide undergraduates with highly attractive learning opportunities. As a first step toward development of the Minor program, we propose to offer an interdisciplinary "core" course specifically developed to focus on the interaction of law and society. Drawing from theoretical and methodological insights that cross-cut the social sciences and humanities, these concepts will provide a basis for understanding legal behavior and institutions. As the program develops, other interdisciplinary core courses may be developed at the third and fourth year level. The minor will be built primarily from existing

THE UNIVERSITY OF BRITISH COLUMBIA

431, 452 • POLI 376 • SOCI 250, 360, 369, 470 • WMST 301, 303, 326, 402	courses offered in a range of Departments in the Faculty of Arts. Many courses already contain a significant law content and address key law and society issues including: Canadian constitutional development, human rights, social and legal theory, crime and criminal law, legal regulation, and public policy and jurisprudence. The introductory core course will serve as a foundation, introducing students to framework questions concerning the role of law and the relationships between law and society. With this background students will derive greater benefit from the more specialized courses forming part of the Minor. See attached Proposal for greater detail on the development and contours of this Minor.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** **Faculty Approval Date: October 23, 2008** **Effective Session: 2009 Winter**	**Date: November 28, 2008** **Contact Person: Dr. Janet Giltrow** **Phone: 2-3247** **Email: giltrow@interchange.ubc.ca**
Proposed Calendar Entry: All students in the Bachelor of Arts and Bachelor of Fine Arts programs must complete the following: 1. the Faculty of Arts **Writing and Research requirement,** 2. the Faculty of Arts Language requirement; 3. the Faculty of Arts Science requirement; and 4. the Faculty of Arts Literature requirement. Each requirement is specified in more detail below. Students are encouraged to complete requirements **2, 3 and 4** - and must complete the Writing component of requirement 1 - in their first 60 credits. Students who fail to meet the first-year **Writing component of the Writing and Research** requirement before completing 60 credits in their degree will not be permitted to register in courses other than **those which satisfy the Writing component of the Writing and Research requirement until this component of the** requirement is satisfied. …All students in the Bachelor of Music program must complete the Faculty of Arts **Writing and Research** requirement, and the Literature Requirement.	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,55 **Present Calendar Entry:** All students in the Bachelor of Arts and Bachelor of Fine Arts programs must complete the following: 1. the Faculty of Arts ~~English~~ requirement, 2. the Faculty of Arts language requirement, 3. the Faculty of Arts science requirement, and 4. the Faculty of Arts literature requirement. Each requirement is specified in more detail below. Students are encouraged to complete ~~these~~ requirements in ~~the~~ first 60 credits. Students who fail to meet the ~~English~~ requirement before completing 60 Arts-eligible credits will not be permitted to register in courses other than first-year ~~English~~ until this requirement is satisfied. … All students in the Bachelor of Music program must complete the Faculty of Arts ~~English~~ and literature requirements. ~~English Requirement~~ ~~6 credits of first-year English or Arts One, or Coordinated Arts Program. Students admitted to the Bachelor of Arts program must take immediate steps to satisfy the English requirement.~~ ~~Students can fulfil 3 credits of the first-year English requirement by taking ASTU 150~~

THE UNIVERSITY OF BRITISH COLUMBIA

Writing and Research Requirement

The Writing and Research requirement has two components:
(1) in their first 60 credits students must successfully complete three credits of instruction in writing in the disciplines from the following: ASTU 150 (Arts Studies in Writing), CAP (Coordinated Arts Program), Arts One, English 100, or an approved equivalent.

(2) between 30 credits and graduation, but most typically in a 400-level course, students must successfully complete a Research-Intensive experience. Many students will fulfill this requirement by taking a 490 course in their major; in other cases, students can fulfill this requirement by taking a course designated as fulfilling this requirement in the course offerings of their Major or Minor.

The following notes apply:

1. **BA, BFA, and BMus students admitted to their programs prior to the 2009 Winter Session may complete the Faculty of Arts English requirement in lieu of the Writing and Research requirement. For details on this requirement please refer to the Degree Requirements section of the Faculty of Arts entry in the 2008 UBC Vancouver Calendar.**

2. **Students admitted from secondary school, with no other post-secondary educational experience, are required to attempt the first-year Writing component of the Writing and Research requirement in their first 30 credits.**

3. **The Writing component of the Writing and Research requirement may be attempted twice. Students who fail this component after a second attempt will be required to withdraw from the Faculty.**

4. **Students transferring from other**

~~instead of ENGL 112, but cannot count both ASTU 150 and ENGL 112 toward fulfilment of the 6-credit first-year English Requirement.~~

The following notes apply:

1. ~~Students admitted directly from secondary school are required to take English in their first year if eligible to do so. To be eligible, students must have written the Language Proficiency Index (LPI) examination and obtained a score of level 5. For details on this examination, and exemptions from it, see Language Proficiency Index Requirement for first-year English, below.~~

2. ~~Students admitted directly from secondary school who have not obtained a score of level 5 on the LPI should not register for more than 12 credits per term and are advised to take a non-credit course from the University Writing Centre.~~

3. ~~Students in the Faculty of Arts who do not achieve a level 5 on the LPI examination before completing 30 credits of Arts-eligible courses, taken either at UBC or another post-secondary institution, will not be permitted to register in any additional credit courses until they successfully complete the LPI.~~

4. ~~Students who are accepted on transfer from other post-secondary institutions, or who are readmitted to the Faculty after being required to discontinue, must either have met the English requirement or be eligible to enrol in first-year English before they will be permitted to register in any courses for credit.~~

5. ~~Students who do not complete 6 first-year English credits in their first 60 Arts-eligible credits, taken either at UBC or another post-secondary institution, will not be permitted to enrol in courses other than first-year English until the English requirement is met.~~

institutions or from other UBC faculties to the Faculty of Arts will be required to have met the Writing Component of the Writing and Research Requirement prior to admission or to register in their first term in UBC Arts in a course which fulfills this component of the Writing and Research requirement. For the purposes of transfer students, English 112 and its articulated equivalents shall be deemed as meeting the Writing component of the requirement.

5. **Transfer students admitted to Year 2 and 3 in 2009 Winter and Year 3 in 2010 Winter must be complete the Faculty of Arts English requirement in lieu of the Writing and Research requirement. For details on this requirement please refer to the Degree Requirements section of the Faculty of Arts entry in the 2008 UBC Vancouver Calendar.**

6. ~~Students who fail a first-year English course (i.e., ENGL 110, 111, 112, 120, 121, or ASTU 150) may repeat that course once only.~~

7. ~~Once admitted to UBC, students will not normally be permitted to satisfy the~~

Type of Action:
Change in degree requirements.

Rationale:
Committed to improving undergraduates' opportunities to participate in the research culture of the university, the Faculty of Arts is phasing in a 9-CR Writing and Research requirement which extends from Year One to Year Four. This proposal addresses Phase Two of the requirement's implementation.

In Phase One (approved by Senate, April 16, 2008), Arts introduced

ASTU 150, Arts Studies in Writing (3 CR): Writing and reading in the social sciences and humanities, focusing on practices which the research disciplines share, and those which differentiate them.

In Phase One, ASTU 150 took its place alongside the Coordinated Arts Program (CAP), Arts One, and ENGL 110, 111, 120, 121 (literature courses) and English 112 (Strategies for University Writing): courses which individually or in combination fulfill the Faculty's current 6-CR First-Year English requirement. Under current requirements, students cannot take both ENGL 112 and ASTU 150 to fulfill their 6-CR First-Year English requirement. This stipulation recognizes that both ENGL 112 and ASTU 150 are writing courses.

Phase Two, presented in this proposal, replaces the current 6-CR First-Year English requirement with the Writing and Research requirement, the first component of which is the 3-CR first-year Writing requirement. Phase Two recognizes the curricular distinction between ASTU 150 and ENGL 112. While ASTU 150 specifies a course of studies focusing on writing in the disciplines, ENGL 112 provides for a general approach to student writing, without specifying a focus on

	reading and writing in the research disciplines: ENGL 112 (3) Strategies for University Writing Study and application of the principles of university-level discourse, with emphasis on expository and persuasive writing. Accordingly, for a two-year transition period only, ENGL 112 will fulfill the 3-CR first-year Writing component of the Writing and Research requirement. After that period, ENGL 112 will no longer fulfill this requirement. (This provision is covered in Note 4 in the proposed calendar change.) Phase Two also puts in place the Year-Four component of the Writing and Research requirement. Many students in Arts already enjoy a research-intensive experience in the upper years. The new requirement ensures that all students will have an opportunity to work collegially with faculty and fellow students in making a potential contribution to knowledge in their field. To accommodate students transferring into UBC Arts in their third year without having fulfilled the first-year component of the Writing and Research requirement, Phase Two anticipates development of ASTU 250, Arts Studies in Writing and the Disciplines, a more advanced version of ASTU 150. (This provision is covered in Note 3 of the proposed calendar change.) In Phase Three of the implementation of the Writing and Research requirement, Arts will introduce a 3-CR Writing-Intensive (W-I) requirement, typically to be fulfilled in Year Three in the student's major or minor. W-I courses will be current offerings re-designed to put students' reading and writing at the centre of interaction and to involve students in the practices, values, and issues in research in their field. Arts plans to introduce the W-I provision in 2010/2011, completing implementation of the 9-CR Writing & Research requirement.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** **Effective Session** 2009W **Term** 1 **Year** 2009 **for Change**	**Date:** November 25, 2008 **Contact Person:** Maija Norman **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
Proposed Calendar Entry: Study of the necessary languages should begin as early as possible in a student's academic career. A good foundation in language studies is a prerequisite for admission to graduate studies. Those who do not have the necessary preparation when they apply will be asked to make up this deficiency. Credit is not normally given to graduate students for such preparatory work. **Majors hosted by the Department of Asian Studies may be declared upon completion of 27 credits.**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,62 **(**Last paragraph of the introduction) **Present Calendar Entry:** Study of the necessary languages should begin as early as possible in a student's academic career. A good foundation in language studies is a prerequisite for admission to graduate studies. Those who do not have the necessary preparation when they apply will be asked to make up this deficiency. Credit is not normally given to graduate students for such preparatory work. **Type of Action:** New course **Rationale:** In response to the motion passed at the October 9 Faculty of Arts meeting, our department discussed this at a meeting of the regular faculty and voted unanimously that students be allowed to declare a major in Asian Studies after accumulating 27 credits.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: C.E.N.E.S.** **Faculty Approval Date:** **Effective Session __1__ Term _W__ Year__2009_ for Change**	**Date: 7 November 2008** **Contact Person: G. Winthrop-Young** **Phone: 2-6403** **Email: winthrop@interchange.ubc.ca**
Proposed Calendar Entry: **A Major in German may be declared upon completion of 27 credits.** "Students are allowed to declare their major when they have accumulated 27 credits". [This new ruling is to be added to the current calendar entry prior to sentence" "Students with secondary-school German or German-language background are required to contact the Department and to take a placement test before the beginning of classes."]	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,685 (see also p. 141 in printed version) **Present Calendar Entry:** **Major in German** **First and Second Years** Students choose one of the following sequences depending upon their previous knowledge of the language: • no previous knowledge: GERM 100, 110; 200, 210; • with German 11 or 12, or with untutored knowledge: GERM 200, 210; or 300, 310; or 213, 313. Students with secondary-school German or German-language background are required to contact the Department and to take a placement test before the beginning of classes. Students with a superior level of proficiency in German will replace 12 credits of language with German literature or cultural studies courses. In no case may a student take more than one German language course in the same semester as another, with the exception of GERM 314 (Business German). **Type of Action:** Change regulation as to when students can declare a German major. **Rationale:**

	In keeping with the motion passed by the Faculty of Arts on May 6, 2008, '[t]hat all students shall declare a major before they have accumulated 72 credits; and that they shall either be allowed or required to declare their major when they have accumulated 27, 42, or 54 credits," this new ruling is designed to allow students to declare their German major as early as possible.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Geography **Faculty Approval Date:** **Effective Session winter Term 1** **Year 2009 for Change**	**Date:** August 2008 **Contact Person:** Sally Hermansen **Phone:** 2-5970 **Email:** sallyh@geog.ubc.ca
Proposed Calendar Entry: The Department of Geography offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, Bachelor of Arts, Master of Science, and Bachelor of Science. The Bachelor of Arts program includes a Major in Geography (Human Geography), and a Major in Geography (Environment and Sustainability). The Bachelor of Science offers a Program in Biogeosciences. For information on graduate programs, see Geography in the Graduate Studies section. The Department participates in several interdisciplinary programs. **Students may declare their Major in Geography (Environment and Sustainability) or Major in Geography (Human Geography) after completing 54 credits, and must do so before completing 72 credits.** The Department circulates its own booklet, "A Guide to Geography", which gives detailed information about the programs offered by the Department. It also produces a guide called "Geography Graduate Courses". Interested students should contact the Department for copies. Details about current offerings and course information can also be found on the Department http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79. **Major in Geography (Human Geography)** **First and Second Years** **Students must take at least 9 credits from GEOG 121, 122, 210, or 290; and 6 credits from: GEOB 102, 103.** **GEOB 270 taken in 2nd year will satisfy the Research & Methods (A) requirement (see following page) but does not count toward 30 credit upper division course requirement**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79 **Type of Action:** Program change. **Present Calendar Entry:** The Department of Geography offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, Bachelor of Arts, Master of Science, and Bachelor of Science. ~~See the Faculty of Science for information regarding the Bachelor of Science and Atmospheric Science, a program offered co-operatively by the Departments of Geography and Earth and Ocean Sciences~~. For information on graduate programs, see Geography in the Graduate Studies section. The Department ~~also collaborates with Archaeology, Canadian Studies, Arts Studies, European Studies, International Relations, Latin American Studies, Urban Studies, and Women's Studies. In March~~, the Department circulates its own booklet, "A Guide to Geography", which gives detailed information about the programs offered by the Department. It also produces a guide called "Geography Graduate Courses". Interested students should contact the Department for copies. Details about current offerings and course information can also be found on the Department website. ~~**Major in Geography**~~ ~~**First and Second Years**~~ ~~Students must take at least 6 credits from: GEOG 121, 122, 210, and 290; and at least 6 credits from GEOG 101, 102, 103, 200, 204, 206, and 207.~~

THE UNIVERSITY OF BRITISH COLUMBIA

Third and Fourth Years

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

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

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

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

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

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

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

NATURE AND SOCIETY
At least 6 credits from: 310, 312, *315,* **316, 317, 318, 319,** *361*, *363, 395*, **410,** *419*, **412, 423,** *460*, *464*, *496*, **497**

RESEARCH AND METHODS
At least 12 credits: incl. 3 credits from each of A, B, and C
A: 270, 370, 372, 373, 374
B: *315*, **345, 371,** *440*
C: one of (seminar course) GEOG 410, *412*, *423*, *424*, *426*, *440*, **446,** *453*, *456*, *457*, *468*, *481*, *484*, *495, 496* **or one of (research course) 419,** *429*, **439, 447, 450, 459, 469, 479, 489, GEOB 472**

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

~~**Third and Fourth Years**~~

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

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

Rationale:

The changes to the Major in Human Geography respond to the substantial intellectual changes that have occurred in Human Geography in the last two decades. The structure of the department major has barely changed in 30 years and a new approach is overdue. This program identifies three central thematic areas of geographical inquiry and requires students to take at least two courses in each. It also responds to the challenge of introducing research experience into the undergraduate curriculum, by making integral to the degree a considerable concentration of the methods/skills required for research as well as research itself. In this way former "Techniques" requirements are structured and brought more fully into the conceptual design of the Human Geography Program.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department:** Geography **Faculty Approval Date:** **Effective Session winter Term 1** **Year 2009 for Change**	**Date:** August 2008 **Contact Person:** Sally Hermansen **Phone:** 2-5970 **Email:** sallyh@geog.ubc.ca
Proposed Calendar Entry: Honours in Geography The Honours program in Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation). Students who are interested in the Honours program should consult the Department before the end of their third year. **Students may declare their Honours Program in Geography after completed 54 credits and must do so before completing 72 credits.** Individual Honours programs require the approval of the Department. The total number of Honours students may be restricted to match available teaching resources. First and Second Years As for Major in Geography (Human Geography). Third and Fourth Years At least 48 credits of Geography courses numbered 300 and above, as follows: • **3 credits from GEOG 345** • **3 credits from one of: GEOB 270, 370, 372, 373, or GEOG 374** • **3 credits from one of: GEOG 371, 440, 456** • **9 credits from Geography fourth-year seminar and research courses (must be taken in the student's fourth year) seminar: GEOG 410, 412, 423, 424, 426, 446, 453, 456, 457, 468, 481, 484, 495, 496 research GEOG 419, 450, GEOB 472, 479** • **18 credits, 6 from each theme including at least one course with substantial focus on an area beyond North America (eligible**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,79 **Type of Action:** Program change. **Present Calendar Entry:** Honours in Geography The Honours program in Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation). Students who are interested in the Honours program should consult the Department before the end of their second year or at the beginning of their third year. Individual Honours programs require the approval of the Department. The total number of Honours students may be restricted to match available teaching resources. First and Second Years As for Major. Third and Fourth Years 48 credits of Geography courses numbered 300 and above, as follows: • ~~9 credits from methodology and techniques courses: GEOG 345, plus 6 credits from 371, 372, 373, 374, 376, 379, 471, 472, 475~~ • ~~3 credits from courses on major world regions: GEOG 380, 391, 395, 496~~ • ~~9 credits from: GEOG 31x, 32x, 35x, 36x~~ • ~~9 credits from Geography fourth-year seminar courses~~[2] ~~(must be taken in the student's fourth year)~~ • 18 additional credits Minor in Geography

courses are marked *)

CULTURES AND PLACES
At least 6 credits from: *321*,* **327, 328**, *329, 352*, 380*,* **390,** *391*, 395, 419*, **422, 423**, *424, 426, 429, 440*, *456, 468, 481*, 484*,* **485*,** *493**, **494*,** *495, 496*, 497,* **499**

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

NATURE AND SOCIETY
At least 6 credits from: 310, 312, *315,* **316, 317, 318, 319,** *361*, *363*, *395,* **410,** *419*, **412, 423,** *460*, *464*, *496*, **497**

- **12 additional credits**

Total GEOG/B credits for an Honours program must be no fewer than 63 and within the 120 credits necessary for the BA, no more than 72.

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

Minor in Geography (Human Geography)

First and Second Years
As for Major.

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

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

First and Second Years
As for Major.

Third and Fourth Years
18 credits of Geography courses numbered 300 and above ~~as follows:~~

- ~~3 credits from courses on major world regions: GEOG 380, 391, 395, 496~~
- ~~6 credits from courses on key themes in geography: GEOG 31x, 32x, 35x, 36x~~
- ~~9 additional credits~~

~~Undergraduate Courses~~
~~Students choose from the following courses:~~

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

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

~~[1]The Department recommends that the courses on key themes in Geography be chosen~~

	~~from more than one of the four categories. Consult the course guide and the departmental advisor.~~ ~~[2]Each year, several 400-level courses will be run as limited-enrolment seminars, with priority in registration for Honours and Major students in Geography up to August 15. Some of these courses will be offered only in alternate years. For the current year's seminar offerings, please consult the third- and fourth-year course guide available from the Department of Geography Office.~~ ~~[3]Regional focus varies; see instructor.~~ **Rationale:** To bring honours program in line with other geography program changes, and to refine minor as an introduction to Geography without intensive research engagement.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts **Department: History** **Faculty Approval Date:** **Effective Session Winter, Term 1, Year 2009-10 for Change**	**Date: Oct. 22, 2008** **Contact Person: Daniel Vickers** **Phone: 7-3560** **Email: dvickers@interchange.ubc.ca**
Proposed Calendar Entry: **First and Second Years** Students must take 12 credits from any of the 100- or 200-level courses in History (which may include MDVL 200, WMST 205 and WMST 210), or the equivalent taken at other institutions. Students who intend to major in History are advised to include in their program some basic courses in the social sciences, and the appropriate historical surveys of: • Literature: in the various language departments • Thought: in the departments of Philosophy, Classical, Near Eastern and Religious Studies, and Political Science • The Arts: in the departments of Art History, Visual Art and Theory; Theatre, Film and Creative Writing; and the School of Music **Students may declare History as their major after completing at least 42 credits.**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,84 **Present Calendar Entry:** **First and Second Years** Students must take 12 credits from any of the 100- or 200-level courses in History (which may include MDVL 200, WMST 205 and WMST 210), or the equivalent taken at other institutions. Students who intend to major in History are advised to include in their program some basic courses in the social sciences, and the appropriate historical surveys of: • Literature: in the various language departments • Thought: in the departments of Philosophy, Classical, Near Eastern and Religious Studies, and Political Science • The Arts: in the departments of Art History, Visual Art and Theory; Theatre, Film and Creative Writing; and the School of Music **Type of Action:** add line indicating when students can declare major **Rationale:** This change is based on a request from the Associate Dean (Students)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Linguistics** **Faculty Approval Date:** Effective Session Winter Term 1 Year 2009 for Change	**Date: 30 November 2008** **Contact Person: Eric Vatikiotis-Bateson** **Phone: 7-5468** **Email: evb@interchange.ubc.ca**
Proposed Calendar Entry: [2859] The Department of Linguistics offers programs of study that lead to the Doctor of Philosophy, Master of Arts and Bachelor of Arts, and the Diploma in Linguistics. For information on the diploma program, see Diploma in Linguistics. For information on graduate programs, see Linguistics in the Graduate Studies section. The Department also collaborates with Canadian Studies, Cognitive Systems, English (Language Emphasis), First Nations Languages and Medieval Studies. For current listings, see the Linguistics Department website. **Note: Majors hosted by the Department of Linguistics may be declared upon completion of 27 credits. Declaring the Major as soon as possible is suggested for those Cognitive Systems and Speech Science students who must take PSYC 217 and/or PSYC 218 for their programs.** [2860] Major in Linguistics **...**	**URL:** http://www.students.ubc.ca/calendar/proof/edit/index.cfm?tree=12,197,282,92#2859 **Present Calendar Entry:** [2859] The Department of Linguistics offers programs of study that lead to the Doctor of Philosophy, Master of Arts and Bachelor of Arts, and the Diploma in Linguistics. For information on the diploma program, see Diploma in Linguistics. For information on graduate programs, see Linguistics in the Graduate Studies section. The Department also collaborates with Canadian Studies, Cognitive Systems, English (Language Emphasis), First Nations Languages and Medieval Studies. For current listings, see the Linguistics Department website. [2860] Major in Linguistics **...** **Type of Action:** Make explicit the option of declaring the Major after the first or second full year of study, and presenting one scenario where the major should be declared early. **Rationale:** The Linguistics department has no intrinsic interest in having students declare their majors in the 2nd year (i.e., at the end of year 1). However, Psychology has recently revised its curriculum to restrict enrollment in PSYC 217 and 218 to Majors in Psychology and the disciplines hosted by the Department of Linguistics. One or both of these second year courses are required for students pursuing the Speech Science and Cognitive Systems majors hosted by Linguistics. Psychology has agreed to allow our Majors to take these courses, hence the need for students to declare as soon as possible.

THE UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Dept:** Women's and Gender Studies **Faculty Approval Date:** **Effective:** 2009W Term 1	**Date:** 24 November 2008 **Contact Person:** Wendy Frisby **Phone:** 2-3018 **Email:** frisby@interchange.ubc.ca
Proposed Calendar Entry: **(Major)** **Third and Fourth Years** Third and fourth years of the program require that students complete: ▪ WMST 325, 326, 327, and 328 ▪ WMST 422 ▪ **WMST 480** ▪ At least **12** additional credits from WMST courses numbered 301 or above, including WMST 425[1], 450[1], or from courses eligible for credit toward a major: ANTH 312; ASIA 329, 359, 460, 464; CLST 311, 312; CSIS 300, 450; ECON 351; FMST 442; GEOG 424; FREN 419; HIST 335; POLI 329, 345, 429; PSYC 320; RELG 380, 480; RUSS 410; SOCI 312, 414; THTR 415.	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,197,282,118 **Present Calendar Entry:** **(Major)** **Third and Fourth Years** Third and fourth years of the program require that students complete: ▪ WMST 325, 326, 327, and 328 ▪ WMST 422 ▪ At least ~~15~~ additional credits from WMST courses numbered 301 or above, including WMST 425[1], 450[1], or from courses eligible for credit toward a major: ANTH/SOCI 312; ASIA 329, 359, 460, 464; CLST 311, 312; CSIS 300, 450; ECON 351; FMST 442; GEOG 424; FREN 419 or 422; HIST 335; POLI 329, 345, 429; PSYC 320; RELG 380, 480; RUSS 410; SOCI 414; THTR 415. **Type of Action:** Change WMST 480 from an elective to a required course for the Women's and Gender Studies major. **Rationale:** Requiring this practicum course meets a Women's and Gender Studies program learning outcome in the new curriculum model.

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

23 April 2009

To: Senate

From: Senate Curriculum Committee
RE: Faculty of Commerce & Business Administration and Faculty of Law Curriculum Reports

---

Attached please find new course proposals from the Faculty of Commerce & Business Administration and Faculty of Law for your consideration.

New Courses

BUSI 420

LAW 470
LAW 471

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Commerce **Department: Sauder School of Business** **Faculty Approval Date: April 15, 2009** **Effective Session __W__ Term _2__ Year__08-09_ for Change**	**Date: February 5, 2009** **Contact Person: Brian Bemmels** **Phone: 2-8372** **Email: brian.bemmels@sauder.ubc.ca**
Proposed Calendar Entry: BUSI 420 (6) d Integrated Business Leadership Pass/Fail.	**URL:** NA **Present Calendar Entry:** NA **Type of Action: New Course** **Rationale:** This is a new course to be included in the Certificate in Executive Business Leadership program. Grading is pass/fail.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Law **Department:** **Faculty Approval Date: 26 Mar. 09** **Effective Session W Term 1** **Year 2009/10 for Change**	**Date: 16 Apr. 09** **Contact Person: Joost Blom (Chair, Law Faculty Curriculum Committee)** **Phone: (604) 822-4564** **Email: blom@law.ubc.ca**
Proposed Calendar Entry: **LAW 470 (6) Innocence Project** Clinical program giving hands-on experience in reviewing claims of innocence post-conviction. Not offered each year, consult Faculty. *Co-requisites*: Both of LAW 280 and LAW 471.	**URL:** **http://www.law.ubc.ca/files/pdf/current/jd/web_files/Course_Descriptions/Course_description_report.pdf** **Present Calendar Entry: n/a** **Type of action: New course** **Rationale:** The Innocence Project program has been operating (thanks to generous outside funding) since September 2007 as a section of LAW 490 Clinical Criminal law. The other section of LAW 490 is the Criminal Clinic directed by Judge McGivern. Many students would like the opportunity to do both clinics during law school but are currently precluded from taking both as they operate using the same course number. The experiences in the two programs are very different. The Clinical Clinic offers trial experience on smaller, less serious files in Provincial Court. The Innocence Project offers experience in post-conviction review and investigation on large files involving the most serious offences. For a student interested in criminal law, the two programs complement one another and participating in both would provide experience and understanding of two key elements of the criminal file process. It is therefore appropriate that students should be able to take both.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Law **Department:** **Faculty Approval Date: 26 Mar. 09** **Effective Session W Term 1** **Year 2009/10 for Change**	**Date: 16 Apr. 09** **Contact Person: Joost Blom (Chair, Law Faculty Curriculum Committee)** **Phone: (604) 822-4564** **Email: blom@law.ubc.ca**
Proposed Calendar Entry: **LAW 471 (3-4) d Preventing Wrongful Convictions** Substantive legal principles and rules of evidence that can cause or help to prevent wrongful convictions or other miscarriages of justice. Roles of the participants in the criminal justice system. Not offered each year, consult Faculty.	**URL:** http://www.law.ubc.ca/files/pdf/current/jd/web_files/Course_Descriptions/Course_description_report.pdf **Present Calendar Entry: n/a** **Type of action: new course** **Rationale:** This course is currently offered as a seminar under LAW 482 Topics in Procedure and Evidence. When the Innocence Project began in 2007, this section of LAW 482 (at least one other section, on a different topic, is offered most years) was made a pre- or co-requisite for it. Because the Innocence Project will now be independently listed as LAW 470, and this course must be noted as a pre- or co-requisite for it, this course should receive its own Calendar entry as well.

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

30 April 2009

To: Vancouver Senate

From: Senate Curriculum Committee

RE: Graduate Proposals

Attached please find graduate proposals for your consideration.

Arts

New Courses
HIST 589
HIST 594
HIST 599
HIST 699

Commerce & Business Administration

New Courses
BA 530
BASD 505

Dentistry

New Course
DENT 599

Graduate Studies

Parchment Changes

Education

New courses and subject code:
EDCP 560
EDCP 561

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Graduate Studies **Department: History** **Faculty Approval Date: February 3, 2009** **Effective Session winter_ Term 1 ___ Year__09_ for Change**	**Date:** **Contact Person: Tamara Myers** **Phone: 2-5161** **Email: tamara.myers@ubc.ca**
Proposed Calendar Entry: HIST 589 (3) Readings in Environmental History	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale:** The addition of this new course reflects the research direction and strength of a number of History faculty. Environmental history is one of the History Department's most important "research clusters". The department has several times offered such a course under "Special Topics" (547 series) and we wish to make it a permanent course.

THE UNIVERSITY OF BRITISH COLUMBIA

Listed below are items to consider when completing the UBC Curriculum Proposal Form

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts/Graduate Studies **Department: History** **Faculty Approval Date: February 3, 2009** **Effective Session ___ Term 1** **Year_2009_ for Change**	**Date:** **Contact Person: Tamara Myers** **Phone: 2-5191** **Email: tamara.myers@ubc.ca**
Proposed Calendar Entry: HIST 594 (3) Readings in Aboriginal History	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale:** The addition of this new course reflects the research direction and strength of a number of History faculty. First Nations history is one of the History Department's most important "research clusters". The department has several times offered such a course under "Special Topics" (547 series) and we wish to make it a permanent course.

THE UNIVERSITY OF BRITISH COLUMBIA

Listed below are items to consider when completing the UBC Curriculum Proposal Form

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department: History** **Faculty Approval Date: February 3, 2009** **Effective Session ____ Term __1_ Year_2009__ for Change**	**Date:** **Contact Person: Tamara Myers** **Phone: 2-5161** **Email: tamara.myers@ubc.ca**
Proposed Calendar Entry: HIST 599 (3) MA Research Seminar	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale:** This is currently offered as HIST 547A: Special Topics in History (MA Research Seminar). The change is requested to establish it as a formal course required of all MA students. This formalization reflects recent changes to the History Graduate Program in which one research seminar was divided into two to serve MA and PhD students separately.

THE UNIVERSITY OF BRITISH COLUMBIA

Listed below are items to consider when completing the UBC Curriculum Proposal Form

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department: History** **Faculty Approval Date: February 3, 2009** **Effective Session ____ Term __1_ Year_2009__ for Change**	**Date:** **Contact Person: Tamara Myers** **Phone: 2-5161** **Email: tamara.myers@ubc.ca**
Proposed Calendar Entry: HIST 699 (3) PhD Research Seminar	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale:** This is currently offered as HIST 547B: Special Topics in History (PhD Research Seminar). The change is requested to establish it as a formal course required of all PhD students. This formalization reflects recent changes to the History Graduate Program in which one research seminar was divided into two to serve MA and PhD students separately.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Sauder School of Business **Department: MBA Programs Office** **Faculty Approval Date: 3 December 2008** **Effective Session 2008W Term 2** **Year 2009 for Change**	**Date: 11 August 2008** **Contact Person: Dale Griffin / Fran Hannabuss** **Phone: 2-0156 / 2-3426** **Email: dale.griffin@sauder.ubc.ca / fran.hannabuss@sauder.ubc.ca**
Proposed Calendar Entry: **BA 530 (1.5-18) STUDY ABROAD and EXCHANGE** This course is restricted to students in one of these programs: MBA -OR- in one of these programs: LLBMBA -OR- in one of these programs: MSCB -OR- in one of these programs: PHD with one of these specializations: ****BADM –OR- in one of these programs: MM with one of these program versions: ECMS or ECMJ* *MM ECMS or ECMJ students are limited to a maximum of 12 credits in this course.	**URL:** https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=BA&course=530A https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=BA&course=530L http://www.students.ubc.ca/calendar/courses.cfm?code=BA **Present Calendar Entry:** **BA 530 (6-18) STUDY ABR'D and EXCH** This course is restricted to students in one of these programs: MBA -OR- in one of these programs: LLBMBA -OR- in one of these programs: MSCB -OR- in one of these programs: PHD with one of these specializations: ****BADM **Type of Action:** - Increase credit range to 1.5 – 18 credits; include students in MM ECMS or MM ECMJ program. - Add long title. **Rationale:** The majority of Sauder Masters students go on Exchange for one term and take 12 credits. However, there has been some demand recently for shorter-term exchange periods. The MBA Programs Office proposes an increase in the range to allow students to take short as well as longer programs at partner institutions overseas for credit towards their Sauder Masters degree. Students in the new Master of Management (MM) program titled "Business Foundations" will be offered an

	optional Study Abroad and Exchange opportunity. When determining the credit value for Exchange, The MBA Programs Office uses course equivalencies at our partner institutions based on class contact hours. For instance, a 1.5-credit MBA module has 20 class contact hours. Therefore, a student who goes on Study Abroad and takes an MBA equivalent course with at least 20 contact hours will receive 1.5 credits; 40 contact hours would yield 3 credits, etc. During a typical semester exchange, MBA students are required to take an equivalent of 12 credits at the partner institution. This means that they need to be enrolled in courses totaling 160 contact hours. On rare occasions, some MBA students may need to take up to 18 credits on exchange in order to fulfill graduation requirements. MM ECMS or MM ECMJ students, whose graduation requirement is 30 credits, may only take a maximum of 12 credits on exchange. The availability of 1.5, 3, and 4.5 – credit Exchange course is to facilitate short-term Study Abroad where students take a 2 or 3 week intensive program earning from 1.5 to 4.5 credits depending on credit-hour equivalency.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Department: MBA Programs Office, Robert H. Lee Graduate School.** **Faculty Approval Date: 18 January 2008** **Effective Session: 2009W Term 1** **Year 2009 for Change**	**Date: 27 October 2008** **Contact Person: Dale Griffin / Fran Hannabuss** **Phone: 2-0156 / 2-3426** **Email: dale.griffin@sauder.ubc.ca / fran.hannabuss@sauder.ubc.ca**
Proposed Calendar Entry: BASD 505 (1.5) Environmental Economics, Management and Technology ▪ This course is restricted to students in one of these programs: MBA -OR- in one of these programs: LLBMBA -OR- in one of these programs: MSCB -OR- in one of these programs: PHD with one of these specializations: ****BADM -OR- in one of these programs: MBAMAA -OR- in one of these programs: MM -OR- in one of these programs: IMBA	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action: New Course.** Formalize Sustainability and Business course in Environmental Economics, Management and Technology. **Rationale:** The Sauder School of Business introduced a Specialization in Sustainability during the academic year 2006/7. A limited number of MBA modules were submitted for approval at this time; Sauder faculty planned to introduce further MBA modules as the Specialization became established. This module is about formulating business strategy with respect to managing environmental objectives. It is an elective module in the MBA Program, available to all students, but required for those students wishing to take the Specialization in Sustainability and Business.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Dentistry **Faculty Approval Date: February 19, 2009**	**DATE:** 25/02/2009 **Contact Person: Dr. Ed Putnins** **Phone: 604-822-1734** **Email: putnins@interchange.ubc.ca** **Effective Date for Change:** 05, 2009
Proposed Calendar Entry: DENT 599 (18) M.Sc. Thesis	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=DENT **Present Calendar entry:** **DENT 599 (12) Master's Thesis** **Type of Action**: Change credit value to 18 credits **Rationale:** 18 credits more accurately reflects the amount of study required to successfully complete the Master DENT 599 thesis course. Reduction in course work to 12 credits in addition to the 18 credits thesis course meets the minimum requirements to completing the Master's program of 30 credits, as well as meeting the minimum requirements for transfer to a PhD program.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department:** Dean's Office **Faculty Approval Date:** **Effective Session:** Summer_ Term 1_ Year_2009__ for Change	**Date: January 13, 2009** **Contact Person: Jim Thompson** **Phone: 7-5546** **Email: jim.thompson@ubc.ca**
Parchment change proposed for the following programs: Agricultural Economics (MSc) Ancient Culture, Religion and Ethnicity (MA) Animal Science (MSc) (PhD) Anthropology (MA) (PhD) Art Education (MA)(MEd) Astronomy (MSc) (PhD) Atmospheric Science (MSc) (PhD) Audiology and Speech Sciences (MSc) (PhD) Biochemistry and Molecular Biology (MSc) (PhD) Bioinformatics (MSc) (PhD) Biomedical Engineering (MASc) (PhD) Business Education (MA) (MEd) Cell and Developmental Biology (MSc) (PhD) Chemical and Biological Engineering (MASc) (MSc) (PhD) Chemistry (MSc) (PhD) Children's Literature (MA) Civil Engineering (MASc) (PhD) Classical Archaeology (MA) Classics (MA) (PhD) Comparative Literature (MA) (PhD) Computer Science (MSc) (PhD) Counselling Psychology (MA) (MEd) (PhD) Creative Writing (MFA) Creative Writing and Film Production (MFA) Creative Writing/Theatre (MFA) Curriculum Studies (MA) (MEd) (PhD) Curriculum Studies and Educational Administration and Leadership (MEd) Economics (MA) (PhD) Educational Administration and Leadership/Curriculum Studies (MEd) Engineering Physics (MASc) (PhD) European Studies (MA) Experimental Medicine (MSc) (PhD) Film Studies (MA) Fine Arts (MFA) (MA) (PhD) Food Science (MSc) (PhD) French (MA) (PhD) Genetic Counselling (MSc) Genetics (MSc) (PhD) Geography (MA)	**URL:** N/A **Present Parchment:** **Type of Action:** Add relevant "Primary Specialization" to parchment for listed degree programs and specializations **Rationale:** The Faculty of Graduate Studies would like to have more descriptive information included on graduate degree parchments. Currently, only a limited number of graduate programs have the field of study (primary specialization) shown on the parchment (see list at bottom of column). Instead, most parchments only indicate the degree itself (e.g. "Master of Science"). We would like graduate programs to be given the option to have the primary specialization shown on the parchment. The primary specialization would appear on the line beneath the name of the degree. An email message was sent to all graduate program advisors and copied to all graduate secretaries on Nov 17, 2008 asking if their program would like to have the primary specialization shown on the parchment. Programs were given a deadline of Dec 15, 2008 to respond. The list of programs on the left responded positively, indicating that they wished to have this change in degree parchment for their graduates. Some programs said NO. The PhD in LAIS no longer wants the primary specialization shown on the parchment. This is proposed in a separate category 2 curriculum change proposal. Please note that additional programs are

THE UNIVERSITY OF BRITISH COLUMBIA

Geological Engineering (MASc) (PhD) Geological Science (MSc) (PhD) Geophysics (MASc) (MSc) (PhD) Germanic Studies (MA) (PhD) Hispanic Studies (MA) (PhD) History (MA) (PhD) Home Economics Education (MA) (MEd) Human Development, Learning and Culture (MA) (MEd) (PhD) Human Nutrition (MSc) (PhD) Integrated Studies in Land and Food Systems (MSc) (PhD) Interdisciplinary Oncology (MSc) (PhD) Interdisciplinary Studies (MA) (MSc) (PhD) Linguistics (MA) (PhD) Mathematics (MA) (MSc) (PhD) Mathematics Education (MA) (MEd) Measurement Evaluation and Research Methodology (MA) (MEd) (PhD) Mechanical Engineering (MASc) (PhD) Medical Genetics (MSc) (PhD) Microbiology and Immunology (MSc) (PhD) Music (MA) (MMus) (DMA) (PhD) Music Education (MA) (MEd) Neuroscience (MSc) (PhD) Nursing (PhD) Occupational and Environmental Hygiene (MSc) (PhD) Oceanography (MSc) (PhD) Pathologyand laboratory Medicine (MSc) (PhD) Pharmaceutical Sciences (MSc) (PhD) Philosophy (MA) (PhD) Physical Education (MA) (MEd) Physics (MSc) (PhD) Planning (MAP) (MScP) (PhD) Plant Science (MSc) (PhD) Political Science (MA) (PhD) Psychology (MA) (PhD) Rehabilitation Sciences (MSc) (PhD) Religious Studies (MA) (PhD) Reproductive and Developmental Sciences (MSc) (PhD) Resource Management and Environmental Studies (MA) (MSc) (PhD) School Psychology (MA) (MEd) (PhD) Science Education (MA) (MEd) Social Studies Education (MA) (MEd) Sociology (MA) (PhD) Soil Science (MSc) (PhD) Special Education (MA) (MEd) (PhD) Statistics (MSc) (PhD) Technology Studies Education (MA) (MEd) Vocational Rehabilitation Counselling (MA) Zoology (MSc) (PhD)	considering the change and will come forward in later curriculum reports. The following graduate programs already have the primary specialization included in the degree parchment: MA in Special Education MA in School Psychology MA in Measurement, Evaluation, and Research Methodology MA in Human Learning, Development and Instruction MA in Counseling Psychology MED in Special Education MED in School Psychology MED in Measurement, Evaluation, and Research Methodology MED in Human Learning, Development and Instruction MED in Counseling Psychology MN in Nurse Practitioner PHD in Special Education PHD in School Psychology PHD in Occupational and Environmental Hygiene PHD in Measurement, Evaluation, and Research Methodology PHD in Library, Archival and Information Studies PHD in Human Learning, Development and Instruction PHD in Counseling Psychology

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department: Dean's Office** **Faculty Approval Date:** **Effective Session _Summer_ Term 1_ Year_2009__ for Change**	**Date: January 13, 2009** **Contact Person: Jim Thompson** **Phone: 7-5546** **Email: jim.thompson@ubc.ca**
	URL: N/A **Present Parchment:** **Type of Action:** Remove listing of "Primary Specialization" from parchment for PhD program in Library and Archival Studies **Rationale:** The Faculty of Graduate Studies would like to have more descriptive information included on graduate degree parchments. Currently, only a limited number of graduate programs have the field of study (primary specialization) shown on the parchment (see list at bottom of column). Instead, most parchments only indicate the degree itself (e.g. "Master of Science"). We would like graduate programs to be given the option to have the primary specialization shown on the parchment. The primary specialization would appear on the line beneath the name of the degree. An email message was sent to all graduate program advisors and copied to all graduate secretaries on Nov 17, 2008 asking if their program would like to have the primary specialization shown on the parchment. Programs were given a deadline of Dec 15, 2008 to respond. In response to the request from Graduate Studies, the graduate program in Library and Archival Studies requested that the parchment for the PhD in LAIS no longer display the primary specialization.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: Curriculum and Pedagogy** **Faculty Approval Date: November 4, 2008** **Effective Session __09S__ Term __1_ Year_2009__ for Change**	**Date: Sept. 10, 2008** **Contact Person: Stephen Petrina** **Phone: 604-822-5325** **Email: stephen.petrina@ubc.ca**
Proposed Calendar Entry: **EDCP 560 (3) Scholarship of Curriculum Practice in Higher Education**	**URL: N/A** **Present Calendar Entry: N/A** **Type of Action: NEW COURSE** **Rationale:** The proposed course provides students an opportunity to investigate current literature, research and practice in the developing field of curriculum practice, development and programming in the higher education context. This course provides an additional elective for students studying curriculum, pedagogy and the higher education context. This complements the parallel course proposed in the scholarship of teaching and learning in the higher education context.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: Curriculum and Pedagogy** **Faculty Approval Date: November 4, 2008** **Effective Session __09S__ Term __1_ Year_2009__ for Change**	**Date: Sept. 10, 2008** **Contact Person: Stephen Petrina** **Phone: 604-822-5325** **Email: stephen.petrina@ubc.ca**
Proposed Calendar Entry: **EDCP 561 (3) Scholarship of Teaching & Learning in Higher Education**	**URL: N/A** **Present Calendar Entry: N/A** **Type of Action: NEW COURSE** **Rationale:** The proposed course provides students an opportunity to investigate current literature, research and practice in the developing field of scholarship of teaching and learning in the higher education context. This course provides an additional elective for students studying curriculum, pedagogy and the higher education context. This complements the parallel course proposed in the scholarship of curriculum practice in the higher education context.

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

23 April 2009

To: Senate

From: Senate Curriculum Committee

RE: College of Health Disciplines Curriculum Report

Attached please find new course proposals from the College of Health Disciplines for your consideration.

New Courses

IHHS 411
IHHS 480

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: **Department: College of Health Disciplines** **Faculty Approval Date: 2009/04/08** **Effective Session: W Term 1** **Year 2009 for Change**	**Date:2009/04/09** **Contact Person: Tony Flavell, Lynda Eccott** **Phone: 2-7359, 2-0733** **Email: tflavell@interchange.ubc.ca** **eccott@interchange.ubc.ca** **URL: n/a** **Present Calendar Entry: none**
Effective September 8, 2009 **Proposed Calendar Entry:** **IHHS 411 (3) Violence Across the Lifespan** Interprofessional learning about violence in families across the lifespan. Intersections of race, class and gender; the long-term impact of childhood exposure to violence; and prevention-focused initiatives receive particular emphasis.	**Type of Action: New course** **Rationale:** Offered as SOWK440D/NURS410P since Fall 2002. To reach a wider Health and Human Services (HHS) student base, the College of Health Disciplines will host this course under a new course number (IHHS 411). It continue to be maintained by OLT as one of their distance education courses. The complex, sensitive, and pervasive problem of violence in families is of critical relevance to all HHS professionals. Moreover, interprofessional collaborative practice is increasingly acknowledged as being the best means of delivering effective healthcare in complex contexts - such as family violence. Hence this topic is taught interprofessionally, in order to provide the skills and knowledge to practice interprofessionally.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: **Department: College of Health Disciplines** **Faculty Approval Date: 2009/03/31** **Effective Session: W Term 1, 2 or Summer Year 2009 for Change**	**Date:2009/03/31** **Contact Person: Tony Flavell, Lynda Eccott** **Phone: 2-7359, 2-0733** **Email: flavell@interchange.ubc.ca** **eccott@interchange.ubc.ca** **Present Calendar Entry: none**
Effective September 8, 2009 **Proposed Calendar Entry:** **IHHS 480 (1 – 6) D Special Topics in Collaborative Healthcare** Practicing patient-centred interprofessional collaboration in a specific area of healthcare.	**Type of Action: New course** **Rationale:** There is a growing need to change the way healthcare is delivered to ensure that patients receive timely access and comprehensive care from health and human service professionals. Interprofessional collaborative practice is increasingly acknowledged as the best means of accomplishing this. In order to have the skills and knowledge to practice interprofessionally, health care providers need to be trained interprofessionally. This course embeds teaching of the interprofessional skill-set within a specific healthcare topic. The rationale for having a range of credits to choose from allows for a greater diversity in topics that can be covered.

THE UNIVERSITY OF BRITISH COLUMBIA

May 1, 2009

CURRICULUM & ADMISSIONS COMMITTEES
Vancouver Senate
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1

To: Vancouver Senate

From: Senate Curriculum & Admission Committees

Re: New Program Proposals:
a) Master of Engineering: Clean Energy Engineering – Faculty of Applied Science
b) Graduate Programs in Craniofacial Science – Faculty of Graduate Studies and Dentistry

---

a) Master of Engineering – Clean Energy Engineering (M.Eng. (Clean Energy Engineering))

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to it by the Faculty of Applied Science and are pleased to recommend as follows:

> *That Senate approve the Master of Engineering in Clean Energy Engineering (M.Eng. (Clean Energy Engineering)) program and its associated courses as set out in the attached report.*

b) Graduate Programs in Craniofacial Science

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to it by the Faculty of Graduate Studies and the Faculty of Dentistry, and are pleased to recommend as follows:

> *That Senate approve the new and changed Graduate Programs in Dentistry and Craniofacial Science as set out in the attached report.*

Faculties are reminded that as per the *University Act*, after academic approval has been granted by the Senate, the consent of the Board of Governors and the Minister of Advanced Education must be given before any new degree program may be offered by the University.

Respectfully Submitted,

Dr. David W. Fielding, Chair, Senate Admissions Committee
Dr. 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

30 April 2009

To: Vancouver Senate

From: Senate Curriculum Committee

RE: Graduate Proposal: Master of Engineering – Clean Energy Engineering

---

Attached please find a proposal for a new program from the Faculty of Applied Science for your consideration.

Applied Science

New Degree
Master of Engineering - Clean Energy Engineering

Degree Entry
New Entry for M.Eng program

New Courses
CEEN 501 (3)
CEEN 502 (3)
CEEN 523 (3)
CEEN 596 (6)
CEEN 597 (1)

New Subject Code
CEEN

GRADUATE PROGRAM PROPOSAL

Faculty of Applied Science - M. Eng. Program Proposal

I. GENERAL INFORMATION

Title: M. Eng. in Clean Energy Engineering

Unit offering the programs: Clean Energy Research Centre with input from several departments in Faculty of Applied Science.

Anticipated Date of Implementation: 2009-10 Academic Year

II. NEED FOR THE PROGRAM

Energy supply and the environment are two of the most critical issues of the current century. They are also closely linked to water, a third critical issue. It is urgent that the world develop new approaches to the supply of, and demand for, energy, if humans are to continue to prosper while limiting the adverse local and global effects of energy consumption.

A new breed of engineers must be educated to have knowledge in these areas of technology and sensitivity to the social, legal, policy and economic factors which influence energy demand and choice of technologies. Many alternative processes are under development to provide energy in more environmentally-friendly manners, in particular to decrease the release of greenhouse gases, while also limiting the release of acid gases and other harmful by-products. Alternative renewable energies such as biomass, solar, wind, tidal, geothermal must be brought to a point where they can compete with, and ultimately supplant, fossil fuels.

The Clean Energy Research Centre (CERC) was founded in 2000 with the goal to become the focal point of energy-related research in the Faculty of Applied Science. It was successful in obtaining major infrastructure from the Canada Foundation for Innovation, the Government of British Columbia, Suncor and Westport. Operating funds have also been provided by Methanex and the Kaiser Foundation. CERC occupied new space in 2006. CERC is intended to be multidisciplinary, covering research in various fields including Chemical and Biological Engineering, Civil Engineering, Electrical and Computer Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering and Architecture. Current research includes Fuel cell research, linked to the Institute for Fuel Cells Innovation of the National Research Council, projects related to biomass (both thermal and biological processes), cleaner burning engines utilizing fuel mixtures, hydrogen generation, CO_2 capture, energy conservation and gas hydrates. The Centre has also recently expanded to include faculty with interests in power engineering, geothermal energy and improved building design.

Much of CERC's research is being undertaken by graduate students. CERC faculty members have developed a number of energy-related courses. In addition to graduate students with an interest in research degrees related to Clean Energy, there is an interest in training that exposes engineers to new energy options and gives them a more holistic training to help guide their future choices and decisions. The expertise and research interests of the CERC faculty members, coupled with a range of existing courses, student interest, and a perceived need for a new course-based Master's program in this area, have led to this proposal.

While some technologies mentioned above are the subject of current research, it is important that engineers in industry have the ability to implement the new technologies as they become available. The identification of energy conservation opportunities requires similar skills. The development of the M.Eng. program in Clean Energy Engineering will also complement the ongoing research activities of CERC, as the three core courses of the M.Eng. program (CEEN 501, 502, 523) are expected to appeal to research (M.A.Sc. and Ph.D.) students. The project course (CEEN 596) will challenge the M.Eng. students to apply their skills in a practical engineering context. Future expansion of the M.Eng. program in Clean Energy Engineering will include closer affiliation of those with interest at the UBC Okanagan campus and in related programs of other faculties at UBC Vancouver (e.g. Arts. Commerce, Forestry, Graduate Studies and Science).

CERC Associated Faculty Members:

Bi, Xiaotao	Green, Sheldon	Mohseni, Madjid
Bushe, Kendal	Gyenge, Elod	Olson, James
Davy, Martin	Hitch, Michael	Rogak, Steven
Dunford, Bill	Jatskevich, Juri	Smith, Kevin
Duff, Sheldon	Lau, Anthony	Sokhansanj, Shahab
Ellis, Naoko	Lim , Jim	Taghipour, Fariborz
Englezos, Peter	Madden, John	Troczynski , Tom
Eskicioglu, Cigdem	Marti, José	van Zyl, Dirk
Evans, Bob	Meech, John	Walus, Konrad
Grace, John (Acting Dir.)	Merida, Walter	Wilkinson, David

III. PROGRAM SPECIFICATIONS

Program Overview:

The Clean Energy Engineering Program is offered to qualified students grounded in Chemical, Mechanical, Electrical Engineering or other engineering fields where energy and the environment are important issues. The program provides a broad overview of alternative energy technologies, climate change issues and environmental pollution, as well as specific aspects of energy and the environment. Projects will address practical issues related to a broad range of subjects such as implementation of alternative energies, energy conservation and reduction of the environmental impact of processes and equipment.

Admission Requirements:

Admission to the program will be as specified for other Master of Engineering programs in the Faculty of Applied Science (see IV Calendar Statement). Applicants must hold a four-year Bachelor's degree from a recognized institution in engineering or a closely-related discipline such as applied physics or applied chemistry. Students are required to have taken at least three credits of thermodynamics at the 2nd- or 3rd-year level.

Applicants without adequate grounding in key areas may be required to take remedial courses at the undergraduate level in addition to the full program.

Program Requirements:

The program requires completion of at least 30 credits, of which at least 24 must be at the 500-level. These must include the following five core courses:

- CEEN 501 (3) Thermal Energy Systems
- CEEN 502 (3) Alternative Energy Technologies
- CEEN 523 (3) Energy and the Environment
- CEEN 596 (6) Project and Report (for CEEN M.Eng. students only)
- CEEN 597 (1) Seminar

A minimum of 14 credits will be drawn from a list of approved courses covering other energy issues (e.g., climate change, air pollution, resource logistics, energy demand, energy uses, energy storage and transmission, energy conservation, energy economics), analysis approaches, and specific technologies (e.g., fuel cells, engines, power engineering). At least one of these courses must deal with energy economics and at least one with energy policies.

The following existing courses are likely to be included in the list of approved elective courses. (Where applicable students must meet the pre-requisites or have permission of the instructor.):

APSC 540 (3) Business Decisions for Engineering Ventures
APSC 541 (3) Technology Entrepreneurship for Engineers
CHBE 484 (3) Green Engineering Principles & Applications
CHBE 550 (3) Advanced Reactor Design
CHBE 551 (3) Chemical Engineering Thermodynamics
CHBE 557 (3) Fluid Dynamics
CHBE 575 (3) Air Pollution Control
CHBE 577 (3) Electrochemical Science, Engng & Technology
CIVL 405 (3) Environmental Impact Studies
CIVL 415 (3) Water Resource Engineering
CIVL 478 (3) Building Science
CIVL 557 (2) Toxic & Hazardous Waste Treatment & Disposal
EECE 458 (3) Power System Analysis
EECE 492 (3) Distributed Energy Systems Management
EECE 553 (3) Advanced Power Systems Analysis
EECE 559 (3) Energy Storage Systems – Super Capacitors
EECE 561 (3) Alternative Energy Sources
MECH 475 (3) Heat Transfer II
MECH 482 (3) Wind Engineering
MECH 501 (3) Thermodynamics
MECH 502 (3) Fluid Mechanics
MECH 545 (3) Fuel Cell Systems
MECH 572 (3) Convection Heat Transfer
MECH 573 (3) Radiation Heat Transfer
MECH 574 (3) Materials for Clean Energy Technologies
MECH 576 (3) Combustion
MECH 578 (3) Internal Combustion Engines
MINE 584 (3) Energy from the Earth: Renewable vs. Conventional

ARCH 513 (3) Environmental Systems & Controls I
COMM 495 (3) Business & Sustainable Development
EOSC 429 (3) Groundwater Contamination
EOSC 431 (3) Groundwater Remediation
EOSC 432 (3) Fossil Fuels
GEOG 410 (3) Environment & Society
GEOG 517 (3) Environmental Sustainability
PLAN 599 (3) Environmental Policy Analysis
RMES 501 (3) Perspectives on Resources & Environment
RMES 520 (3) Climate Change in the 21st Century (equivalency GEOG 512)
WOOD 491 (3) Environmental Facilities Design

Contact Information:

Clean Energy Engineering Program
c/o CERC, 2360 East Mall, Vancouver, BC Canada V6T 1Z3.
Telephone: 604-827-4342 Email: cerc@cerc.ubc.ca Web: www.cerc.ubc.ca

IV. CALENDAR STATEMENT

Proposed Calendar Entry:
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,838,0

The Master of Engineering (M.Eng.) program is suited to students who wish to pursue their engineering education in a preferred area of specialization beyond the undergraduate level, but who do not wish to pursue a thesis research program. Applicants who are considering taking a Doctor of Philosophy (Ph.D.) in the future should apply for admission to the Master of Applied Science (M.A.Sc.) through the Faculty of Graduate Studies.

Typical completion time for full-time Master of Engineering students is 12-16 months.

The Faculty of Applied Science administers the Master of Engineering program. Please visit the Program for a full listing program policies and procedures.

Admission Requirements
Note: Master of Engineering degrees alone do not form an acceptable basis for application to associations of professional engineers in Canada.

Applicants to the Master of Engineering program must hold a four-year bachelor's degree from a recognized institution, in engineering or a related discipline.

The minimum admission requirement for students with degrees from North American institutions is an average of 76%, calculated from senior-level coursework. An applicant with an average less than 76% may be admitted if they have achieved 80% or higher in a least 12 credits (UBC equivalency) of senior-level coursework, and at least 74% in the remaining senior-level coursework, in the prospective area of study.

The minimum admission requirement for applicants with degrees from outside North America is an overall average of 76%.

Applicants holding a four-year bachelor's degree who do not meet the admissions minimum, but who have had sufficient formal training and relevant professional experience to offset the academic deficiency, may be granted admission on the recommendation of the graduate advisor in the area of specialization and the approval of the Master of Engineering Program Office.

For the Clean Energy Engineering specialization, applicants must have taken at least three credits (UBC-equivalency) of thermodynamics at the 2nd- or 3rd-year level.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies include the TOEFL, IELTS, and MELAB. The required minimum is determined by the Graduate program office in the area of specialization, but must be at or above the university minimum for graduate-level study.

Students interested in applying to the Master of Engineering program must contact the individual graduate program office for their area of specialization. Students who are planning on taking the program on a part-time basis must obtain approval from their graduate program advisor prior to the commencement of the program. Lists of the required application documents are available on the respective websites. Each graduate program office in an area of specialization is responsible for collection and assessment of application documents. The Master of Engineering Program Office issues the offer of admission letter.

Financial assistance is generally not available to students in the Master of Engineering program.

Program Requirements

The program requires completion of at least 30 credits. In some program areas, minimum requirements may be higher than 30 credits:

- At least 24 credits must be at the 500-level.
- A minimum of 18 of the 24 credits must be in the program area at the 500-level, including a project, if required, up to a maximum 6 credits.
- A maximum of 6 credits may be taken at the 300-/400-level.
- A maximum of 6 credits of 500-level directed studies courses may be counted toward the program requirements.

Students should consult each program area website for more information. Each student's coursework must be approved by the graduate program office for that area.

Program Areas:

Chemical and Biological Engineering
Civil Engineering
Clean Energy Engineering
Biomedical Engineering

Electrical and Computer Engineering
Geological Engineering
Materials Engineering
Mechanical Engineering
Mechatronics Design
Mining Engineering

Engineering Management
The Engineering Management sub-specialization requires 12 credits of courses in management-related subjects, with a minimum of 6 credits of core courses and a maximum of 6 credits of elective courses. The chosen program area requirements must also be satisfied.

Contact Information
Master of Engineering Program Office
5000-2332 Main Mall
Vancouver, BC V6T 1Z4
Tel: 604.822.8386
Fax: 604.822.7006
Email: gradprog@apsc.ubc.ca
Web: www.engineering.ubc.ca/prospective_students/graduate/index.php
Deb Feduik, Coordinator

V. PRESENT and PROJECTED RESOURCES

i. Budget

The new courses in the program will be funded initially by a special allocation from the Faculty of Applied Science. The fees are being set at a level that should allow the program to be financially self-sufficient. It is also possible that a sponsor will provide additional support, allowing the program to be strengthened further. Elective courses will largely be existing courses offered by the various departments in Applied Science and in other faculties such as Commerce, Forestry, Graduate Studies, and Science. (see Appendix A).

Director and Administration. The Faculty of Applied Science has recently selected Dr. David Wilkinson as the new Director for CERC from July 1, 2009. One of the duties of the new director will be to oversee the new M.Eng. Program. Applied Science also provides a 60% secretary to CERC and a small supplies and expenses budget. Funds returned to CERC as a result of enrolment in the professional M. Eng. Program will be used to increase the budget for secretarial services and expenses as needed. A program coordinator may be appointed to assist with running the new program. If enrolment in the new program should reach a sufficient level, funds will be used to hire additional faculty, to be jointly appointed with the most appropriate engineering department.

New faculty member appointments. Within the Faculty of Applied Science, about 35 faculty members have significant research interests in energy engineering. They are members of 6 engineering departments: Chemical and Biological Engineering, Civil Engineering, Electrical and Computer Engineering, Materials Engineering, Mechanical Engineering and Mining Engineering. As well, the Faculty's School of Architecture is engaged in a range of activities of relevance to the program, e.g. in now-energy building design.

Development and delivery of new courses. Five new courses need to be established for this program.

Increased enrollments in existing courses. It is expected that enrollments in some existing courses outside the Faculty of Applied Science, most notably in the Faculties of Commerce and Forestry, may be increased modestly through students enrolled in this Program taking them as electives. However, students in these Faculties are also likely to take the CERC courses as electives, with the result that the net enrollment increase in outside courses is expected to be modest. It is proposed that enrollment changes are monitored for the first two years of the program, and that budget transfers could be made at that time if there are any significant enrollment increases due to the new program.

Tuition Fees. Tuition fees are assessed by international and domestic status. The international tuition fee of $24,930 is within the range of other professional Master's programs at the University of British Columbia. The domestic tuition will be $14,940 per year. Cooperative education work terms, paid by the employer and subsidized by a donor, will reduce the net fees for the most qualified students. Tuition flowback and application fees will be used for funding additional resources. (See Appendix B. Proposed Budget). A comparison of similar professional programs shows that the M.Eng. in Clean Energy Engineering will be highly competitive with programs in North America and world-wide. (See Appendix C. Tuition Comparison).

ii Space

In the first year of the new program, desk space will be provided for students within the CERC space, with, if needed, some student placed in nearby engineering space. The Faculty of Applied Science, Dean's Office, has committed to allocating desk space for September 2010.

iii. Library

There are only three new lecture courses associated with the new program. We will work with the Library to identify the library resources needed in Clean / Green Energy. If needed, we will purchase key resources for the library. (see Appendix F).

VI. CONSULTATION WITH OTHER DEPARTMENTS, PUBLIC INSTITUTIONS, AND PROFESSIONAL ORGANIZATIONS

Consultation requests were sent to the following (see Appendix D):

Department of Chemical and Biological Engineering
Department of Civil Engineering
Department of Earth and Ocean Sciences
Department of Electrical and Computer Engineering
Department of Geography
Department of Materials Engineering
Department of Mechanical Engineering
Department of Mining Engineering
Faculty of Forestry

Institute for Resources, Environment and Sustainability
School of Architecture
School of Community and Regional Planning
Sauder School of Business
B.C. Ministry of Energy, Mines and Petroleum Resources

VII. NEW COURSES

(see Appendix E – Calendar Description, New Code Rationale, Course Supporting Materials)

CEEN 501 (3) Thermal Energy Systems
Thermodynamics of fossil and biomass fuel usage, exergy analysis of industrial processes. Fuel usage technologies; combustion, power cycles, gasification, pyrolysis and reforming. Nuclear energy. Control of emissions of acid gases, VOCs, particles and carbon dioxide. Energy supply issues and policy. *Pre-requisite:* Three credits of thermodynamics at the 2nd- or 3rd-year level.

CEEN 502 (3) Alternative Energy Technologies
Factors affecting energy source adoption. Solar, wind, small-scale hydro, tidal, geothermal, electrochemical (batteries, capacitors and fuel cells) and biochemical energy, electromechanical conversion processes. Energy storage, microgrids, interfacing with main transmission grids. Techno-economic assessment of alternative energy technologies.
Pre-requisite: CEEN 501.

CEEN 523 (3) Energy and the Environment
Energy/environment/societal interactions; development of energy resources; energy demand and its determinants; policy dimension of energy and climate change; impacts on ecosystems; life cycle analysis, impact assessment and other tools for quantitative and qualitative evaluation of alternative energy sources; case studies. *Co-requisite:* CEEN 501.

CEEN 596 (6) Project and Report
For M.Eng. students. Carry out a project and prepare an engineering report under the supervision of a faculty member.

CEEN 597 (1) Seminar
Presentations and discussions of current topics in the area of Clean Energy Engineering.

THE UNIVERSITY OF BRITISH COLUMBIA

Appendix E: i Calendar Entry – Master of Engineering
Faculty of Applied Science

Faculty: Applied Science **Department:** Clean Energy Research Centre **Faculty Approval Date:** 9 March 2009 **Effective Session:** 2009 Winter (Term 1) **Year for Change: 2009**	**Date:** 22 April 2009 **Contact Person:** Deb Feduik **Phone:** 604.822.8386 **Email:** deb.feduik@ubc.ca
Proposed Calendar Entry: **URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,838,0** The Master of Engineering (M.Eng.) program is suited to students who wish to pursue their engineering education in a preferred area of specialization beyond the undergraduate level, but who do not wish to pursue a thesis research program. Applicants who are considering taking a Doctor of Philosophy (Ph.D.) in the future should apply for admission to the Master of Applied Science (M.A.Sc.) through the Faculty of Graduate Studies. Typical completion time for full-time Master of Engineering students is 12-16 months. The Faculty of Applied Science administers the Master of Engineering program. Please visit the Program for a full listing program policies and procedures. **Admission Requirements** **Note:** Master of Engineering degrees alone do not form an acceptable basis for application to associations of professional engineers in Canada. Applicants to the Master of Engineering program must hold a four-year bachelor's degree from a recognized institution, in engineering or a related discipline. The minimum admission requirement for students with degrees from North American institutions is an average of 76%, calculated from senior-level coursework. An applicant with an average less than 76% may be admitted if they have achieved 80% or higher in a least 12 credits (UBC equivalency) of	**Present Calendar Entry:** **URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,838,0** The Master of Engineering (M.Eng.) program is suited to students who wish to pursue their engineering education in a preferred area of specialization beyond the undergraduate level, but who do not wish to pursue a thesis research program. Applicants who are considering taking a Doctor of Philosophy (Ph.D.) in the future should apply for admission to the Master of Applied Science (M.A.Sc.) through the Faculty of Graduate Studies. Typical completion time for full-time Master of Engineering students is 12-16 months. The Faculty of Applied Science administers the Master of Engineering program. Please visit the Program for a full listing program policies and procedures. **Admission Requirements** **Note:** Master of Engineering degrees alone do not form an acceptable basis for application to associations of professional engineers in Canada. Applicants to the Master of Engineering program must hold a four-year bachelor's degree from a recognized institution, in engineering or a related discipline. The minimum admission requirement for students with degrees from North American institutions is an average of 76%, calculated from senior-level coursework. An applicant with an average less than 76% may be admitted if they have achieved 80% or higher in a least 12 credits (UBC equivalency) of

senior-level coursework, and at least 74% in the remaining senior-level coursework, in the prospective area of study. The minimum admission requirement for applicants with degrees from outside North America is an overall average of 76%. Applicants holding a four-year bachelor's degree who do not meet the admissions minimum, but who have had sufficient formal training and relevant professional experience to offset the academic deficiency, may be granted admission on the recommendation of the graduate advisor in the area of specialization and the approval of the Master of Engineering Program Office. For the Clean Energy Engineering specialization, applicants must have taken at least three credits (UBC-equivalency) of thermodynamics at the 2nd- or 3rd-year level. Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies include the TOEFL, IELTS, and MELAB. The required minimum is determined by the Graduate program office in the area of specialization, but must be at or above the university minimum for graduate-level study. Students interested in applying to the Master of Engineering program must contact the individual graduate program office for their area of specialization. Students who are planning on taking the program on a part-time basis must obtain approval from their graduate program advisor prior to the commencement of the program. Lists of the required application documents are available on the respective websites. Each graduate program office in an area of specialization is responsible for collection and assessment of application documents. The Master of Engineering Program Office issues the offer of admission letter. Financial assistance is generally not available to	senior-level coursework, and at least 74% in the remaining senior-level coursework, in the prospective area of study. The minimum admission requirement for applicants with degrees from outside North America is an overall average of 76%. Applicants holding a four-year bachelor's degree who do not meet the admissions minimum, but who have had sufficient formal training and relevant professional experience to offset the academic deficiency, may be granted admission on the recommendation of the graduate advisor in the area of specialization and the approval of the Master of Engineering Program Office. Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency prior to being extended an offer of admission. Acceptable English language proficiency tests for applicants to graduate studies include the TOEFL, IELTS, and MELAB. The required minimum is determined by the Graduate program office in the area of specialization, but must be at or above the university minimum for graduate-level study. Students interested in applying to the Master of Engineering program must contact the individual graduate program office for their area of specialization. Students who are planning on taking the program on a part-time basis must obtain approval from their graduate program advisor prior to the commencement of the program. Lists of the required application documents are available on the respective websites. Each graduate program office in an area of specialization is responsible for collection and assessment of application documents. The Master of Engineering Program Office issues the offer of admission letter. Financial assistance is generally not available to

students in the Master of Engineering program. **Program Requirements** The program requires completion of at least 30 credits. In some program areas, minimum requirements may be higher than 30 credits: ▪ At least 24 credits must be at the 500-level. ▪ A minimum of 18 of the 24 credits must be in the program area at the 500-level, including a project, if required, up to a maximum 6 credits. ▪ A maximum of 6 credits may be taken at the 300-/400-level. ▪ A maximum of 6 credits of 500-level directed studies courses may be counted toward the program requirements. Students should consult each program area website for more information. Each student's coursework must be approved by the graduate program office for that area. **Program Areas:** Chemical and Biological Engineering Civil Engineering Clean Energy Engineering [www.cerc.ubc.ca] Biomedical Engineering Electrical and Computer Engineering Geological Engineering Materials Engineering Mechanical Engineering Mechatronics Design Mining Engineering	students in the Master of Engineering program. **Program Requirements** The program requires completion of at least 30 credits. In some program areas, minimum requirements may be higher than 30 credits: ▪ At least 24 credits must be at the 500-level. ▪ A minimum of 18 of the 24 credits must be in the program area at the 500-level, including a project, if required, up to a maximum 6 credits. ▪ A maximum of 6 credits may be taken at the 300-/400-level. ▪ A maximum of 6 credits of 500-level directed studies courses may be counted toward the program requirements. Students should consult each program area website for more information. Each student's coursework must be approved by the graduate program office for that area. **Program Areas:** Chemical and Biological Engineering Civil Engineering Biomedical Engineering Electrical and Computer Engineering Geological Engineering Materials Engineering Mechanical Engineering Mechatronics Design Mining Engineering

THE UNIVERSITY OF BRITISH COLUMBIA

Engineering Management

The Engineering Management sub-specialization requires 12 credits of courses in management-related subjects, with a minimum of 6 credits of core courses and a maximum of 6 credits of elective courses. The chosen program area requirements must also be satisfied.

Contact Information

Master of Engineering Program Office
5000-2332 Main Mall
Vancouver, BC V6T 1Z4
Tel: 604.822.8386
Fax: 604.822.7006
Email: gradprog@apsc.ubc.ca
Web:
www.engineering.ubc.ca/prospective_students/graduate/index.php
Deb Feduik, Coordinator

Engineering Management

The Engineering Management sub-specialization requires 12 credits of courses in management-related subjects, with a minimum of 6 credits of core courses and a maximum of 6 credits of elective courses. The chosen program area requirements must also be satisfied.

Contact Information

Master of Engineering Program Office
5000-2332 Main Mall
Vancouver, BC V6T 1Z4
Tel: 604.822.8386
Fax: 604.822.7006
Email: gradprog@apsc.ubc.ca
Web:
www.engineering.ubc.ca/prospective_students/graduate/index.php
Deb Feduik, Coordinator

Type of Action: New Master of Engineering Specialization in Clean Energy Engineering

Rationale: Applicants to the specialization Clean Energy Engineering follow the existing Master of Engineering admissions standards, with the addition that they are required to have taken at least three credits of thermodynamics at the 2nd- or 3rd-year level.
It is important that engineers in industry have the ability to assess and implement new energy technologies as they become available. The identification of energy conservation opportunities requires similar skills. There is a need for training that exposes engineers to new energy options and gives them a more holistic training to help guide their future choices and decisions. The development of an M.Eng. program in Clean Energy Engineering will complement the ongoing research activities of the Clean Energy Research Centre (CERC) and meet the need for providing advanced skills to professionals. The core courses of the M.Eng. program (CEEN 501, 502, 523) are expected to appeal to research students in CERC. The project course (CEEN 596) will challenge the M.Eng. students to apply their skills in a practical engineering context. Future expansion of the M.Eng. in Clean Energy Engineering will include closer affiliation of faculty and students at the UBC Okanagan campus and with other faculties at UBC Vancouver (e.g. Forestry, Science, Commerce). There are currently more than 25 faculty members

THE UNIVERSITY OF BRITISH COLUMBIA

	associated with CERC. CERC is multidisciplinary, covering various fields including Chemical and Biological Engineering, Electrical and Computer Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering and Architecture.

THE UNIVERSITY OF BRITISH COLUMBIA
FACULTY OF APPLIED SCIENCE (Engineering)

Appendix E: ii Calendar Entry – New Courses

Category: (1)

Faculty: Applied Science **Department:** Clean Energy Research Centre **Faculty Approval Date:** March 9, 2009 **Effective Session** 2009 Winter (Term 1) **Year for Change: 2009**	**Date:** April 22, 2009 **Contact Person:** Deb Feduik **Phone:** 604-822-8386 **Email:** deb.feduik@ubc.ca
Proposed Calendar Entry: **CEEN 501 (3) Thermal Energy Systems** Thermodynamics of fossil and biomass fuel usage, exergy analysis of industrial processes. Fuel usage technologies; combustion, power cycles, gasification, pyrolysis and reforming. Nuclear energy. Control of emissions of acid gases, VOCs, particles and carbon dioxide. Energy supply issues and policy. *Pre-requisite:* Three credits of thermodynamics at the 2nd- or 3rd-year level. **CEEN 502 (3) Alternative Energy Technologies** Factors affecting energy source adoption. Solar, wind, small-scale hydro, tidal, geothermal, electrochemical (batteries, capacitors and fuel cells) and biochemical energy, electromechanical conversion processes. Energy storage, microgrids, interfacing with main transmission grids. Techno-economic assessment of alternative energy technologies. *Pre-requisite:* CEEN 501. **CEEN 523 (3) Energy and the Environment** Energy/environment/society interactions; development of energy resources; energy demand and its determinants; policy dimension of energy and climate change; impacts on ecosystems; life cycle analysis, impact assessment and other tools for quantitative and qualitative evaluation of alternative energy sources; case studies. *Co-requisite:* CEEN 501. **CEEN 596 (6) Project and Report** For M.Eng. students. Carry out a project and prepare an engineering report under the supervision of a faculty member. **CEEN 597 (1) Seminar** Presentations and discussions of current topics in the area of Clean Energy Engineering.	**URL: N/A** **Present Calendar Entry:** None **Action:** New courses **Rationale:** Three core courses, seminar and project courses for new M.Eng. specialization in Clean Energy Engineering. **Document ID#:** **U/G**

THE UNIVERSITY OF BRITISH COLUMBIA

Department of Chemical & Biological Engineering
2360 East Mall
Vancouver, BC Canada V6T 1Z3
Tel: 604-822-3238
Fax: 604-822-6003
website: www.chml.ubc.ca

March 30, 2009

To: Senate Curriculum Committee,
Graduate Curriculum Sub-Committee

Re: New Master of Engineering in Clean Energy Engineering
Rationale for requesting a new course code - CEEN

The proposed new Master of Engineering (MEng) specialization in Clean Energy Engineering is designed to be a joint offering between the Clean Energy Research Centre (CERC) and a number of engineering departments in the Faculty of Applied Science. It will be administered by the Centre and by the Master of Engineering Program Office. We understand that a request for a new course code cannot be made purely for administrative reasons and also is not based on the potential number of students enrolled in the program or any one course. Our understanding is that there is no minimum number of courses that must be offered to qualify for a new course code.

To use an existing departmental course code would imply to both students and faculty that the program is more closely affiliated with that department than the others, reducing the likelihood of attracting students from other disciplines, and having a negative impact on the buy-in from faculty from the other engineering departments. We also plan to involve faculty from outside the Faculty of Applied Science in the Centre and in the delivery of courses.

Therefore we are requesting a new course code that identifies the program itself with the Centre rather than with APSC, which is currently the course code used for engineering non-departmental offerings. In formalizing CERC, Clean Energy Engineering was recognized as a distinct engineering cross-disciplinary specialization within the Faculty of Applied Science.

UBC Senate has approved new course codes for similar areas and professional programs. Until it was discontinued a few years ago, the Master of Engineering program in Pulp and Paper Engineering carried its own code (PPEN). The Faculty of Commerce has to date 18 course codes for Business Administration (beginning in 1995), with 8 of those listing 10 courses or fewer (BA, BABS, BAHC, BAIM, BALA, BASD, BATL and BATM). Several programs in the Faculty of Graduate Studies, Interdisciplinary Studies, have their own codes, for example Cell & Developmental Biology (CELL, 2007) and Oncology (ONCO, 2002). Two similar programs to the MEng in Clean Energy Engineering are the Department of Computer Science's Master of Software Systems (CICS, 1999) and the Interdisciplinary Studies' Institute for Resources, Environment & Sustainability (RMES, 1994). Within the Faculty of Applied Science, the School of Architecture and Landscape Architecture have Environmental Design (ENDS, 2002).

Yours sincerely,

John R. Grace,
Professor, Canada Research Chair
and Acting Director of CERC

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

30 April 2009

To: Vancouver Senate

From: Senate Curriculum Committee

RE: Graduate Proposals – Faculty of Dentistry

Attached please find the following graduate proposals for your consideration.

Dentistry

Craniofacial Science Calendar Entry
Dual Program for MSc in Craniofacial
MSc in Craniofacial Science
PhD in Craniofacial Science

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Dentistry **Department:** **Faculty Approval Date: Feb. 19/2009** **Effective Session 09W Term 1** **Year__1_ for Change**	**Date:04/03/2009** **Contact Person: Dr. Edward Putnins** **Phone: 604-822-1734** **Email: putnins@interchange.ubc.ca**
Proposed Calendar Entry: **Craniofacial Science** *Degrees Offered: Ph.D., M.Sc.* **Members** **Professors** D. Bromme, D. M. Brunette, **B. J. Craig**, V. M. Diewert, M. P. Haapasalo, R.L. Harrison, H. S. Larjava, A. A. Lowe, M. I. MacEntee, C. M. Overall, E. Putnins, **J. M. Richman**, D. Ruse, **C. Shuler**, **D. Sweet**, J. Walton, E. H. K. Yen, L. Zhang. **Associate Professors** D. MacDonald, **L. Hakkinen**, L. MacNeil, C. R. Roberts, L. Rucker, R. M. Shah, J. D. Waterfield, C. Wyatt. **Assistant Professors** J. Aleksejuniene, R. Bryant, J. M. Coil, I. Matthew, C. Poh, E. M. Whitney. **Program Overview** The M.Sc. program ordinarily requires two full academic years of study. There is also the option to enrol in the M.Sc. program as a part-time student. The Ph.D. program ordinarily requires at least three full academic years of study. Both M.Sc. and Ph.D. programs are research-oriented, consisting of didactic courses and original research carried out under supervision. Both the M.Sc. and Ph.D. **are research programs and do not lead to clinical specialization and are unrelated to licensure.** **Doctor of Philosophy** **Admission Requirements** **All applicants must meet FOGS minimum academic standards for admission.** Applicants	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1145 **Present Calendar Entry:** ~~**Dental Science**~~ *Degrees Offered: Ph.D., M.Sc.* **Members** **Professors** D. Bromme, D. M. Brunette, ~~D. C. Clark~~, V. M. Diewert, ~~D. Donaldson~~, M. P. Haapasalo, R.L. Harrison, H. S. Larjava, A. A. Lowe, M. I. MacEntee, C. M. Overall, E. Putnins, D. Ruse, J. Walton, E. H. K. Yen, L. Zhang. **Associate Professors** ~~B. J. Craig~~, D. MacDonald, L. MacNeil, ~~J. M. Richman~~, C. R. Roberts, L. Rucker, R. M. Shah, ~~D. Sweet~~, J. D. Waterfield, C. Wyatt. **Assistant Professors** J. Aleksejuniene, R. Bryant, J. M. Coil, ~~S. Dharamsi~~, ~~L. Hakkinen~~, I. Matthew, C. Poh, E. M. Whitney. **Program Overview** The M.Sc. program ordinarily requires two full academic years of study. There is also the option to enrol in the M.Sc. program as a part-time student. The Ph.D. program ordinarily requires at least three full academic years of study. Both M.Sc. and Ph.D. programs are research-oriented, consisting of didactic courses and original research carried out under supervision. ~~Both~~ the M.Sc. and Ph.D. ~~programs are not clinical programs leading to clinical specialization and are unrelated to licensure.~~ **Doctor of Philosophy** **Admission Requirements** ~~Students are accepted according to general~~

THE UNIVERSITY OF BRITISH COLUMBIA

for the Ph.D. degree must hold a D.D.S., D.M.D., M.D., or D.V.M., or equivalent, or an M.Sc. in dental science or a related discipline. **TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based.** **Program Requirements** Courses are selected in accordance with the recommendation of the student's supervisory committee **and graduate advisor.** All Ph.D. students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements. For more information on admission and program requirements, see the program website. **Master of Science** **Admission Requirements** Students admitted to the M.Sc. degree program normally possess a bachelor's degree in one of the major recognized fields of dentistry or a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies. **TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based.** **Program Requirements** The M.Sc. program requires a minimum of 30 credits, including **an 18-credit** thesis (DENT 599). **A minimum of 12 credits of coursework is required. A minimum of 9 credits must be at the 500-699 level and a maximum of 3 credits can be taken at the 300 or 400 level. Students normally take DENT 540 during their first year. The program will usually require two full academic years, however, an extended program of part-time MSc studies is also available.** **Master of Science / Diploma in Clinical Dental Specialty** **Program Overview** **These dual program options include an MSc in Craniofacial Science in conjunction with a Diploma in a dental clinical specialty. Diploma options are available in endodontics and periodontics.**	~~regulations of the Faculty of Graduate Studies, for study in one of the major recognized fields of dentistry and dental hygiene.~~ Applicants for the Ph.D. degree must hold a D.D.S., D.M.D., M.D., or D.V.M., or equivalent, or an M.Sc. in dental science or a related discipline. **Program Requirements** Courses are selected in accordance with the recommendation of ~~the program and~~ the student's supervisory committee. All Ph.D. students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements. For more information on admission and program requirements, see the program website. **Master of Science** **Admission Requirements** Students admitted to the M.Sc. degree program normally possess a bachelor's degree in one of the major recognized fields of dentistry or a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate Studies. **Program Requirements** The M.Sc. program requires a minimum of 30 credits, including ~~a 12-credit~~ thesis (DENT 599~~A~~). A minimum of ~~24~~ credits~~, including the thesis course,~~ must be taken at the 500–699 levels. Students are required to complete their M.Sc. degrees within a period of five years from initial registration. For more information on admission and program requirements, see the program website. **Contact Information** Office of Graduate/Postgraduate Studies Faculty of Dentistry 2199 Wesbrook Mall Vancouver, BC, Canada V6T 1Z3 Tel: 604.822.4486 Fax: 604.822.3562 Email: vickybk@interchange.ubc.ca Web: www.dentistry.ubc.ca **Viki Beretanos Koulouris**, ~~Graduate Programs Coordinator~~ **Type of Action:** • **Degree Program Name change** • **Change in program requirements** • **Add Specialization to degree parchment and transcript** • **Addition of dual program option**

THE UNIVERSITY OF BRITISH COLUMBIA

Admission Requirements

Admission to the program must satisfy the requirements for admission to the Faculties of Graduate Studies and Dentistry. Applicants must hold a Doctor of Dentistry or its equivalent from a recognized university and fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.

For more information on admission and program requirements, see the program website.

Contact Information

Office of Graduate/Postgraduate Studies
Faculty of Dentistry
2199 Wesbrook Mall
Vancouver, BC, Canada V6T 1Z3
Tel: 604.822.4486
Fax: 604.822.3562
Email: vickybk@interchange.ubc.ca
Web: www.dentistry.ubc.ca
Viki Beretanos Koulouris, Manager

Graduate Programs

Rationale: To accurately reflect the approved changes in the Faculty of Dentistry section of the UBC Calendar.

Traditionally, our existing graduate research-based degree program has been designated as an MSc or PhD in Dental Sciences. Dentistry has recently completed a faculty-wide strategic review and one aspect under graduate program development was a notion that the current degree name does not adequately reflect the breadth of research being done within the Faculty. A degree name designated as Dental Sciences suggests a focus on teeth alone and did not adequately reflect research being currently done in the areas of craniofacial development or oral cancer. In addition, a more encompassing degree name will further support Dentistry's Strategic Plan directed expansion of this graduate program.

Regarding the change of program requirements, 18 credits more accurately reflects the amount of study required to successfully complete the Master DENT 599 thesis course. Reduction in course work to 12 credits in addition to the 18 credits thesis course meets the minimum requirements to completing the Master's program of 30 credits, as well as meeting the minimum requirements for transfer to a PhD program.

Addition of specialization to degree parchment and transcript to better reflect the course of study on the students' transcript.

Addition of the dual program option to more correctly reflect all graduate learning streams available under MSc in Craniofacial Science.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

FACULTY: Dentistry **Faculty Approval Date**: February 19/2009	**DATE:** 25/02/2009 **Contact Person: Dr. Ed Putnins** **Phone: 604-822-1734** **Email: putnins@intechange.ubc.ca** **Effective Date for Change:** 09, 2009
Proposed Calendar Entry: **Dual Program for MSc in Craniofacial Science/Diploma in Periodontics** **This dual program is a clinical specialty program.** The program provides education and training for potential clinicians, research workers, and teachers. **Completion of the diploma in periodontics requires successful completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the MSc in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies. In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate.** Graduates will be eligible to take the examinations for specialty certification in periodontics of the Royal College of Dentists of Canada and the American Board of Periodontology. Normal course of study is three full academic years. **Admission to the program must satisfy the requirements for admission to the Faculties of Graduate Studies and Dentistry. Applicants must hold a Doctor of Dentistry or its equivalent from a recognized university and fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. The application deadline for this dual program is October 1 and enrollment is limited.**	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0** **Present Calendar entry** **Dual Program for Master ~~of Dental Science~~/Diploma in Periodontics** ~~The program provides an opportunity for qualified students to enter a combined program leading to an M.D.Sc. in Science and a Diploma in Periodontics~~. The program provides education and training for potential clinicians, research workers, and teachers. ~~The Diploma is not offered without successful completion of the master's degree.~~ Graduates will be eligible to take the examinations for specialty certification in periodontics of the Royal College of Dentists of Canada and the American Board of Periodontology. The combined M.~~D.~~Sc./Diploma in Periodontics Program is a clinical specialty program. Normal course of study is three full academic years. ~~Upon completion of the program graduates receive a Master of Dental Science and a Diploma in Periodontics.~~ The application deadline for the combined program is October 1. Admission to the program is subject to the ~~evidence of the capacity for graduate study and applicants must satisfy the requirements for admission to the Faculty of Dentistry~~. Applicants must hold a Doctor of Dentistry or its equivalent from a recognized university. ~~Registration is dependent upon the availability of adequate faculty members and facilities. Consent of the Faculty of Dentistry is required prior to registration.~~ **Combined Master ~~of Dental~~**

Combined Master in Craniofacial Science/Diploma in Endodontics **This dual program is a clinical specialty program. The program provides education and training for potential clinicians, research workers, and teachers. Completion of the diploma in endodontics requires successful completion of the clinical and didactic requirements associated with the diploma program in the Faculty of Dentistry, and successful completion of the MSc in Craniofacial Science course requirements, and successful defense and submission of their thesis to the Faculty of Graduate Studies of their research thesis (18 credits). In this program option, the degree and the diploma are awarded conjointly and both must be completed to graduate. Graduates will be eligible to take the examinations for specialty certification in endodontics of the Royal College of Dentists of Canada and the American Board of Endodontics. Normal course of study is three full academic years. The application deadline for the dual program is October 1. Enrollment is limited and admission to the dual program is subject to the evidence for successful study in this discipline and must satisfy the requirements for admission to the Faculty of Graduate Studies. The program allows a student to complete the MSc in Craniofacial Science combined with clinical specialty preparation through the Diploma in Endodontics. Fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. Applicants must hold a Doctor of Dentistry or its equivalent from a recognized university.**	**~~Science~~/Diploma in Endodontics** ~~Medical Sciences offers postgraduate clinical training in endodontics (leading to a Diploma) in conjunction with a Master of Dental Science (M.D.Sc.)~~ degree. ~~All students are required to complete both the thesis-based degree and the clinical Diploma program. The combined program ordinarily will require a minimum of three years to prepare the student for clinical practice in endodontics and to provide experience in clinical research focused particularly on the needs of an aging population. It is anticipated that domestic graduates will be eligible to sit the Fellowship Examination of the Royal College of Dentists of Canada and the Diplomate Examination of the American Board of Endodontists.~~ ~~Applicants must hold a D.M.D. degree or its equivalent, supply three letters of reference and meet the entrance requirements of the Office of Graduate Studies of the Faculty of Dentistry. Fluency in English (TOEFL score of 580 or better) is required of all applicants. Attention will be given to both clinical and research experience of the applicant. Suitable applicants will be interviewed by an Admissions Committee. Further information may be obtained from the Head of the Division of Endodontics, Department of Oral Biological and Medical Sciences, Faculty of Dentistry, 2199 Wesbrook Mall, Vancouver B.C., Canada V6T 1Z3. Students accepting an offer of admission are required to pay a non-refundable deposit.~~ **Type of Action**: Name changes Calendar changes **Rationale:** It was approved at the February 19, 2009 Faculty Council Meeting that the thesis component of this dual program be returned to the Faculty of Graduate Studies. The name changes and calendar descriptions more accurately reflect the educational streams that are available.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Dentistry **Faculty Approval Date: February 19/2009**	**DATE:** 25/02/2009 **Contact Person: Dr. Ed Putnins** **Phone: 604-822-1734** **Email: putnins@intechange.ubc.ca** **Effective Date for Change:** 09, 2009
Proposed Calendar Entry: **MASTER OF SCIENCE** **MSc in Craniofacial Science** The Faculty of Dentistry offers **advanced study leading to the MSc in Craniofacial Science through one of the following areas of study.** • **Research in Population Health will explore the complex interactions (social, cultural, environmental) that affect the oral health of individuals, communities and populations.** • **Oral health related clinical research includes both interventional and observational studies focusing on the following: disease prevention, diagnosis, risk, treatment, prognosis and health care.** • **Basic science research in the areas of biomaterials, cell biology, developmental biology, microbiology and molecular biology is available.** **Applicants must meet minimum admission requirements of the Faculty of Graduate Studies. Fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. Completion of the Masters program requires a minimum of 12 credits of course work in addition to the 18 credit thesis course (DENT 599). A minimum of 9 credits must be at the 500-699 level and a maximum of 3 credits can be taken at the 300 or 400 level. Students will normally take DENT 540 (Research Methods and Seminars in Oral Biology), and DENT 542 (Biology of Oral Tissues). The program will usually require two full academic years, however, an extended program of part-time MSc studies is also available.**	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0** **Present Calendar entry** Master of Science The Faculty of Dentistry offers ~~facilities and opportunities for advanced study leading to the Master of Science. Candidates will be accepted under the general regulations of the Faculty of Graduate Studies to study in one of the major recognized fields of dentistry. The program will ordinarily require two full academic years. A program of part-time graduate studies is also available~~. **Type of Action**: Name change Calendar change **Rationale:** It was approved at the February 19, 2009 Faculty Council Meeting that this proposed name change and calendar description better reflects the diversity of research on health systems, health services, oral health, clinical trials, and basic science within the Faculty of Dentistry. Traditionally, our existing graduate research-based degree program has been designated as an MSc or PhD in Dental Sciences. Dentistry has recently completed a faculty-wide strategic review and one aspect under graduate program development was a notion that the current degree name does not adequately reflect the breadth of research being done within the Faculty. A degree name designated as Dental Sciences suggests a focus on teeth alone and did not adequately reflect research being currently done in the areas of craniofacial development or oral cancer. In addition, a more encompassing degree name will further support Dentistry's Strategic Plan directed expansion of this graduate program.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

FACULTY: Dentistry **Faculty Approval Date**: February 19/2009	**DATE:** 25/02/2009 **Contact Person: Dr. Ed Putnins** **Phone: 604-822-1734** **Email: putnins@intechange.ubc.ca** **Effective Date for Change:** 09, 2009
Proposed Calendar Entry: **DOCTOR OF PHILOSOPHY** The Faculty of Dentistry offers **advanced study leading to the PhD in Craniofacial Science through one of the following areas of study.** • **Research in Population Health will explore the complex interactions (social, cultural, environmental) that affect the oral health of individuals, communities and populations.** • **Oral health related clinical research includes both interventional and observational studies focusing on the following: disease prevention, diagnosis, risk, treatment, prognosis and health care.** • **Basic science research in the areas of biomaterials, cell biology, developmental biology, microbiology and molecular biology is available.** **Applicants must meet minimum admission requirements of the Faculty of Graduate Studies. Fluency in English is required. The minimum TOEFL Score requirement for graduates from a country where English is not the primary language is 580 paper-based or 93 internet-based. Students will normally take DENT 540 (Research Methods and Seminars in Oral Biology) during their first year. In addition, students will be required to pass a comprehensive examination. The program is open to those who have completed a DDS, DMD, MD, DVM, or their equivalents, or an MSc.**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,201,429,0 **Present Calendar entry** **Doctor of Philosophy** The Faculty of Dentistry offers ~~the opportunity for advanced study in a number of areas related to oral biology including basic and applied biology of the cells and extracellular matrix of the periodontium, oral microbiology, cellular immunology, biomaterials, craniofacial growth and development, teratology, oral sensorimotor function, craniofacial biomechanics, and microbiological and biochemical assessment of caries and periodontal disease activity. The Faculty has good research funding and is well equipped to carry out advanced research.~~ Students ~~wil~~l normally ~~be required to~~ take DENT 540 (Research Methods and Seminars in Oral Biology)~~, and either DENT 541 (Craniofacial Biology) or DENT 542 (Biology of Oral Tissues), and an additional 6 credits~~ during their first year. In addition, students will be required to pass a comprehensive examination. The program will be open to those who have completed a D.D.S., D.M.D., M.D., D.V.M., or their equivalents, or an M.Sc. ~~in Dental Science or a related discipline~~. **Type of Action**: Name change Calendar change **Rationale:** It was approved at the May 8th, 2008 Faculty Council Meeting that this proposed name change and calendar description better reflects the diversity of research on health systems, health services, oral health, clinical trials, and basic science within the Faculty of Dentistry. Traditionally, our existing graduate research-based degree program has been designated as an MSc or PhD in Dental Sciences. Dentistry has recently completed a faculty-wide strategic

	review and one aspect under graduate program development was a notion that the current degree name does not adequately reflect the breadth of research being done within the Faculty. A degree name designated as Dental Sciences suggests a focus on teeth alone and did not adequately reflect research being currently done in the areas of craniofacial development or oral cancer. In addition, a more encompassing degree name will further support Dentistry's Strategic Plan directed expansion of this graduate program.

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Nominating Committee
c/o
Enrolment Services |Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.breen@ubc.ca

May 1, 2009

To: Vancouver Senate

From: Nominating Committee

Re: **Culture of Service – Status Report (approval)**

Motion 1: *That the report of the Nominating Committee on "Culture of Service: Status Report" be received.*

Motion 2: *That the Nominating Committee be permitted to report back at the November 2009 meeting of Senate in lieu of the May 2009 meeting specified by Senate.*

Senate Referral

At the January 2009 meeting of Senate, the Nominating Committee was directed to consider ways in which to enhance the "culture of service" amongst members of the University community and to review ways in which service to the University is currently evaluated. The Committee was also directed to 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.

Committee Process to Date

Since the referral by Senate, the Committee has met several times and has consulted with senior faculty and staff at the Vancouver campus on the current institutional attitudes about, recognition of, and issues around the 'culture of service.' Specifically, the Committee has had coordinated discussions with representatives from Faculty Relations, the Ceremonies Office, the Faculty Association and the Senior Appointments Committee (via its Chair). The Committee has observed that challenges exist both within and beyond Senate and that these challenges touch upon all aspects of institutional service and governance. The Nominating Committee Chair has also attended a recent meeting of the Committee of Deans at which there was an informative discussion of the variation across faculties with respect to participation of faculty in service activities. The Nominating Committee will continue to solicit advice and input from the Deans and the Chair is anticipated to attend another meeting over the comings months.

The Committee discussions and consultation with external parties are summarized herein, along with some potential solutions the Committee has identified and will continue to explore further.

While the referral speaks to "faculty, students and staff," the Committee's discussions have primarily focussed on the issue of service with respect to faculty, being the major representative group on Senate and because staff service falls under different administrative provisions. Consultation with the main student organizations will be undertaken over the coming months and the Committee's final report to Senate may also offer some commentary and recommendations regarding these other groups.

At its initial meeting on the issue, the Committee identified the following questions for consultants:

- How do we define 'service to the University' and appropriately recognize it?
- How can service to the University be enhanced?
- Do the right types of service opportunities already exist?
- What types of incentives would be important to faculty in particular?

Attitudes and Perceptions

Feedback from consultants identified the increased demands upon faculty as a fundamental factor in levels of service as related to workload, scheduling and respective career strategy. The tasks and conditions of academic work have changed considerably over the last two decades. Given the enhanced expectation of scholarly excellence and concomitant elevation of demonstrable publication record, faculty and students are understandably more likely to focus primarily on academic objectives – learning/research and teaching – given the operative professional measures. In addition, faculty and students confront the largely unresolved variation in the definition of service: university (i.e., generally designated departmental committee responsibilities), professional (i.e., learned societies or Tri-Council adjudication committees) and public (i.e., advisory boards, local community organizations).

Faculty, and likely student attitudes on the 'culture of service' appear to reflect perceived administrative policy – the view on the relative value of faculty and student service seem to determine governance at several levels of administration, from Departmental to Faculty and Senior Administration. Faculty, in particular, have the impression that service to the University is not as valued as service to the external community as the latter appears to be more readily rewarded than service to the University. Protected research time for new faculty promotes publication as a clear priority but also establishes expectations that service is something optional to be focussed on later in one's academic career.

A 'Sense' of Service

An effective definition of 'service' for faculty members merits particular consideration beyond the current notional ratio of 20% as indicated by the Collective Agreement definition of required faculty performance. An effective definition should account for the various types of service – university, professional, public – in relation to processes and policies of recognition. It should also incorporate existing academic/institutional expectations, levels of opportunity for service, variation in Faculty/Departmental conventions and commitments associated with mentorship and curriculum development. Rather than a prescriptive or singular definition of service, faculty should be encouraged to adopt a 'sense' of service as a core component of collegial, professional and personal academic endeavour.

Nascent Strategies

Throughout its discussions, the Committee has sought to find ways in which the 'culture of service' can be reinforced at UBC and the Committee recognizes the diversity of ways in which such service can be articulated. Strategies of resolution should be proactive and inclusionary rather than punitive or prescriptive. Following the types and corresponding measures of service, the University should work towards enhancing service expectation and recognition. One proposed strategy the Committee will further investigate is the value of clear and consistent transmission of the message by the senior administration, deans, faculty mentors and the Senior Appointments Committee that service to the University is valued. Letters of offer should be reviewed to ensure adequate emphasis on service expectations. Similarly, Deans and Department Heads should be encouraged to enact incentives for and recognition of service in Merit and PSA as well and Promotion & Tenure review. Lastly, the Committee will further explore possible incentives such as service awards or prizes for faculty, similar to those for teaching and research recognition. The Committee, with support from the secretariat, is currently investigating similar incentives in place at the University of Toronto, McGill University, Stanford University and the University of Melbourne.

The Committee welcomes feedback and suggestions from Senators.

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe
Chair, Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Nominating Committee
c/o
Enrolment Services |Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945
amandeep.breen@ubc.ca

May 1, 2009

To: Vancouver Senate

From: Nominating Committee

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

---

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

Motion: *That Senate appoint student senators to the Committees of Senate as follows, for term ending March 31, 2010 and thereafter until replaced.*

1. **Academic Building Needs**
   Joël Mertens*
   Azim Wazeer*

2. **Academic Policy**
   Bryan Tomlinson
   Angus Cheung

3. **Admissions**
   Sean Heisler
   Sonia Purewal

4. **Agenda**
   Geoff Costeloe
   Azim Wazeer*

5. **Appeals on Academic Standing**
   NB: These appointments are made with the proviso that the current student members of the Committee remain as members until the appeal presently before them is resolved.
   Joshua Sealy*
   Sean Heisler
   Michael Sami

6. **Curriculum**
   Sonia Purewal
   Angus Cheung
   Joël Mertens*
   Joshua Sealy*
   TBD

7. **Library**
   Ben Cappellacci
   Aidha Shaikh
   TBD
   TBD

8. **Student Appeals on Academic Discipline**
   Dipen Thakrar
   Bryan Tomlinson
   Michael Sami

9. **Student Awards**
   Aidha Shaikh
   Angus Cheung

10. **Teaching and Learning**
    Geoff Costeloe
    Joshua Sealy*
    Ben Cappellacci

11. **Tributes**
    Sonia Purewal
    Bryan Tomlinson

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

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

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

b) Election of Student Senators to the Council of Senates (approval)

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

Motion: *That Senate elect Mr. Sean Heisler and Mr. Dipen Thakrar to the Council of Senates.*

Respectfully Submitted,

Dr. Rhodri Windsor-Liscombe
Chair, Senate Nominating Committee

*Subject to appointment to the Vancouver Senate

THE UNIVERSITY OF BRITISH COLUMBIA

Senate Committee on Student Appeals on Academic Discipline
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

1 May 2009

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate 2008-2009**

Members of the Committee:

- Prof. Bruce MacDougall (Chair)
- Dr. Michael Burgess
- Prof. Bonnie Craig
- Mr. Derry Dance
- Dr. John Dennison
- Dr. Susan Grayston
- Mr. Rob McLean
- Mr. William McNulty
- Ms. Brenda Osmond
- Dr. Mahesh Upadhyaya
- Mr. Des Verma

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act,* R.S.B.C. 1996, c.468. The Committee is the "standing committee in the final appeal for students in matters of academic discipline." Under section 61(1) of the *Act*, the "president has power to suspend a student and to deal summarily with any matter of student discipline." Under section 61(2), the President "must promptly report the action of the standing committee established under section 37(1)(v) with a statement of his or her reasons." Under section 61(3), the "action of the president is final and subject in all cases to an appeal to the Senate."

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at http://www.senate.ubc.ca/vancouver/rules.cfm?go=discipline.

During the period from 1 May 2008 and 30 April 2009, the Senate Committee heard six (6) appeals involving students disciplined by the President on the recommendation of the President's Advisory Committee on Student Discipline. Of these, 4 appeals were allowed, in whole or in part, and 2 were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:

1. **August 2008**
   The student was disciplined for plagiarizing a term paper. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript. The student appealed the disciplinary decision with respect to the severity of the disciplinary action.

   Appeal dismissed.

2. **August 2008**

   The student was disciplined for forging signatures in order to gain academic concession. The discipline imposed by the President was suspension from the University for a period of 18 months and a notation of academic misconduct entered on the student's transcript. The student appealed the disciplinary decision on the basis that the President's Committee's procedures were unfairly applied or breached, namely that it was unfair that the President's Committee hearing was held in the absence of the student.

   Appeal allowed; matter referred back to the President's Committee for rehearing.

3. **January 2009**
   The student was disciplined for improperly administering and proctoring a final examination by entering grades on two undergraduates' final examination papers without due regard to the marking guide provided by the course instructor and altering answers on the examination papers. The discipline imposed by the President was suspension from the University for a period of 12 months and notation of academic misconduct entered on the student's transcript. The student appealed the disciplinary decision on the basis that the President erred in the assessment of the President's Committee report and that the discipline imposed by the President was excessive.

   Appeal dismissed.

4. **March 2009**
   The student was disciplined for assisting another student to cheat on an assignment by providing the work of a third party. The discipline imposed by the President was a letter of reprimand and notation of academic misconduct on the student's transcript. The student appealed the disciplinary decision on the basis of an incorrect determination of academic misconduct, unfair application or breach of the President's Committee's procedures, an error in the President's assessment of the evidence in the President's Committee report and the severity of the disciplinary action.

   Appeal allowed; letter of reprimand revoked and notation of academic misconduct removed from the student's transcript.

5. **April 2009**
   The student was disciplined for plagiarizing a term paper. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 18 months and a notation of academic misconduct entered on the student's transcript. The student appealed the disciplinary decision on the basis of an incorrect determination of academic misconduct, new information that was not reasonably available at the time of the President's Committee hearing, breach or unfair application of the University's procedure prior to the President's Committee hearing, unfair application or breach of the President's Committee's procedures, an error in the President's assessment of the evidence in the President's Committee report and the severity of the disciplinary action.

   Appeal allowed to the extent that the period of suspension reduced to 12 months; the mark of zero and notation of academic misconduct on the student's transcript were not amended.

6. **April 2009**
   The student was disciplined for altering a marked midterm examination and submitting it for re-marking. The disciplined imposed was a mark of zero in the course, suspension from the University for a period of 8 months and a notation of academic misconduct entered on the student's transcript. The student appealed the disciplinary decision with respect to the severity of the disciplinary action.

   Appeal allowed to the extent that the notation on the student's transcript is to be removed two years after the beginning of the period of suspension; the period of suspension and the placement of the notation itself were not amended.

Respectfully submitted,

Prof. Bruce MacDougall, Chair
Senate Committee on Student Appeals on Academic Discipline

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

April 28, 2009

From: Senate Committee on Student Awards, Vancouver

To: Senate

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.

Re: Awards recommended for acceptance by the Senate Committee

Frank S. ABBOTT Scholarship: Scholarships totalling $700 have been endowed by alumni and friends of Frank S. Abbott, former Dean of the Faculty of Pharmaceutical Sciences, for undergraduate students in the Faculty. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First awards available for the 2009/10 Winter Session)

Rashida ALI Award in Dentistry: A $1,000 award is offered by Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a student who demonstrates leadership skills and excellence in the Professionalism and Community Service Program (PACS) in the Faculty of Dentistry. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

ASSOCIATION of Women in Finance Scholarship in Law: A $1,500 scholarship is offered by the Association of Women in Finance, an organization that encourages and supports women in the financial profession, to an outstanding student enrolled in the Business Law Concentration in the J.D. Program. The award is made on the recommendation of the Faculty of Law. (First award available for the 2009/10 Winter Session)

Andreas BAUR Shoppers Drug Mart Outreach Award: A $700 award has been endowed by the Shoppers Drug Mart Life Foundation and by friends, family and colleagues in memory of Andreas Josef Baur (B.Sc.P. 2008) for students in the Bachelor of Pharmaceutical Sciences Program who have demonstrated an interest in and commitment to working in communities which are underserved by health care professions, including those in developing countries, nothern and rural Canada, and inner city neighbourhoods. The youngest of four children, Andreas Baur grew up in a rural farming community in Quesnel, B.C. Throughout Andreas' years he gave himself selflessly and made a commitment to making a difference in the world. He will always be remembered as a caring, humorous, well grounded young man willing to do his share in making the world a better place. Andreas spent his summers throughout school

volunteering in Africa and it was a life-changing experience for him. It gave him a new sense of self, purpose and a new understanding of the human experience. To be eligible for the award, candidates must have undertaken their international travel or volunteer activity 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)

Charlotte BORGEN Memorial Scholarship: Scholarships totalling $1,700 have been endowed through a bequest from Charlotte Borgen for students entering the third year of the M.D. Program. The awards are made on the recommendation of the Faculty of Medicine. (First awards available for the 2009/10 Winter Session)

BRITISH Columbia Food Technologists Graduate Student Award: A $1,000 award is offered by the British Columbia Food Technologists for an outstanding graduate student in Food Science. The award recognizes a student who has demonstrated a high level of academic achievement, research excellence, commitment to teaching and mentoring, and a commitment to the ideals of the profession. In addition to the cash prize, the award includes a one-year membership in the Canadian Institute of Food Science and Technology. The award is made on the recommendation of an ad-hoc committee of Food Science faculty members in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session) (First award available for the 2009/10 Winter Session)
NOTE: In addition to supporting the annual award, the donors are building an endowment fund with the intent that it will, in due course, provide the award in perpetuity through endowment income.

Chris CLARK Bursary in Dentistry: A $1,000 bursary is offered by UBC Dentistry in honour of Professor Emeritus, Dr. Chris Clark, whose extraordinary dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. (First award available for the 2009/10 Winter Session)

Kenneth H. CROOK Memorial Scholarship in Law: A $2,500 scholarship is offered by Alexander Holburn Beaudin & Lang LLP in memory of their esteemed colleague and friend, Kenneth H. Crook. Ken's commitment to excellence in his practice and his display of courage and compassion throughout life's challenges were an inspiration to all those who knew him. The award is made on the recommendation of the Faculty of Law to a student entering the second year of the J.D. Program with high academic standing. (First award available for the 2009/10 Winter Session)

David DONALDSON Bursary in Dentistry: A $1,000 bursary is offered by UBC Dentistry in honour of Professor Emeritus, Dr. David Donaldson, whose extraordinary dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. (First award available for the 2009/10 Winter Session)

Charlotte Douglas FEE Graduate Award: A $1,000 award is offered, in memory of Charlotte Douglas Fee, to a graduate student at the UBC Centre for Women and Gender Studies. The award is made on the recommendation of the CWAG's Advisory Board in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Dr. and Mrs. Victor FENYO Scholarship: A $525 scholarship has been endowed through a bequest by Kathleen Katalin Schaffer for a student in the M.D. Program. The award is made on the recommendation of the Faculty of Medicine. (First award available for the 2010/11 Winter Session)

Joseph and Joyce GARDNER Scholarship in Forestry: A $700 scholarship has been endowed by colleagues and friends in honour of Dr. Joseph Gardner, Dean of Forestry from 1965 to 1983, and his wife, Mrs. Joyce Gardner, for an outstanding undergraduate student in the Faculty of Forestry. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

GENETIC Counselling Graduate Entrance Scholarship: Two scholarships of $500 each are offered to graduate students pursuing a Master of Science in Genetic Counselling. The awards are made on the recommendation of the Department of Medical Genetics in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Dr. Dimitrios GIANNOULIS Memorial Prize for Overseas Rotation Research Project in Anesthesia: Prizes totalling $3,400 have been endowed by family, friends and colleagues in the Department of Anesthesia, Vancouver Acute Health Services (VGH and UBCH) in memory of Dr. Dimitrios Giannoulis for UBC Anesthesia Residents in Training, in support of overseas travel to provide educational and clinical services or to complete a research project abroad. Dr. Giannoulis brought expertise, energy and enthusiasm to his anesthetic practice at Vancouver Acute as well as to the advancement of the study of anesthesiology at UBC. His tenure as Director of Anesthesia Undergraduate Training had a significant impact on many UBC medical students and their decision to pursue specialty training in anesthesia. In 2004, Dr. Giannoulis completed post-fellowship training in ultra-sound guided regional anesthesia at the Toronto Western Hospital. He played a key role in establishing the Division of Regional Anesthesia at Vancouver Acute Health Services, becoming the first head of that division. Dr. Giannoulis passed at the young age of 38 on March 23, 2008 and he will be greatly missed by all who knew him; he was a man whose presence brightened a room and made all things seem possible. The award is made on the recommendation of the Department of Anesthesia, Pharmacology and Therapeutics in consultation with the Faculty of Medicine. (First awards available for the 2009/10 Winter Session)

Dr. Dimitrios GIANNOULIS Memorial Prize in Regional Anesthesia: Prizes totalling $3,400 have been endowed by family, friends and colleagues in the Department of Anesthesia, Vancouver Acute Health Services (VGH and UBCH) in memory of Dr. Dimitrios Giannoulis for UBC Anesthesia Residents in Training, who have demonstrated outstanding performance, innovation, compassionate patient care and excelled in the study of regional anesthesia during their residency at UBC. Dr. Giannoulis brought expertise, energy and enthusiasm to his anesthetic practice at Vancouver Acute as well as to the advancement of the study of anesthesiology at UBC. His tenure as Director of Anesthesia Undergraduate Training had a significant impact on many UBC medical students and their decision to pursue specialty training in anesthesia. In 2004, Dr. Giannoulis completed post-fellowship training in ultra-sound guided regional anesthesia at the Toronto Western Hospital. He played a key role in establishing the Division of Regional Anesthesia at Vancouver Acute Health Services, becoming the first head of

that division. Dr. Giannoulis passed at the young age of 38 on March 23, 2008 and he will be greatly missed by all who knew him; he was a man whose presence brightened a room and made all things seem possible. The award is made on the recommendation of the Department of Anesthesia, Pharmacology and Therapeutics in consultation with the Faculty of Medicine. (First awards available for the 2009/10 Winter Session)

John R. GRACE Graduate Scholarship in Chemical and Biological Engineering: An $850 scholarship has been endowed in honour of Dr. John R. Grace by his wife, Dr. Sherrill E. Grace, for graduate students in Chemical and Biological Engineering who demonstrate academic excellence and potential for service to society by performing research on energy, the environment, and/or multi-phase systems. The award is made on the recommendation of the Department of Chemical and Biological Engineering in consultation with the Faculty of Graduate Studies. (First award available for the 2010/11 Winter Session)

Sherrill E. GRACE Graduate Scholarship in English: An $850 scholarship has been endowed in honour of Dr. Sherrill E. Grace by her husband, Dr. John R. Grace, for graduate students in the Department of English who are conducting original research in the literary and/or cultural study of Canada that promises to advance understanding of the country and has potential for publication. The award is made on the recommendation of the Department of English in consultation with the Faculty of Graduate Studies. (First award available for the 2010/11 Winter Session)

GRADUATING Class of Law 1988 Vince Bjorndahl Bursary: Bursaries totalling $700 have been endowed by the Graduating Class of Law 1988 in memory of classmate, Vincent Bjorndahl, who passed away in 2006 at the age of 43 after a courageous two year struggle with bone cancer. Vince was the Class of 1988's gold medalist and, after graduation, practiced in Vancouver and then Calgary, fashioning a distinguished career in tax law. Vince will be especially remembered by his classmates, colleagues and friends for his positive outlook and love of people, his integrity, his mastery of the law, his strong faith, his devotion to family, his sense of adventure and his love of life, all of which he fully embraced to the very end. The awards are made to law students demonstrating financial need. (First awards available for the 2009/10 Winter Session)

Katherine HUME Scholarship in Animal Welfare: A $2,500 scholarship is offered to a graduate student in the Animal Welfare Program by Katherine Hume. Ms, Hume, a former UBC Employee, is inspired by the work of the Program and is pleased to support students who are improving the lives of animals. The scholarship is awarded on the recommendation 0f the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

INTERNATIONAL Tuition Award in Education (12-Month Option): Awards in the amount of $5,000 each are offered by the Faculty of Education to international undergraduate students enrolled in the 12-Month Option of the Bachelor of Education Program. The awards are made on the recommendation of the Faculty. (First awards available for the 2009/10 Winter Session)

INTERNATIONAL Tuition Award in Education (Two-Year Option): Awards in the amount of $4,000 each are offered by the Faculty of Education to international undergraduate students enrolled in the Two-Year Option of the Bachelor of Education

Program. The awards are renewable in the second year and are made on the recommendation of the Faculty. (First awards available for the 2009/10 Winter Session)

Philip W. LEONG Scholarship: A $1,000 scholarship has been endowed by Dr. Philip Leong (M.D. 1973) for a student in the M.D. Program at The University of British Columbia for outstanding academic and clinical achievement as determined by the Faculty of Medicine. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

M. Gail MACDONALD Memorial Bursary in Medicine: A $1,500 bursary is offered in memory of M. Gail MacDonald, who was a lawyer with Canadian Pacific Legal Services. The bursary is offered to a student in the Doctor of Medicine (M.D.) Program who demonstrates financial need. (First award available for the 2009/10 Winter Session)

Cheryl L. OLMA Memorial Bursary in Pharmaceutical Sciences: Bursaries totalling $700 have been endowed by family and friends in memory of Cheryl L. Olma (1944-2008) for undergraduate students in the Faculty of Pharmaceutical Sciences. Cheryl graduated from the Faculty of Pharmacy at The University of British Columbia in 1967 and practiced for over forty years, primarily at Peace Arch Hospital. She was a proactive problem solver, stayed current with her constantly changing profession and was a responsible, conscientious role model whom others admired and respected. (First awards available for the 2009/10 Winter Session)

Freda PAGANI Scholarship in Sustainability: Scholarships totalling $700 have been endowed by family and friends in honour of Freda Pagani for graduate students in Resource Management and Environmental Studies (RMES). As founder and director of the Sustainability Office at UBC, Freda helped to develop green building guidelines for campus facilities, initiated an energy management program, created the UBC Social, Ecological, Economic, Development Studies Program (SEEDS), and developed a community energy and water plan. In addition, Freda led the creation of the University's first ecologically friendly building, the C.K. Choi Building. The award is made on the recommendation of the College of Interdisciplinary Studies in consultation with the Faculty of Graduate Studies. (First awards available for the 2009/10 Winter Session)

Grace PALOMAR Memorial Scholarship: A $700 scholarship has been endowed by friends and family in memory of Grace Palomar for a student entering the Master of Architecture Program with high academic standing and a high potential for success. During her time in the Architecture Program, Grace made a significant impact on faculty, students and staff with her academic achievement, generous spirit, and quiet, thoughtful leadership. The award is made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

PIBC Graduate Scholarship in Planning: A $3,000 scholarship is offered by the Planning Institute of British Columbia to a student who maintains high academic standing in Community and Regional Planning and exhibits leadership skills in student or community planning activities. The award is made on the recommendation of the School in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Martin SIKES Memorial Scholarship in Electrical and Computer Engineering: Scholarships totalling $750 have been endowed by family, friends and colleagues in memory of Martin Sikes (1968-2007) for Electrical and Computer Engineering undergraduate students. At UBC, Martin was involved in multiple extra-curricular activities, including presidency of the Electrical Engineering Student Union club and being a mover and shaker in numerous harmless pranks. After graduation, he went on to be highly successful in the video games industry as both a businessman and a developer of world-renowned games. The awards are made on the recommendation of the Department of Electrical and Computer Engineering. (First awards available for the 2009/10 Winter Session)

Martin SIKES Memorial Service Award in Electrical and Computer Engineering: Awards totalling $1,000 have been endowed by family, friends and colleagues in memory of Martin Sikes (1968-2007) for Electrical and Computer Engineering undergraduate students with good academic standing at the University who have demonstrated leadership through active involvement in professional societies, student government, and/or campus and community activities. At UBC, Martin was involved in multiple extra-curricular activities, including presidency of the Electrical Engineering Student Union club and being a mover and shaker in numerous harmless pranks. After graduation, he went on to be highly successful in the video games industry as both a businessman and a developer of world-renowned games. The awards are made on the recommendation of the Department of Electrical and Computer Engineering. (First awards available for the 2009/10 Winter Session)

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

Award 07976 – University Publishers Award in Engineering (revised description): A $1,000 award is offered by University Publishers to assist an Engineering student. The award is made on the basis of student leadership and participation in the activities of the Engineering Undergraduate Society. The award is made on recommendation of the Faculty of Applied Science in consultation with the Engineering Undergraduate Society. The financial circumstances of candidates may be a consideration.
How amended: This annually-funded award was previously a scholarship based on academic standing as well as participation in the EUS. The donor now wants to focus the criteria on student leadership and participation rather than on academic achievement.

Award 02753 – University Publishers Award in Law (revised description): A $1,000 award is offered by University Publishers to assist s student in the Faculty of Law. The award is made on the basis of student leadership and participation in the activities of the Law Students Association. The award is made on recommendation of the Faculty in consultation with the Law Students Association. The financial circumstances of candidates may be a consideration.
How amended: This annually-funded award was previously a scholarship based on academic standing as well as participation in the Law Students Association. The donor now wants to focus the criteria on student leadership and participation rather than on academic achievement.

Award 04836 - WAH-SHEUNG Prize in Physiology (revised description) - Up to two prizes totalling $550 have been endowed for graduate students who exhibit the best combination of academic achievement and research potential. To be eligible, students must have obtained an undergraduate degree offered by the Department of Cellular and Physiological Sciences (CAPS) and be enrolled in Graduate Studies under the supervision of a faculty member in CAPS. . The award is made on the recommendation of the Department of Cellular and Physiological Sciences in consultation with the Faculty of Graduate Studies.

How amended: The prize was originally designated for graduate students in the Department of Physiology. However, the Physiology Program is currently not being offered at UBC and there is no graduate program in Cellular and Physiological Sciences. As a result, there are no candidates eligible for the award under its original terms. The revisions to the description will make it possible to offer the award again.

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Tributes 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

May 1, 2009

To: Vancouver Senate

From: Tributes Committee

Re: **Candidates for Emerita/Emeritus Status (approval)**

The Tributes Committee recommends approval of the following motion:

> ***Motion:*** *That the attached list of individuals for emerita or emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professors Emeriti, Associate Professors Emeriti, Assistant Professors Emeriti, Senior Instructors Emeriti, Instructors II Emeriti, Instructors I Emeriti, General Librarians Emeriti and Administrative Librarians Emeriti be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emerita/Emeritus Status June 30, 2009

Retirement or Resignations December 31, 2008 to August 31, 2009

Last Name	First Name	Rank	Faculty	Title
Berinbaum	Martin C.	Professor	Arts	Professor Emeritus of Music
Blatherwick	John	Clinical Professor	Medicine	Clinical Professor Emeritus of Population and Public Health
Campbell	Larry	General Librarian	Library	General Librarian Emeritus
Carr	Derek C.	Associate Professor	Arts	Associate Professor Emeritus of French, Hispanic and Italian Studies
Chalmers	F. Graeme	Professor	Education	Professor Emeritus of Curriculum Studies
Dimmick	James E.	Professor	Medicine	Professor Emeritus of Pathology
Dodek	Arthur	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Feller	Michael	Associate Professor	Forestry	Associate Professor Emeritus of Forest Sciences
Gaskell	Peter James	Professor	Education	Professor Emeritus of Curriculum Studies
Growe	Gershon	Clinical Professor	Medicine	Clinical Professor Emeritus of Pathology and Laboratory Medicine
Johnson	Lee M.	Professor	Arts	Professor Emeritus of English
Jolliffe	Peter A.	Professor	Land & Food Systems	Professor Emeritus of Agroecology
MacIntyre	Donna L.	Associate Professor	Medicine	Associate Professor Emerita of Physical Therapy
Marion	Stephan A.	Associate Professor	Medicine	Associate Professor Emeritus of Population and Public Health
Pullan	Bruce	Associate Professor	Arts	Associate Professor Emeritus of Music
Rogers	David F.	Associate Professor	Arts	Associate Professor Emeritus of French, Hispanic and Italian Studies
Shackleton	David M.	Professor	Land & Food Systems	Professor Emeritus of Agroecology
Sinclair	Anthony R.E.	Professor	Science	Professor Emeritus of Zoology

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Tributes 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

May 1, 2009

To: Senate

From: Tributes Committee

Re: **Regalia Colours (approval)**

The Senate Tributes Committee recommends to Senate the approval of regalia (i.e., hood colours) for the following credentials:

1. Bachelor of Computer Science [B.C.S.] – *Light blue with grey and green cord*
2. Bachelor of Science in Wood Products Processing [B.Sc. (W.P.P.)] – *Brown with yellow cord*
3. Master of Laws (Common Law) [L.L.M. (Com.)] – *Fully lined amethyst violet with white cord*
4. Master of Arts in Asia Pacific Policy Studies [M.A.A.P.] – *Fully lined university blue*
5. Master of Journalism [M.J.] – *Fully lined university blue with black and white cord*
6. Master of Applied Science in Forest Sciences [M.A.Sc. (For.)] – *Fully lined scarlet*
7. Master of Management [M.M.] – *Fully lined grey with black and gold cord*
8. Executive Master of Business Administration [E.M.B.A.] – *Fully lined grey with black and red cord*
9. International Master of Business Administration [I.M.B.A.] – *Fully lined grey with red cord*
10. Master of Educational Technology [M.E.T.] – *Fully lined white with university blue and yellow cord*
11. Master of Advanced Studies in Landscape Architecture [M.A.S.L.A.] – *Fully lined maize with white and grey cord*
12. Master of Software Systems [M.S.S.] – *Fully lined light blue with grey and green cord*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Tributes 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

May 1, 2009

To: Vancouver Senate

From: Tributes Committee

Re: **Inter-campus Collaboration on Honorary Degrees (information)**

In February 2009, the Chairs of the Vancouver Senate Tributes Committee and Okanagan Senate Learning and Research Committee met to discuss possibilities for inter-campus collaboration on the nomination and selection of candidates for honorary degrees. Following the meeting, the Tributes and Learning and Research Committees further discussed ways in which to increase collaboration and communication between the two committees. This report outlines the Committees' general discussions and possible processes for collaboration.

Both Committees recognize that honorary degree nominations are adjudicated by two separate standing committees of two separate Senates. While there is no reason that the two committees *must* collaborate, there are some areas where it seems to make sense. The benefits of collaboration include the following: avoiding the embarrassment of inviting the same candidate twice, sharing intelligence and research about candidates of common interest, and sharing strategies for broadening the pool of appropriate nominees. Given the potentially large number of candidate files and their sensitive nature, the Chairs agreed that it would not make sense to regularly transmit files from one campus to the other or to adjudicate candidates for both campuses from a common pool. The chief mechanism for communication between the Committees should be through the Chairs, supported by the secretariat. It was viewed as unlikely that the Committees would need to meet in joint session. The Chairs may wish to seek advice from the Ceremonies Office, as per the normal practice for such matters.

The Committees propose to collaborate in the following areas:

a) A common nomination and form for the system (attached). The form has been developed by the secretariat and approved by both committees. One nomination period and process for the system will reduce any nominator confusion and facilitate system-wide communication.

b) The form asks the nominator to choose either the Okanagan or Vancouver campus. Although the Senates ultimately decide upon recommendation of their standing committees, the nominator's selection will be taken into consideration.

c) The Secretariat will compile a candidate list for each Committee and will share information with the Chairs about the overall candidate pool. For example, the Secretariat might suggest that the nominations deadline be extended if necessary.

d) The Chairs will communicate regularly – ideally beginning before the close of nominations in each cycle – to coordinate processes and share information as appropriate. The Chairs anticipate that they might wish to communicate three or four times over the course of the nomination and selection process.

e) Where the Chairs agree that a nominee at one campus seems to be more appropriately placed for consideration at the other campus, the receiving campus may wish to cultivate a second nomination to avoid the need to “transfer” nominee files between campuses.

f) Each Committee would report its recommendations to its Senate as has been the usual practice.

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

THE UNIVERSITY OF BRITISH COLUMBIA

HONORARY DEGREE NOMINATIONS

The Okanagan and Vancouver Senates welcome the nomination of worthy individuals for Honorary Degrees.

The vision of the University of British Columbia is to educate exceptional global citizens, promote the values of a civil sustainable society and this vision is reflected in the individuals who receive honorary degrees from the University. In selecting candidates, the University makes a public declaration of its values, recognizing individuals of such calibre that, in honouring them, it too is honoured. In so doing, the University motivates and inspires its students and graduates. The Okanagan Senate Learning and Research Committee and Vancouver Senate Tributes Committee attempt, through their respective recommendations of nominees, to reflect the cultural diversity of the country and the international character and diversity of the University itself.

Honorary degrees are intended to recognize individuals who have made substantial contributions to society at the provincial, national and/or international levels such as:

- Leading academics in all disciplines and creative minds in arts and performance;
- Public intellectuals and opinion-makers;
- Visionary leaders and exemplary public figures;
- Community builders and philanthropists.

Honorary Degrees are conferred honoris causa, “for the sake of honour: and are awarded as one of the three types: Doctor of Laws, honoris causa; Doctor of Letters, honoris causa; and Doctor of Science, honoris causa.

Criteria

The award of an Honorary Degree is recognition by The University of British Columbia of distinguished achievement or of outstanding service. The criteria for the award of an Honorary Degree are excellence, eminence, and accomplishment. Nominees must be exceptionally distinguished: scholars, creative artists, public servants, persons prominent in the community and the professions, and others who have made significant contributions locally, nationally or globally.

Honorary degrees are not normally awarded to those who currently hold political office, including Senators, nor to current or former UBC

faculty members, nor those whose contributions may be considered to be no longer of current interest or at previous levels of significance. In approving candidates for Honorary Degrees, the Senates strive for diversity of background, disciplines, and spheres of contribution. A nomination that may possibly be controversial will need to pass the test: *"is UBC willing to deal with any and all possible consequences?"*

Note on the Nomination Process

Any member of the public or the University community may submit nominations. All nominations are valid for a period of three years (the year of nomination plus two years). Nominations for UBC Honorary Degrees to be awarded at either the Okanagan or Vancouver campus are considered by the Okanagan Senate Learning and Research Committee and Vancouver Senate Tributes Committee respectively. UBC Honorary Degrees are typically awarded during graduation ceremonies at each campus. Upon review of nominations, each Committee develops a list of proposed individuals, which is then recommended to the respective Senate for final approval.

Honorary Degree Nomination Form

A strong nomination will include sufficient information for the committee to assess the nominee against the award criteria. For example, those pertaining to a well-known public figure would normally contain much less documentation than would those for whom assessment by the committee would depend upon a more detailed profile.

Please provide information regarding your nominee, attaching further documentation if relevant and available.

Your nomination may include:

- **up to five (5) letters of support from distinguished referees**
- **full curriculum vitae and/or biographical sketch**

Please note: All information submitted on behalf of the nominee will be kept CONFIDENTIAL

If you have a preference for which campus the Honorary Degree should be conferred, please indicate below:

☐ **UBC Okanagan**

☐ **UBC Vancouver**

*Required Fields

***Full name of nominee**

Name of contact person/representative, if contact person is not the nominee

Current address and telephone number

Date and place of birth

Education

Present Position

Positions held (business, professional, academic, volunteer, etc.)

Community involvement activities

Local, provincial, national or international activities

Notable achievements

Previous awards or recognition

***State briefly how the nominee fits the stated criteria and the connection to UBC, if any**

***NOMINATION SUBMITTED BY:**

Name:

Address:

Phone Number:

Signed By:

Date:

DEADLINE FOR NOMINATIONS TO BE RECEIVED IS 30 SEPTEMBER 2009

All nominations must be received by this date. Nominations will not be considered without the completion of the Nomination Form.

Please return the completed form to:

Amandeep Breen
Enrolment Services
Brock Hall 2016 – 1874 East Mall
Vancouver, BC V6T 1Z1
amandeep.breen@ubc.ca
(604) 822-8141