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 SEVENTH REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2009/2010 ACADEMIC YEAR

WEDNESDAY, MARCH 31, 2010

7:00 P.M.

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

1. **Senate Membership -- Mr. James Ridge**
   Vice-Chair of Senate (approval)
   As per the March 3 Call for Nominations, nominations for the position of Vice-Chair of Senate will close on Friday, March 26. If necessary, an election will be held at the March 31 Senate meeting.
2. **Minutes of the Meeting of March 3, 2010-- Prof. Stephen J. Toope**
   (approval) (circulated)
3. **Business Arising from the Minutes**
4. **Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope**
   a. Certificates of Appreciation for Student Senators completing their terms on March 31, 2010 (information)
5. **Admissions Committee -- Dr. David Fielding**
   (approval) (circulated)
   a. Doctor of Medicine - Changes in Admission Requirements
   b. Graduate Programs in Library, Archival and Information Studies - Changes in Admission Requirements
   c. Application and Document Deadlines - Calendar Change on Admission
   d. Applicants from a College or University: Bridging Programs and Pre-Majors and Bachelor of Music: Music Pre-Major - Calendar Change on Admission
   e. Enrolment Targets 2010/2011
6. **Curriculum Committee -- Dr. Peter Marshall**
   Curriculum Proposals from the Faculties of Education, Forestry, Graduate Studies (Applied Science, Arts, Education, Land and Food Systems, Medicine, and Science), and Land and Food Systems (approval) (circulated)

.../continued

7. **Joint Report from the Curriculum and Admissions Committees -- Dr. Peter Marshall**
   Genome Science and Technology: Master of Science and Doctor of Philosophy
8. **Student Awards Committee -- Dr. Brian Stelck**
   New Awards (approval) (circulated)
9. **Teaching and Learning Committee -- Ms. Margaret Friesen with Guest Presenter Ms. Katherine Beaumont**
   Topic of Broad Academic Interest: Integrating International Learning into Academic Programs (information) (circulated)
10. **Report from the Provost and Vice-President, Academic -- Dr. David Farrar introducing Guest Presenter Dr. John Hepburn, Vice-President, Research and International**
    Developing a Research Strategy (information) (circulated)
11. **Report from the Registrar and Associate Vice-President, Enrolment Services -- Mr. James Ridge**
    2010 Election of Student Representatives to the Board of Governors & Vancouver Senate (information) (circulated)
12. **Oral Report from the Outgoing Senate Student Caucus -- Mr. Geoff Costeloe**
    (information)
13. **Proposed Agenda Items**
14. **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

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Vancouver Senate

MINUTES OF MARCH 3, 2010

Attendance

Present: Prof. S. J. Toope (Chair), Mr. J. Ridge (Secretary), Dr. R. Anstee, Mr. C. Au, Dr. K. Baimbridge, Dean M. A. Bobinski, Dr. J. Brander, Principal M. Burgess, Dr. B. Cairns, Mr. A. Cheung, Mr. G. Costeloe, Ms. B. Craig, Dr. J. Dennison, Ms. A. Dulay, Dr. W. Dunford, Dr. D. Farrar (Provost & Vice-President, Academic), Dr. D. Fielding, Ms. M. Friesen, Dean N. Gallini, Mr. R. Gardiner, Mr. C. Gorman, Mr. S. Haffey, Dr. W. Hall, Dr. P. G. Harrison, Mr. S. Heisler, Ms. K. Ho, Dr. A. Ivanov, Mr. A. Johal, Dr. B. S. Lalli, Dr. D. Lehman, Dr. P. Loewen, Mr. B. MacDougall, Dr. P. L Marshall, Mr. W. McNulty, Mr. J. Mertens, Mr. C. Meyers, Principal L. Nasmith, Dr. C. Orvig, Ms. I. Parent, Dr. K. Patterson, Dean S. Peacock, Mr. B. Perrin, Dr. J. Plessis, Dr. A. Riseman, Dr. T. Ross, Dr. L. Rucker, Dean J. Saddler, Mr. J. Sealy-Harrington, Ms. E. Segal, Ms. A. Shaikh, A/Dean J. Shapiro, Dean R. Sindelar, Dr. S. Singh, Dr. R. Sparks, Dr. B. Stelck, Mr. D. Thakrar, Dr. S. Thorne, Mr. B. Tomlinson, Dr. M. Upadhyaya, Dr. M. Vessey, Mr. A. Wazeer, Dr. R. Wilson, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky.

Guests: Ms. S. Chung, Mr. F. Grajales, Mr. A. J. Hajian, Mr. D. H. Kim, Mr. S. Rasmussen, Mr. J. Yang.

Regrets: Dean T. Aboulnasr, Ms. K. Aminoltejari, Mr. B. Cappellacci, Mr. G. Dew, Dean B. Evans, Rev. Dr. S. Farris, Dean M. Isman, Ms. A. Johl, Ms. A. Kelly, Dr. S. B. Knight, Dr. B. Larson, Mr. D. Leung, Dr. W. McKee, Ms. S. Morgan-Silvester (Chancellor), Dean D. Muzyka, Dr. G. Öberg, Ms. S. Purewal, Mr. M. Sami, Dean C. Shuler, Dean G. Stuart, Mr. D. Verma, Dr. T. Young.

Recording Secretary: Ms. L. M. Collins

Call to Order

The President called to order the sixth regular meeting of the Senate for the 2009/2010 academic year.

Senate Membership

See also 'New Member Introduction' under 'Other Business'.

VICE-CHAIR OF SENATE: CALL FOR NOMINATIONS

As Secretary, Mr. Ridge issued a call for nominations for one (1) Senator to serve as Vice-Chair of the Vancouver Senate for a term of one year beginning April 1, 2010. Senators were invited to forward self-nominations to Ms. Collins until the close of nominations on Friday, March 26, 2010. Mr. Ridge indicated that, if necessary, an election was to be conducted at the Senate meeting of March 31, 2010.

Minutes of the Previous Meeting

Dr. Harrison
Dr. Rucker
} *That the minutes of the meeting of January 20, 2010 be adopted as circulated.*

DISCUSSION

Recalling his comments on notification of Faculties about the Thursday Noon-Hour Break as recorded on p. 09/10 - 101, Mr. Tomlinson stated that he regretted his choice of words, and clarified that his interest was in ensuring that due process had been followed. The assembly recognized Ms. Collins to respond to questions raised by Mr. Tomlinson on this matter at the January meeting. Ms. Collins reported that Enrolment Services had sent two notifications to Faculties -- the first to deans and the second to timetable representatives. While the two messages might have been sent earlier, Ms. Collins expressed the opinion that Faculties had ultimately been appropriately notified.

The motion was put and carried.

Remarks from the Chair and Related Questions

FEDERAL AND PROVINCIAL BUDGETS

The President reported that he had been present in the BC legislature on March 2 for the delivery of the 2010 provincial budget. The budget contained no cuts for universities, and a small increase instituted in the previous budget had been maintained. The budget also confirmed support for capital projects at UBC, including a project in Pharmaceutical Sciences and Biological Sciences Renew. A mechanism to neutralize the impact of the Harmonized Sales Tax (HST) for universities was also confirmed. Unfortunately, there were no advances in provincial support for research and development and therefore the President saw in the budget little vision for the future economic and social health of the province. In the hope of improving the situation for future, the Research Universities' Council of British Columbia planned to collaborate to bring to government some well-developed ideas for potential research and innovation investments.

With respect to the federal budget, which was due for release on March 4, the President was optimistic that 2010 would be a modestly positive year for research. While large increases in support were not expected, any increase in a time of budgetary pressure would be viewed as a positive signal of support for the importance of research in universities. Early signals were that the budget would focus on innovation, competitiveness, and productivity, and the hope was that support in these areas would include increases for the federal granting councils. Advocacy efforts had also been focused on discouraging the government from narrowly targeting research funding to specific issue areas.

VANCOUVER 2010 WINTER OLYMPIC AND PARALYMPIC GAMES

The President gave a brief overview of Olympic activities on campus in February, congratulating all volunteers, torch-bearers, and other participants for a successful set of events. Prof. Toope also noted that several orderly protests had taken place at UBC, as could be

expected on a university campus. The President looked forward to the Paralympic Games, which were soon to begin.

UBC BIOENERGY RESEARCH AND DEMONSTRATION PROJECT

The President drew attention to the February 15 announcement of a bioenergy project that was to generate enough clean electricity to power 1,500 homes, reduce the university's natural gas consumption by up to 12 percent, and eliminate up to 4,500 tonnes of greenhouse gas emissions per year. The UBC Bioenergy Research and Demonstration Project was a partnership between the provincial government, the University, Nexterra Systems Corp., and GE Water & Power. It was to be the first North American demonstration of a biomass-fueled heat-and-power generation system. The President was encouraged by signals from the provincial government that UBC had a clear role to play in the clean energy sector and cited this as a step toward further differentiation between universities in the province.

CANDIDATES FOR HONORARY DEGREES FOR CONFERRAL IN 2010

The President reported that a list of candidates for honorary degrees who had accepted the University's invitation to attend a 2010 graduation ceremony would soon be finalized and released. He forecasted that UBC could look forward to very lively Spring and Fall 2010 Congregations.

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*.

From the Board of Governors, continued

Senate Meeting of September 16, 2009

Curriculum proposal from Continuing Studies and the Faculty of Commerce & Business Administration.

Senate Meeting of December 16, 2009

Curriculum proposals from the Faculty of Applied Science, the College of Health Disciplines, the Faculty of Dentistry, Faculty of Graduate Studies (Arts, Dentistry, Law, and Medicine) and the Faculty of Science.

New Awards

Senate Meeting of January 20, 2010

Curriculum proposals from the Faculties of Arts, Commerce and Business Administration, and Science.

Academic Policy Committee

Committee Chair Dr. Harrison presented the report.

UBC POLICY 69: STUDENT SAFETY ABROAD

The Committee had circulated a new UBC Policy 69: Student Safety Abroad. The Committee's report stated that, while this was to become a policy of the Board of Governors, portions of it required approval by the Okanagan Senate and the Vancouver Senate. The Vancouver Senate was the last of the three governance bodies to consider the proposed policy, as the Okanagan Senate and the Board had already granted their respective

Academic Policy Committee, continued

approvals.

Dr. Harrison
Dr. Rucker

That Senate approve the following sections of UBC Policy 69: Student Safety Abroad:

- *"Article 1 of the Policy - Definitions"; and*

The following articles in the Procedures:

- *Article 4 Travel to Level 1 "Exercise Normal Security Precautions" or Level 2 "Exercise High Degree of Caution" Travel Advisory Destinations;*
- *Article 5 Authorization for Travel to Level 3 "Avoid non-essential travel" or Level 4 "Avoid all travel" Travel Advisory Destinations;*
- *Article 6 Revocation of Authorization; and*
- *Article 8 Unauthorized Travel.*

DISCUSSION

Dr. Harrison gave a brief overview of the development of the policy over the previous several months, noting that earlier drafts had been widely circulated for comment. A substantial amount of feedback had been received and incorporated into the draft policy. He expressed the opinion that, while the policy was not perfect, it was sound and necessary. By approving such a policy, the University would acknowledge its responsibilities to encourage students preparedness and to know the whereabouts of students travelling on University business. Effort had been taken to minimize the bureaucratic burden on all concerned.

In response to a question from a Student Senator, Dr. Harrison clarified that any student travelling on University business or as part of their studies (including medical students undertaking elective coursework abroad) should register under the new policy.

Academic Policy Committee, continued

Mr. Costeloe spoke in support of the University's need to know the locations of student travellers. He asked about the section on changes to risk ratings for destinations, expressing hope that deans would consider each student's situation individually, rather than making "blanket" decisions to cover all concerned. Dr. Harrison noted that the Go Global office would serve as an important resource for dean's offices. He offered reassurance that it was not the intent to automatically issue negative consequences to a student who unexpectedly found him- or herself in a high-risk location. In response to a further question from Mr. Costeloe, Dr. Harrison expressed the opinion that -- while the policy did make specific reference to respective liability and responsibility -- he felt that the University had a global responsibility for its students travelling abroad.

Dr. Dunford expressed the opinion that the policy was too broad, stating that he would find it excessive to require a student planning a day trip to Seattle to register. Dr. Harrison pointed out that, with the help of the policy, this student might consider whether, for example, their health insurance was adequate for travel to the United States. In response to a question about why students travelling within Canada would not be required to register, Dr. Harrison surmised that it was easier to obtain information from local Canadian authorities as compared to those in other countries.

Dr. Cairns cited the example of graduate students travelling with a professor for a meeting. He stated that it seemed drastic that such students could see their funding revoked or face other academic consequences. Dr. Harrison stated that although the policy was necessarily written in absolute terms, it was intended that decision makers would have substantial flexibility in its implementation. Dr. Harrison emphasized that there was no intent to unduly penalize students.

Academic Policy Committee, continued

In response to a question from Mr. Mertens, Dr. Harrison pointed out that any activity falling under the policy's definition of "university activity" would be addressed by the policy.

Mr. Haffey spoke in support of the policy generally and of sections 8.3 and 8.4 in particular, which stipulated consideration of certain information by decision makers and established a mechanism for student appeals.

Dr. Hall asked about a potential situation where it was not possible to communicate to a student that their authorization to travel had been revoked. Dr. Harrison stated that he expected that the University would make every reasonable effort to contact the student, and that negative consequences would follow only when the student was found to be willfully ignoring such communications.

Dr. Baimbridge asked about mechanisms for communicating the existence of the new policy to all concerned. Dr. Harrison pointed out that section 5.2 of the procedures included a link to the Go Global website, and added that Go Global was generally very proficient at communicating with their target audiences. The President asked the Associate Secretary to transmit to the Provost and to Go Global Senate's request that a clear communication strategy be developed.

Mr. Johal asked whether consideration had been given to a pilot project involving voluntary registration prior to proceeding to development of a policy. Dr. Harrison responded that the document had been submitted to the Academic Policy Committee as a draft policy, and that to his knowledge it was not customary for the Board of Governors to introduce pilot policies.

The motion was put and carried.

Admissions Committee

Committee Chair Dr. Fielding presented the reports.

The following is a summary of items presented for approval.

Item 7(a): Advanced Credit or Placement

The Admissions Committee recommended approval of a revised calendar entry on Advanced Credit or Placement. Applicants seeking advanced credit/placement for secondary school subjects would be required to complete the required course work and examinations prior to attendance in a degree program at UBC.

Recommendation: That Senate approve the revised calendar entry on Advanced Credit or Placement, effective for entry to the 2010 Summer Session and thereafter.

Item 7(b): British Columbia Adult Graduation Diploma

The Admissions Committee recommended approval of a revised calendar entry on the British Columbia Adult Graduation Diploma. Applicants presenting Adult Basic Education courses would be required to meet a minimum final standard of 70% as a final grade in English 11 or 12. This recommendation was consistent with the changes to minimum standards in English for secondary school applicants approved at the November 2009 meeting of Senate.

Recommendation: That Senate approve the revised calendar entry on British Columbia Adult Graduation Diploma, effective for entry to the 2011 Winter Session and thereafter.

Item 7(c): Doctoral and Master's Degrees: Faculty of Graduate Studies

The Admissions Committee recommended approval of a revised calendar entry on Doctoral and Master's Degrees to enact a number of small editorial changes.

Recommendation: That Senate approve the revised calendar entry on Doctoral and Master's Degrees.

Item7(d) Bachelor of Human Kinetics: Broad-Based Admission Policy

The Admissions Committee recommended approval of a calendar entry on broad-based admission requirements for applicants to the Bachelor of Human Kinetics program. Applicants would be evaluated on both academic performance and supplementary criteria and other qualifications.

Admissions Committee, continued

Recommendation: That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Human Kinetics program, effective for entry to the 2010 Winter Session and thereafter.

Item 7(e): Specific Program Requirements for Applicants Following the BC/Yukon Secondary School Curriculum

The Admissions Committee recommended approval of a revised calendar entry on specific program requirements for applicants following the BC/Yukon Secondary school curriculum. The proposed revisions reflected recent changes in mathematics admission requirements for applicants following the BC/Yukon Secondary School Curriculum, as approved by Senate in September 2009.

Recommendation: That Senate approve the revised calendar entry on specific program requirements for applicants following the BC/Yukon secondary school curriculum, for entry to the 2013 Winter Session and thereafter.

Item 7(f): Bachelor of Science in Food, Nutrition and Health

The Admissions Committee recommended approval of a revised calendar entry on admission requirements for applicants to the Bachelor of Science in Food, Nutrition and Health program. The proposed revisions reflected recent changes in mathematics admission requirements for applicants following the BC/Yukon Secondary School Curriculum, as approved by Senate in November 2009.

Recommendation: That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Science in Food, Nutrition and Health program, effective for entry to the 2013 Winter Session and thereafter.

Item 7(g): Bachelor of Science in Forest Sciences, Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Wood Products Processing and Bachelor of Science in Forestry

The Admissions Committee recommended approval of a revised calendar entry on admission requirements for applicants to the Bachelor of Science in Forest Sciences, Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Wood Products Processing and Bachelor of Science in Forestry programs. The proposed revisions reflected recent changes in mathematics admission requirements for applicants following the BC/Yukon Secondary School Curriculum, as approved by Senate in November 2009.

Recommendation: That Senate approve the proposed changes in admission requirements for applicants to the Bachelor of Science in Forest Sciences, Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Wood Prod-

Admissions Committee, continued

ucts Processing and Bachelor of Science in Forestry programs, effective for entry to the 2013 Winter Session and thereafter.

Dr. Fielding
Dr. Anstee
} *That Senate accept the recommendations of the Admissions Committee with respect to Items 7(a) through 7(c), as listed above.*

Carried.

Dr. Fielding
Dr. Sparks
} *That Senate accept the recommendation of the Admissions Committee with respect to Item 7(d), as listed above.*

Carried.

Dr. Fielding
Mr. Au
} *That Senate accept the recommendation of the Admissions Committee with respect to Item 7(e), as listed above.*

Carried.

Dr. Fielding
Dr. Marshall
} *That Senate accept the recommendations of the Admissions Committee with respect to Items 7(f) and 7(g) above.*

Carried.

Nominating Committee

Committee Chair Dr. Windsor-Liscombe presented the report.

Adjustments to Committee Composition and Senate Representative to St. Mark's College Board of Directors

Dr. Windsor-Liscombe
Mr. Mertens
} *That the composition of the Vancouver Senate Library Committee be adjusted to replace the Vice-President Student and Academic Services with the Vice-Provost, Information Technology as an ex-officio, voting member.*

Nominating Committee, continued

DISCUSSION

In response to a question from Mr. Heisler, Dr. Vessey explained that the position of "Vice-President, Student & Academic Services" no longer existed. The Library Committee had consulted with the Provost and determined that the Vice-Provost, Information Technology would be a suitable replacement on the Library Committee.

The motion was put and carried.

Dr. Windsor-Liscombe
Mr. Mertens
} *That Senate appoint Mr. Sean Haffey to fill a vacancy as the Senate representative to the St. Mark's College Board of Directors.*

Carried.

Student Awards Committee

Committee Chair Dr. Stelck presented the reports.

REVISIONS TO REGULATIONS GOVERNING UNIVERSITY AWARDS

The Committee had circulated proposed changes to the Regulations Governing University Awards. The following is an excerpt from the Committee's report:

> The proposed changes are of the routine "housekeeping" variety, with one exception. The proposed change to sections 2 and 3 under "Regulations Governing Undergraduate Awards" to specify "percentage-graded" credits was prompted by the March 2009 Senate approval of the Policy on Credit/D/Fail Standing. This change is intended to clarify that courses taken for Credit/D/Fail standing will be counted towards the credit load but will not be included in the calculation of weighted-credit average for UBC scholarships and awards.

Dr. Stelck
Dr. Ivanov
} *That Senate approve the changes to the Regulations Governing University Awards, as set out in the document submitted by the Student Awards Committee.*

Carried.

Student Awards Committee, continued

NEW AWARDS

See also 'Appendix A: New Awards.'

Dr. Stelck
Dr. Cairns
} *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.*

DISCUSSION

In response to a question from Dr. Hall about the Maurice and Stacy White Thunderbird Baseball Award, the President confirmed that there was no women's varsity baseball team at UBC.

The motion was put and carried.

Reports from the Provost & Vice-President, Academic

Dr. Farrar presented the report.

RELOCATION OF ICORD TO THE FACULTY OF MEDICINE

Dr. Farrar had circulated a proposal to relocate the International Collaboration on Repair Discoveries (ICORD). Rationale for this recommendation included the involvement of provincial Health Authorities in funding ICORD, ICORD's physical location at the Vancouver Hospital site, and the nature of ICORD's operations.

Dr. Baimbridge
Dr. Thorne
} *That the International Collaboration on Repair Discoveries (ICORD) be relocated to the Faculty of Medicine, effective March 3, 2010.*

Carried.

Report from the University Librarian

2008/2009 REPORT OF THE UNIVERSITY LIBRARIAN TO THE SENATE

See also the full text of the report at: **www.library.ubc.ca/home/UBC_RS_2009_fa.pdf .**

Ms. Parent delivered the 2008/2009 Report of the University Librarian to the Senate. Noting that this was her first such presentation to the Senate, Ms. Parent remarked that she had been pleased to meet Senators and to learn how the Library might best support the academic mission of the University. Ms. Parent gave an overview of the Library's activities in the following areas:

- Library priorities mirror those of the University: Students, Research, Community
- Enhancing the Student Experience: Technology, Teaching, Space
- Teaching
    - In 2009, the library offered 1,421 classes to help prepare students for an information intensive world;
    - More than 32,000 students enhanced their information-finding skills through classes taught by librarians.
- Research: Access Anywhere, Any Time
    - More than 5.6 million hits on the Library website;
    - 62 million views of pages within the Library website in 2009.
- Research: Digital Strategy
    - "Over the next five years, we will continue to develop our digital collections and safeguard the knowledge legacies of the past, while ensuring accessibility for the future." -- from UBC Library Strategic Plan, 2010-2015.
- Research: Scholarly Communications
    - cIRcle is UBC Library's institutional repository and one of the primary ways the Library has championed open access;
    - UBC's Innovative Dissemination of Research Award.
- Community Engagement
    - Irving K. Barber Learning Centre Community Digitization Project;
    - The Small Business Accelerator Project.

Report from the University Librarian, continued

Ms. Parent expressed her appreciation for the recent "reinvigoration" of the Senate Library Committee and thanked Dr. Vessey for his willingness to serve as Committee Chair.

DISCUSSION

Mr. Wazeer noted that students would appreciate retaining access to databases and other electronic library resources after graduation. He asked whether such an arrangement had been considered for alumni. Ms. Parent agreed that this would be a welcome service, but that it would be necessary to negotiate access with database producers, and that the costs would be significant.

Mr. Costeloe stated that he was favourably impressed by the wide range of services available to students through the Library, but noted that most of the student body seemed unaware. He asked how the Library promoted awareness. Ms. Parent noted that Liaison Librarians were charged with outreach to the student community, and that classes offered through the Library reached approximately 32 000 students.

Mr. Haffey recalled a recent meeting with a UBC alumnus, who fondly recalled many hours spent in Sedgwick and Main Libraries. Mr. Haffey wished to pass this on as indicative of the importance of the Library to the student experience.

Other Business

NEW MEMBER INTRODUCTION

The President introduced Dr. Jonathan Shapiro, Acting Dean of the Faculty of Education, who was attending his first meeting as a member of Senate.

Tributes Committee -- in camera

CANDIDATES FOR HONORARY DEGREES

In closed session, the Senate considered recommendations from the Tributes Committee with respect to candidates for honorary degrees.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, March 31, 2010.

APPENDIX A: NEW AWARDS

Graduating Class of 1949 Bursary: Bursaries totaling $1000 have been endowed for undergraduate students in any faculty by the Graduating Class of 1949 in celebration of its 60th reunion. The awards are made in commemoration of the largest graduating class at the University of British Columbia to that point in time. The awards are made on the recommendation of the Office of Student Financial Assistance and Awards. (First available for 2010 Winter Session - $30,000 endowed)

Colgate-Palmolive Prize in Dental Hygiene: A $500 prize is offered by Colgate-Palmolive to a student completing the first year of the Dental Hygiene program in the Faculty of Dentistry, who achieves high academic standing. Recommendation is based on high academic standing and financial need may be considered. The award is made on the recommendation of the Faculty. (First award available for the 2009/10 Winter Session)

Tracey Gibb Memorial Scholarship in Law: A scholarship of $3,500 has been endowed by Mrs. Geraldine Gibb in memory of her daughter, Tracey Gibb, to recognize academic achievement by students in the J.D. program. Tracey Gibb received her LL.B. from UBC Law in 1984, and after clerking for the Supreme Court of BC, went on to a successful career in securities law. Tracey is remembered by family, friends and colleagues for her generous and friendly nature as well as her boundless energy and keen legal mind. The award is made on the recommendation of the Faculty of Law. (First award available for the 2010/11 Winter Session - $100,000 endowed)

Grace Mentorship Award in Chemical and Biological Engineering: A $1,000 award has been endowed by Dr. John Grace, the Department of Chemical and Biological Engineering and the Faculty of Applied Science. The award is offered to a graduate student or post-doctoral fellow, who has been highly effective in mentoring undergraduate students in the Department of Chemical and Biological Engineering. This award cannot be given out more than once to the same person, and, if there is no suitable recipient in any given year, the income from the endowment would be re-capitalized to increase the scholarship value in future years or carried forward in the spending budget. This award is given out on the recommendation of the Department in consultation with undergraduate representatives and the Faculty of Graduate Studies. (First award available for the 2010/11 Winter Session - $30,000 endowed)

Law Class of 1979 Student Award: A $1000 award is offered to a student enrolled in the Faculty of Law. This award commemorates the Law Class of 1979 30th reunion. The award is made on the recommendation of the Faculty of Law.

Leone and Robert Hammond Bursary: A $5000 bursary is offered by Robert Hammond in memory of his wife, Leone Hammond (B.A. 1946) to provide financial assistance for a student who demonstrates financial need in Education, Social Work or Music. Recommendation is made by the Office of Student Financial Assistance and Awards. (First award available for the 2009/10 Winter Session)

Appendix A: New Awards, continued

Master of Engineering International Graduate Entrance Scholarship: Scholarships are offered to outstanding international students entering the Faculty of Applied Science Master of Engineering graduate program. The awards are based primarily on the students' scholarly achievement. The award is made on the recommendation of the Master of Engineering Program Office. (First award available for the 2009/10 Winter Session)

Island Medical Program Bursary: Bursaries totalling $1,000 are offered to M.D. students who demonstrate financial need and are enrolled in the Island Medical Program at the University of Victoria. The award is made on the recommendation of Student Financial Assistance and Awards in consultation with the Faculty. (First award available for the 2009/10 Winter Session)

Southern Medical Program Bursary: Bursaries totalling $1,000 are offered to M.D. students who demonstrate financial need and are enrolled in the Southern Medical Program at UBC Okanagan. The award is made on the recommendation of Student Financial Assistance and Awards in consultation with the Faculty. (First award available for the 2011/12 Winter Session)

Nicolas Mihailoff Bursary in Mechanical Engineering: Bursaries totaling $3500 have been endowed in memory of Nicholas Mihailoff to assist undergraduate or graduate Mechanical Engineering students who demonstrate financial need. Recommendation is made by the office of Student Financial Assistance and Awards. (First award available for the 2010/11 Winter Session - $100,000 endowed)

Pacific Dairy Centre Scholarship: Scholarships totaling $2000 are offered by John and Diane Bruinsma of Pacific Dairy Centre for graduate students with an interest in dairy cattle research. The scholarships are made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session)

Student Scholarships in Arts: Scholarships totalling $6,580 have been endowed by an estate gift to provide scholarships to undergraduate and graduate students in the Faculty of Arts. Recommendations are made by the Faculty and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First award available for the 2010/11 Winter Session - $188,214 endowed)

Rosen – Toope Bursary: Bursaries totalling $1,000 have been endowed by Paula Rosen and Stephen J. Toope for students in any year or faculty who are in need of financial assistance to begin or continue their post-secondary studies at UBC. Recommendation is made by Student Financial Assistance and Awards. (First award is available for the 2010/11 Winter Session - $28,000 endowed)

Maurice and Stacy White Thunderbird Baseball Award: A $13000 award is offered by Maurice and Stacy White to members of the UBC Varsity baseball team. The player may also qualify to have the award renewed for up to three additional years provided he continues as a member of the varsity baseball team at UBC. The award is made on the nomination of the President's Athletics Awards Committee. (First award is available for the

Appendix A: New Awards, continued

2009/10 Winter Session)

Wright Scholarship in Forestry: In memory of Tom Wright, Dean of the Faculty of Forestry from 1963 – 1964, and Virginia Wright, scholarships totalling $1000 have been endowed by the Heath Family to recognize student achievement in the Faculty of Forestry. The preference is that scholarships are awarded in alternate years to graduate and undergraduate students studying forest economics, forest operations or sustainable forestry. Recommendation is made by the Faculty and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First award available for the 2009/10 Winter Session - $31,000 endowed)

John and Mary Young Memorial Scholarship: Scholarships totaling $1000 have been endowed in honour of John and Mary Young for a graduate student with an interest in dairy cattle research. John was a manager of the UBC Farm and Dairy from 1929 – 1951. As husband and wife, John and Mary's legacy to the University was not less than the survival of the farm, together with its famous Ayrshire herd, through the Great Depression. The scholarship is made on the recommendation of the Faculty of Land and Food Systems in consultation with the Faculty of Graduate Studies. (First award available for the 2010/11 Winter Session - $30,000 endowed)

Harold Zlotnik Memorial Fellowship in Business Families Studies: A $15,000 fellowship is offered by ZLC Financial Group in loving memory of Harold Zlotnik (1926-2008). Harold Zlotnik was a pioneer in the Vancouver insurance industry and the founder of ZLC Financial. Harold valued a strong business and a healthy family and created a firm that embodied both. The award is made to a graduate student in the Sauder School of Business with preference given to a student who is pursuing business families studies. The award is made on the recommendation of the School. (First awards available for the 2009/10 Winter Session)

Previously-Approved Awards with Changes in Terms or Funding Source:

Award Title: COLLEGE of Dental Surgeons of British Columbia Gold Medal

A $1000 prize and gold medal, presented by the College of Dental Surgeons of British Columbia, will be awarded to the student graduating in the Faculty of Dentistry with the most outstanding record in the program.

How amended: a $1000 prize now accompanies this medal.

Award Title: Erich WAGNER Memorial Scholarship

A $550 scholarship has been endowed in memory of Erich Wagner, a violinist and music teacher in Germany, by his daughter. It is awarded on the recommendation of the School of Music to a student in violin performance. The award is made on the recommendation

of the School of Music, and, in the case of graduate students, in consultation with the Faculty of Graduate Studies.

How amended: the reference to a 'student of a stringed instrument' has been removed. Instead the scholarship will be awarded to a student in violin performance. It was always the donor's intention to support violin students, and not other stringed instruments such as the guitar. Also, as per B. Morey's request, a reference to whom shall be adjudicating this scholarship has been included.

Award Title: Werner and Hildegard HESSE Fellowship in Ornithology

Fellowships totalling $10,000 have been endowed through a bequest by Werner Hans Hermann Hesse for graduate students engaged in ornithological research projects. Werner and Hildegard Hesses' passion for wild birds was sparked in night classes on the ecology and conservation of birds at UBC and led them to become leaders in amateur ornithology. The Hesses conducted bird surveys in the Canadian arctic, compiled BC's Christmas Bird Counts for over 20 years, and developed a special concern for the harmful effects of human development on bird habitats and populations. The Hesses delighted in funding ornithological research and, particularly, contributing to the long-term monitoring of population change in seabirds of the Pacific Coast. The awards are made on the recommendation of the Faculty of Graduate Studies.

How amended: the study of ornithology is conducted in multiple faculties at UBC and as such should not rest solely in the Department of Zoology. In addition, details regarding the donor's interest and passion for field ornithology have been added to provide more background.

Award Title: PMC-Sierra Inc Founders' Award in Electrical and Computer Engineering

Awards totalling $11,100 have been endowed by Kevin Huscroft, a founder of PMC-Sierra, Inc. and enhanced by Greg Aasen and a number of other founders. The awards are offered to students in Computer or Electrical Engineering, or in the Electrical option in Engineering Physics. The awards are made to students with interest and achievement in communication system design or integrated circuit design on the basis of academic achievement, leadership, and entrepreneurship. Five awards of $2,220 each are made on the recommendation of the Head of Department of Electrical and Computer Engineering.

How amended: Five smaller awards are given out instead of one $10,000 award and a smaller award.

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

March 19, 2010

To: Vancouver Senate

From: Admissions Committee

Re: **Changes in Admission Requirements (Doctor of Medicine** and **Graduate Programs in Library, Archival and Information Studies) (approval)**

Calendar Changes on Admission (Application and Document Deadlines and **Applicants from a College or University: Bridging Programs / Pre-Majors/Bachelor of Music: Music Pre-Major) (approval)**

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

The Admissions Committee has reviewed and recommends to Senate for approval the proposed changes in admission requirements for applicants to the Doctor of Medicine program. Applicants are required to meet a minimum score in each component of the Medical College Admission Test (MCAT).

Motion: *That Senate approve the changes in admission requirements for applicants to the Doctor of Medicine program, effective for entry to the 2011 Winter Session and thereafter.*

b) Graduate Programs in Library, Archival and Information Studies – Changes in Admission Requirements (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed changes in admission requirements for applicants to graduate programs in Library, Archival and Information Studies (Master of Library and Information Studies, Master of Archival Studies, Master of Arts in Children's Literature, Doctor of Philosophy in Library, Archival and Information Studies and Certificate of Advanced Study). Applicants must achieve a minimum paper-based TOEFL score of 600, a minimum internet-based TOEFL score of 100 or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (not general) International English Language Testing System (IELTS) test.

Motion: *That Senate approve the changes in admission requirements for applicants to the Master of Library and Information Studies, Master of Archival Studies, Master of Arts in Children's Literature, Doctor of Philosophy in Library, Archival and Information Studies and Certificate of Advanced Study programs, for admission to the 2011 Winter Session and thereafter.*

c) Application and Document Deadlines – Calendar Change on Admission (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entry on Application and Document Deadlines. Applications for undergraduate admission to the Summer Session must be received by January 15 to allow for timely evaluation and notification of admission decisions.

Motion: *That Senate approve the revised calendar entry on Application and Document Deadlines, effective for admission to the 2011 Summer Session and thereafter.*

d) Applicants from a College or University: Bridging Programs and Pre-Majors/Bachelor of Music: Music Pre-Major – Calendar Changes on Admission (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the revised calendar entries on Applicants from a College or University: Bridging Programs and Pre-Majors and the Bachelor of Music: Music Pre-Major. The proposed changes are to move the Music Pre-Major content from the general Admission section of the Calendar under "Applicants from a College or University" to the Bachelor of Music "Music Admission" section and to create a more general section under "Applicants from a College or University" that speaks to bridging and pre-major programs at the University.

Motion: *That Senate approve the revised calendar entries on Applicants from a College or University: Bridging Program and Pre-Majors and the Bachelor of Music: Music Pre-Major.*

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Undergraduate Admissions Proposal Form
Change to Admission Requirements

Faculty: Medicine **Department: MD Undergraduate Admissions** **Faculty Approval Date: March 2/10** **Effective Session: 2010-2011** **Year for Change: 2010**	**Date: March 5, 2010** **Contact Person: Joan Munro/Erin Wright** **Phone: 604-875-4111 ext 68933/69028** **Email: jmunro@medd.med.ubc.ca/e.wright@ubc.ca**
URL: **http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340** **Homepage > Faculties, Colleges, and Schools > The Faculty of Medicine > Doctor of Medicine > Admission** **Proposed Calendar Entry:**	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,340** **Homepage > Faculties, Colleges, and Schools > The Faculty of Medicine > Doctor of Medicine > Admission** **Present Calendar Entry:**
Medical College Admission Test All applicants must take the Medical College Admissions Test (MCAT) and request that their results be released to UBC. Information and online registration are available on the MCAT website. **Please note:** UBC is not a part of the American Medical College Application Service (AMCAS). You must therefore specify that you would like us to receive your results by providing the UBC code (260). This can only be done **after** your results have been sent to you using MCAT's online "THx system." Applicants are strongly encouraged to use the menu option on the THx System called "Review the status of my THx requests" to confirm that results have been successfully released to UBC. **This is not done automatically.** **Applicants are required to meet a minimum score in each component of the test. These scores will be determined**	**Medical College Admission Test** All applicants must take the Medical College Admissions Test (MCAT) and request that their results be released to UBC. Information and online registration are available on the MCAT website. **Please note:** UBC is not a part of the American Medical College Application Service (AMCAS). You must therefore specify that you would like us to receive your results by providing the UBC code (260). This can only be done **after** your results have been sent to you using MCAT's online "THx system." Applicants are strongly encouraged to use the menu option on the THx System called "Review the status of my THx requests" to confirm that results have been successfully released to UBC. **This is not done automatically.** ~~We do not require applicants to attain a minimum MCAT score to be considered for admission (under review). However, we~~

each year by Admissions Committees. Applicants should check M.D. Undergraduate Admissions for the current minimum requirements. Test results from the five years prior to the application deadline are considered valid. M.D. Undergraduate Admissions provides exact dates of valid MCATs. If you have written more than one MCAT, the MCAT with the best overall total score will be used. It is the applicant's responsibility to ensure that all results are released to the UBC Faculty of Medicine and received by the Admissions Office. MCAT test scores must be released to UBC by the application deadline. ## Selection Process The entering class for this coming September is limited to **288** full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria: 1. Three academic evaluations are calculated: a. overall academic average, based on all university-level courses attempted (including summer courses and graduate courses with grades, if applicable b. most recent 60 credits average (note: the number of credits used may vary for some applicants) c. prerequisite average 2. The evaluation of non-academic criteria is based on the following:	~~suggest that applicants review the profiles of students who have been admitted to the program to determine competitive MCAT scores. Please refer to M.D. Undergraduate Admissions for more details.~~ Test results from the five years prior to the application deadline are considered valid. M.D. Undergraduate Admissions provides exact dates of valid MCATs. If you have written more than one MCAT, the MCAT with the best overall total score will be used. It is the applicant's responsibility to ensure that all results are released to the UBC Faculty of Medicine and received by the Admissions Office. MCAT test scores must be released to UBC by the application deadline. ## Selection Process The entering class for this coming September is limited to 256 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enroll the most highly qualified applicants who will be evaluated on the following criteria: 1. Three academic evaluations are calculated: a. overall academic average, based on all university-level courses attempted (including summer courses and graduate courses with grades, if applicable b. most recent 60 credits average (note: the number of credits used may vary for some applicants) c. prerequisite average 2. The evaluation of non-academic

a. **a list of extracurricular activities prepared by the applicant** b. **a report of non-academic experiences and a rural interest statement** c. **interview, if granted** d. **three references, when requested** e. **rural/remote suitability (if applicable)** f. **essay by Aboriginal (First Nations, Métis, or Inuit) candidates**	criteria is based on the following: ~~a. a non-academic autobiographical essay submitted by the applicant (under review)~~ ~~b. additional essay by Aboriginal (First Nations, Métis, or Inuit) candidate, if applicable~~ ~~c. a list of extracurricular activities prepared by the applicant~~ ~~d. a report of non-academic experiences and a rural interest statement~~ ~~e. three references, when requested~~ ~~f. interview, if granted~~ ~~g. rural/remote suitability~~
Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.	Please refer to M.D. Undergraduate Admissions Evaluation Criteria for additional information.
The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled from around the middle of February to the beginning of March.	The interview is a critical component of the admission process. The interview process follows the Multiple Mini-Interview (MMI) model. Applicants selected for an interview will be contacted by the admissions office and will also be asked to submit their reference letters. The interview dates are usually scheduled from around the middle of February to the beginning of March.
The selection of candidates for admission to the distributed M.D. undergraduate program is governed by guidelines established by the Admissions Policy Committee and approved by the Senate of UBC. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC distributed M.D. undergraduate program. The process is designed to choose well-rounded students from a variety of backgrounds who meet the goals of the expanded, distributed program; who can be	The selection of candidates for admission to the distributed M.D. undergraduate program is governed by guidelines established by the Admissions Policy Committee and approved by the Senate of UBC. The selection process reflects the values of the UBC Faculty of Medicine and all university partners in the UBC distributed M.D. undergraduate program. The process is designed to choose well-rounded students from a variety of backgrounds who meet the goals of the

expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, sexual orientation, marital, or economic status. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. A maximum of **10% of the total seats** may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help determine their suitability for the Northern Medical Program. The applicant will have the opportunity to indicate their site preferences after getting an interview offer. Members of the Admissions Selection Committee are not aware of an applicant's site preference during the selection discussions. Following an admissions decision, successful applicants are allocated to sites based on their preferences. The first site choice is given priority, unless the available positions at that site have been filled, in which case he/she would be wait-listed for their preferred site if applicable. **UBC Faculty of Medicine Undergraduate Distributed Program** The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32 students will be in the Northern Medical	expanded, distributed program; who can be expected to perform well in the rigorous curriculum and problem-based learning format; and who can balance and enrich their academic experience with strong non-academic skills and interests. The UBC Faculty of Medicine's Associate Dean of Equity oversees the selection process to ensure that all applicants are given careful consideration without regard to age, gender, race, religion, sexual orientation, marital, or economic status. The Admissions Selection Committee reviews and discusses all interviewed applicants. At present, admission is limited to Canadian citizens and permanent residents of Canada. A maximum of ~~twelve positions~~ may be made available to out-of-province applicants in the medical program each year. In completing the online application, candidates will provide information to help determine their suitability for the Northern Medical Program. The applicant will have the opportunity to indicate their site preferences after getting an interview offer. Members of the Admissions Selection Committee are not aware of an applicant's site preference during the selection discussions. Following an admissions decision, successful applicants are allocated to sites based on their preferences. The first site choice is given priority, unless the available positions at that site have been filled, in which case he/she would be wait-listed for their preferred site if applicable. **UBC Faculty of Medicine Undergraduate Distributed Program** The UBC Faculty of Medicine offers a distributed program involving 288 students at geographically separated campuses. 32

Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the new Southern Medical Program at UBC Okanagan. The remaining 192 students will be located at UBC Vancouver.	students will be in the Northern Medical Program located at the University of Northern British Columbia, 32 will be in the Island Medical Program located at the University of Victoria, and another 32 students will be in the new Southern Medical Program at UBC Okanagan ~~(Kelowna), opening in 2011~~. The remaining 192 students will be located at UBC Vancouver.
Aboriginal Applicants	**Aboriginal Applicants**
The Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty has a target of 5% of the annual complement of seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular admission process.	The Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty has a target of 5% of the annual complement of ~~funded~~ seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular admission process.
If you wish to apply as an Aboriginal applicant, you will be required to write an essay, submit two letters of support (academic and community), as well as proof of ancestry, which will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. Please contact the Aboriginal Programs Coordinator in the Faculty of Medicine at 604.875.4111, ext. 68946, or email for further information.	If you wish to apply as an Aboriginal applicant, you will be required to write an ~~additional~~ essay, submit two letters of support (academic and community), as well as proof of ancestry, which will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. Please contact the Aboriginal Programs Coordinator in the Faculty of Medicine at 604.875.4111, ext. 68946, or email for further information.
Reapplications (under review)	**Reapplications**
Unsuccessful applicants may reapply in subsequent years without prejudice, although candidates who are repeatedly unsuccessful are encouraged to explore other career options. ~~Applications are made~~	Unsuccessful applicants may reapply in subsequent years without prejudice, although candidates who are repeatedly unsuccessful are encouraged to explore

~~available again the following June. Transcripts from the previous year's application will no longer be carried over.~~	other career options. Applications are made available again the following June. Transcripts from the previous year's application will no longer be carried over.
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,342	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,209,374,342
Homepage > Faculties, Colleges, and Schools > The Faculty of Medicine > Doctor of Medicine > Degree Requirements	Homepage > Faculties, Colleges, and Schools > The Faculty of Medicine > Doctor of Medicine > Degree Requirements
## Degree Requirements	## Degree Requirements
The medical course extends through four academic sessions. All students in the distributed program will follow the same course of studies at the geographically separated campuses. All students will be based in Vancouver for the first half of first year, after which students in the **Island Medical Program,** Northern Medical Program and **Southern Medical Program** will move to **their respective campus** to continue their studies.	The medical course extends through four academic sessions. All students in the distributed program will follow the same course of studies at the geographically separated campuses. All students will be based in Vancouver for the first half of first year, after which students in the Northern Medical Program and ~~Island Medical Program~~ will move to ~~the distant campuses~~ to continue their studies.
The first half of the first year begins with a one-week orientation in which students are introduced to the problem-based learning (PBL) method, receive instruction in medical informatics and are oriented to the profession of medicine and the components of the curriculum. Following the orientation phase, Principles of Human Biology continues for 14 weeks. This course has the PBL tutorial as its primary teaching methodology with supporting lectures and labs. The underlying purpose of this course is to provide an introduction to the core concepts, basic principles, and the language of medicine. This will then enable students to participate effectively in the next component, the Foundations of Medicine. Basic science material is taught	The first half of the first year begins with a one-week orientation in which students are introduced to the problem-based learning (PBL) method, receive instruction in medical informatics and are oriented to the profession of medicine and the components of the curriculum. Following the orientation phase, Principles of Human Biology continues for 14 weeks. This course has the PBL tutorial as its primary teaching methodology with supporting lectures and labs. The underlying purpose of this course is to provide an introduction to the core concepts, basic principles, and the language of medicine. This will then enable students to participate effectively in the next component, the Foundations of Medicine. Basic science material is taught in the context of clinical cases and the

in the context of clinical cases and the material learned is interdisciplinary and integrated. The courses in this segment are Host Defenses and Infection, Cardiovascular, Pulmonary, and Fluids, Electrolytes, Renal, and GU. Clinical Skills I allows students to acquire effective communication skills and to learn how to conduct an interview of a patient. History taking and physical examination skills are learned in relation to the body systems covered in the Foundations of Medicine courses. Family Practice Continuum exposes students to patients and physicians in a medical office setting where they learn and practice clinical skills. This is supplemented by small-group tutorials. The Doctor, Patient, and Society course focuses on the scientific basis for the humanities and deals with issues of population health, health care systems, ethics, and the doctor-patient relationship. In the second year of the curriculum, students continue with the Foundations of Medicine component. The courses in this year are Gastrointestinal, Blood and Lymphatics, Musculoskeletal and Locomotor, Endocrine and Metabolism, Integument, Brain and Behaviour, Reproduction, and Nutrition, Growth and Development. Clinical Skills II, Doctor, Patient, and Society and Family Practice Continuum also run as continuums through the second year in conjunction with the Foundations of Medicine blocks. The third year is a clerkship and consists of 12 months of clinical studies. The fourth year consists of senior clerkships, a longitudinal curriculum comprising diagnostics, therapeutics, information management, and professionalism, and a Preparation for Medical Practice block.	material learned is interdisciplinary and integrated. The courses in this segment are Host Defenses and Infection, Cardiovascular, Pulmonary, and Fluids, Electrolytes, Renal, and GU. Clinical Skills I allows students to acquire effective communication skills and to learn how to conduct an interview of a patient. History taking and physical examination skills are learned in relation to the body systems covered in the Foundations of Medicine courses. Family Practice Continuum exposes students to patients and physicians in a medical office setting where they learn and practice clinical skills. This is supplemented by small-group tutorials. The Doctor, Patient, and Society course focuses on the scientific basis for the humanities and deals with issues of population health, health care systems, ethics, and the doctor-patient relationship. In the second year of the curriculum, students continue with the Foundations of Medicine component. The courses in this year are Gastrointestinal, Blood and Lymphatics, Musculoskeletal and Locomotor, Endocrine and Metabolism, Integument, Brain and Behaviour, Reproduction, and Nutrition, Growth and Development. Clinical Skills II, Doctor, Patient, and Society and Family Practice Continuum also run as continuums through the second year in conjunction with the Foundations of Medicine blocks. The third year is a clerkship and consists of 12 months of clinical studies. The fourth year consists of senior clerkships, a longitudinal curriculum comprising diagnostics, therapeutics, information management, and professionalism, and a Preparation for Medical Practice block.

During the program, protected time for independent study has been set aside to allow and encourage students to take responsibility for their own progress in meeting the broad objectives for the undergraduate medical course. The first two years of the program are given mainly at the university campuses of UBC **Vancouver, UBC Okanagan**, UVIC, and UNBC. Clinical instruction is given in affiliated teaching hospitals and community resources throughout the province.	During the program, protected time for independent study has been set aside to allow and encourage students to take responsibility for their own progress in meeting the broad objectives for the undergraduate medical course. The first two years of the program are given mainly at the university campuses of UBC, UVIC, and UNBC. Clinical instruction is given in affiliated teaching hospitals and community resources throughout the province. **Rationale:** • At present UBC has the lowest MCAT scores of all Western, and most Canadian medical schools. It is felt a minimum threshold is required, as the MCAT is considered the best predictor of success in the first two years of medical school. • Additional 32 seats with addition of Southern Medical Program • Removal of autobiographical essay as part of the on-line application: felt no longer relevant as we can no longer be sure who wrote the essay – some applicants use professional ghost-writing/editing services. • Increase of number of seats for out-of-province applicants: UBC should be aiming to admit the best and brightest students from across Canada. This would be more in line with ratios of other Canadian medical schools.

UBC Admissions Proposal Form
Change to Admission Requirements

Department: SLAIS **Faculty Approval Date: February 5, 2010** **Effective Session: 2011 Winter Term I** **Year for Change: 2010**	**Date: February 25, 2010** **Contact Person: Michelle Mallette** **Phone: 604-822-2461** **Email: michelle.mallette@ubc.ca**
URL:http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,366,332 Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Library and Information Studies > Admission **Proposed Calendar Entry:**	**URL:**http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,366,332 Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Library and Information Studies > Admission **Present Calendar Entry:**
Language Requirement Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL**, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.**	**Language Requirement** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires ~~a score of at least 250 on the computer-based TOEFL,~~ a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL. **Type of Action:** Increase the minimum IELTS requirement so it matches the minimum requirement on the TOEFL **Rationale:** The Graduate School of Library, Archival and Information Studies requires a minimum score of 100 on the Internet-based TOEFL test, but has no set requirement for the IELTS. With no stated requirement, the lower UBC requirement of 6.5 with no band less than 6.0 on the academic (not General) IELTS applies. The change will ensure applicants will hold the English proficiency required for success in graduate study at SLAIS, and ensure equal criteria are used for admission.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form
Change to Admission Requirements

Department: SLAIS **Faculty Approval Date: February 5, 2010** **Effective Session: 2011 Winter Term I** **Year for Change: 2010**	**Date: February 25, 2010** **Contact Person: Michelle Mallette** **Phone: 604-822-2461** **Email: michelle.mallette@ubc.ca**
URL:http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,367,336 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Archival Studies > Admission** **Proposed Calendar Entry:** **Language Requirement** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL**, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.**	**URL:**http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,367,336 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Archival Studies > Admission** **Present Calendar Entry:** **Language Requirement** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires ~~a score of at least 250 on the computer-based TOEFL,~~ a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL. **Type of Action:** Increase the minimum IELTS requirement so it matches the minimum requirement on the TOEFL. **Rationale:** The Graduate School of Library, Archival and Information Studies requires a minimum score of 100 on the Internet-based TOEFL test, but has no set requirement for the IELTS. With no stated requirement, the lower UBC requirement of 6.5 with no band less than 6.0 on the academic (not General) IELTS applies. The change will ensure applicants will hold the English proficiency required for success in graduate study at SLAIS, and ensure equal criteria are used for admission.

UBC Admissions Proposal Form
Change to Admission Requirements

Department: SLAIS **Faculty Approval Date: February 5, 2010** **Effective Session: 2011 Winter Term I** **Year for Change: 2010**	**Date: February 25, 2010** **Contact Person: Michelle Mallette** **Phone: 604-822-2461** **Email: michelle.mallette@ubc.ca**
URL:http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,369,0 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Arts in Children's Literature**	**URL:**http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,369,0 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Master of Arts in Children's Literature**
Master of Arts in Children's Literature **Proposed Calendar Entry:** **Admission** **…….** **Language Requirement** **Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.**	**Master of Arts in Children's Literature** **Present Calendar Entry:** Currently language requirements are not stipulated. **Type of Action:** Stipulate English proficiency language requirement for entry into the Master of Arts in Children's Literature program. **Rationale:** The Graduate School of Library, Archival and Information Studies welcomes international applicants but requires a minimum score of 100 on the Internet-based TOEFL test. We currently have no set requirement for the IELTS. With no stated requirement, the lower UBC requirement of 6.5 with no band less than 6.0 on the academic (not General) IELTS applies. The change will both stipulate the need for adequate academic English proficiency, and ensure equal criteria are used for admission.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form
Change to Admission Requirements

Department: SLAIS **Faculty Approval Date: February 5, 2010** **Effective Session: 2011 Winter Term I** **Year for Change: 2010**	**Date: February 25, 2010** **Contact Person: Michelle Mallette** **Phone: 604-822-2461** **Email: michelle.mallette@ubc.ca**
URL:http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,431,610 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Doctor of Philosophy in Library, Archival and Information Studies > Admission** **Proposed Calendar Entry:** **Admission** **……** **Language Requirement** **Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.**	**URL:**http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,431,610 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Doctor of Philosophy in Library, Archival and Information Studies > Admission** **Present Calendar Entry:** Currently language requirements are not on the page **Type of Action:** Stipulate English proficiency language requirement for entry into the Doctor of Philosophy program. **Rationale:** The Graduate School of Library, Archival and Information Studies welcomes international applicants but requires a minimum score of 100 on the Internet-based TOEFL test. We currently have no set requirement for the IELTS. With no stated requirement, the lower UBC requirement of 6.5 with no band less than 6.0 on the academic (not General) IELTS applies. The change will both stipulate the need for adequate academic English proficiency, and ensure equal criteria are used for admission.

THE UNIVERSITY OF BRITISH COLUMBIA

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Department: SLAIS **Faculty Approval Date: February 5, 2010** **Effective Session: 2011 Winter Term I** **Year for Change: 2010**	**Date: February 25, 2010** **Contact Person: Michelle Mallette** **Phone: 604-822-2461** **Email: michelle.mallette@ubc.ca**
URL:http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,370,0 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Certificate of Advanced Study**	**URL:**http://www.students.ubc.ca/calendar/index.cfm?tree=12,208,370,0 **Homepage > Faculties, Colleges, and Schools > The School of Library, Archival, and Information Studies > Certificate of Advanced Study**
## Certificate of Advanced Study **Proposed Calendar Entry:** **Language Requirement** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. **The School of Library, Archival, and Information Studies requires a minimum score of 600 on the paper-based TOEFL, or a score of at least 100 on the internet-based TOEFL, or a minimum overall band score of 7.5 with a minimum score of 7.0 in each component of the academic (NOT general) IELTS test.**	## Certificate of Advanced Study **Present Calendar Entry:** **Language Requirement** Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of competency to pursue studies in the English language prior to being extended an offer of admission. ~~The School requires a TOEFL score of at least 250. This is equivalent to 600 on the older version of the test.~~ **Type of Action:** Update the TOEFL requirement to include the newer Internet-based test, and increase the minimum IELTS requirement so it matches the minimum requirement on the TOEFL. **Rationale:** The Graduate School of Library, Archival and Information Studies now accepts a score of 100 on the iBT. However, there is no set requirement for the IELTS. With no stated requirement, the lower UBC requirement of 6.5 with no band less than 6.0 on the academic (not General) IELTS applies. The change will ensure applicants will hold the English proficiency required for success in graduate study at SLAIS, and ensure equal criteria are used for admission.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Calendar Change Proposal Form

Effective Session: Effective for 2011 Admission to UBC **Year for Change:** to be posted to the Calendar in Summer 2010	**Date:** January 27, 2010 **Contact Person:** Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions **Phone:** 822-4240 **Email:** rosalie.vlaar@ubc.ca
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,295,0,0 **Homepage > Admissions > Application and Document Deadlines** **Proposed Calendar Entry:** For other important University dates, see Dates and Deadlines. The deadlines in the table below are the latest dates on which an application or document will be accepted **for admission to the Winter Session, beginning in September**. Processing of applications does begin before these dates and, in some cases, programs may be filled by well-qualified students before the document deadlines. If a deadline falls on the weekend, it will be extended to the next working day. **For the Winter Session,** undergraduate applications are due February 28 and the deadline to submit all final documentation is June 30, unless otherwise noted. **For those programs that admit students to the Summer Session, the application deadline is January 15, unless otherwise noted. Applicants will be advised of document requirements when they apply.** The M.D. undergraduate program's application deadline is posted online and	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=2,295,0,0 **Homepage > Admissions > Application and Document Deadlines** **Present Calendar Entry:** For other important University dates, see Dates and Deadlines. The deadlines in the table below are the latest dates on which an application or document will be accepted. Processing of applications does begin before these dates and, in some cases, programs may be filled by well-qualified students before the document deadlines. If a deadline falls on the weekend, it will be extended to the next working day. ~~**Generally,**~~ undergraduate applications are due February 28 and the deadline to submit all final documentation is June 30, unless otherwise noted. The M.D. undergraduate program's application deadline is posted online and will remain unaffected by weekends. The following information applies to both domestic and international students. For non-degree studies (Visitor, Unclassified, Concurrent), the application deadline is June 30; the document deadline is July 15. The deadline to submit interim transcripts for post-secondary transfer students is

will remain unaffected by weekends. The following information applies to both domestic and international students. For non-degree studies (Visitor, Unclassified, Concurrent), the application deadline is June 30; the document deadline is July 15. The deadline to submit interim transcripts for post-secondary transfer students is February 28. […]	February 28. […] **Type of Action:** Move the Summer Session application deadline for UBC undergraduate applicants to January 15 **Rationale:** The current February 28th application deadline does not allow sufficient processing time to provide applicants with a decision prior to the start of Summer Session registration which normally begins in mid-March. Shifting to January 15th will provide adequate processing time in Admissions. Note: The Academic Year section of the Calendar will need to reflect this for 2011 admission and beyond (beginning with updates made in Summer 2010).

UBC Undergraduate Admissions Proposal Form
Change to Admission Requirements

Faculty Approval Date: February 24, 2010 **Unit:** School of Music, Faculty of Arts **Effective Session:** Already in effect **Year for Change:** Update the Calendar as soon as possible for the purpose of advising prospective transfer applicants to the University.	**Date:** February 24, 2010 **Contact Persons:** Richard Kurth Director, School of Music 604 822-2079 richard.kurth@ubc.ca Rosalie Vlaar Sr. Policy Analyst Undergraduate Admissions 604-822-4240 rosalie.vlaar@ubc.ca
URL: http://www.students.ubc.ca/calendar/index.cfm?tree=2,25,495,0 **Proposed Calendar Entry:** Homepage > Admissions > Applicants from a College or University >**Bridging Programs and Pre-Majors** **Bridging Programs and Pre-Majors** **A number of UBC programs offer formal bridging or Pre-Major programs based on formal agreements with other post-secondary institutions. Details appear in the Admission section of each program in the Faculties, Schools and Colleges** <<link to the contents menu at http://www.students.ubc.ca/calendar/index.cfm?tree=12,0,0,0>> **chapter of the Calendar.**	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=2,25,495,0 **Present Calendar Entry:** Homepage > Admissions > Applicants from a College or University > ~~Music Pre-Major~~ ~~For a student completing two years in a post-secondary music program, transfer to the B.Mus. degree at UBC is facilitated by the Music Pre-Major Transfer Agreement. By a notation on his/her transcript, a student is recognized by the sending institution as having satisfied the requirements of the Music Pre-Major if he/she completes a specific number of credits in *each* of five course categories. UBC will award 46 credits for the Pre-Major and will deem the student to have met the first- and second-year core requirements of his/her B.Mus. program.~~ ~~The Music Pre-Major Transfer Agreement does not cover non-music elective courses and does not guarantee acceptance by a receiving institution. The UBC School of Music will continue to require transferring students to audition. A student who wishes~~

	~~to transfer before completing the Pre-Major will have his/her courses evaluated on an individual basis.~~ ~~Students who have completed the requirements of the Music Pre-Major and who transfer to the B.A. program at UBC, instead of the B.Mus., will be awarded 36 transfer credits: 30 lower-level Music, and 6 of first-year English.~~

URL: **http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,363** **Homepage > Faculties, Colleges, and Schools > The School of Music > Bachelor of Music > Admission** **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 **late January or** early February) are for applicants who wish to be considered for all available Music scholarships. Regular auditions (normally in **late March or** 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 via youbc Vancouver 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.	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,363** **Homepage > Faculties, Colleges, and Schools > The School of Music > Bachelor of Music > Admission** **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. 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 via youbc Vancouver 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

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 letters should be from a music teacher. All letters should be sent directly by the referees, and never through the hands of the applicant.

Students who are applying to transfer into third year will not be considered for admission unless they have completed 6 credits of transferable first-year English by April 30 of the year in which they apply. Students applying to transfer into second year must at least be eligible to register in first-year English, usually by having achieved a score of level 5 on the *Language Proficiency Index (LPI)* examination by April 30 of the year in which they apply.

Music Pre-Major

For a student completing two years in a post-secondary music program, transfer to the B.Mus. degree at UBC is facilitated by the Music Pre-Major Transfer Agreement. By a notation on his/her transcript, a student is recognized by the sending institution as having satisfied the requirements of the Music Pre-Major if he/she completes a specific number of credits in each of five course categories. UBC will award 46 credits for the Pre-Major and will deem the student to have met the first- and second-year core requirements of his/her B.Mus. program.

The Music Pre-Major Transfer Agreement does not cover non-music elective courses and does not guarantee acceptance by a receiving institution. The UBC School of Music will continue to require transferring students to

letters of recommendation be sent to the Undergraduate Admissions Officer in the School of Music. At least one of these letters should be from a music teacher. All letters should be sent directly by the referees, and never through the hands of the applicant.

Students who are applying to transfer into third year will not be considered for admission unless they have completed 6 credits of transferable first-year English by April 30 of the year in which they apply. Students applying to transfer into second year must at least be eligible to register in first-year English, usually by having achieved a score of level 5 on the *Language Proficiency Index (LPI)* examination by April 30 of the year in which they apply.

Transfer Credits

Students intending to transfer to UBC from other institutions should plan their programs of study carefully to match, as nearly as possible, the majors outlined here, including both music and non-music courses. Consult the British Columbia Transfer Guide to determine the transferability of specific courses. The year and major to which a transfer student is admitted are based upon both the number of transferable courses and the student's performance ability, as determined by the entrance audition. Therefore, the number of transfer credits awarded for instrumental (or composition) study may be less than the number of corresponding credits the student has taken at other institutions. Transfer credit awarded for ensemble performance cannot be used to satisfy the ensemble requirements for the third and fourth years.

audition. A student who wishes to transfer before completing the Pre-Major will have his/her courses evaluated on an individual basis.

Students who have completed the requirements of the Music Pre-Major and who transfer to the B.A. program at UBC, instead of the B.Mus., will be awarded 36 transfer credits: 30 lower-level Music, and 6 of first-year English.

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Students intending to transfer to UBC from other institutions should plan their programs of study carefully to match, as nearly as possible, the majors outlined here, including both music and non-music courses. Consult the British Columbia Transfer Guide to determine the transferability of specific courses. The year and major to which a transfer student is admitted are based upon both the number of transferable courses and the student's performance ability, as determined by the entrance audition. Therefore, the number of transfer credits awarded for instrumental (or composition) study may be less than the number of corresponding credits the student has taken at other institutions. Transfer credit awarded for ensemble performance cannot be used to satisfy the ensemble requirements for the third and fourth years.

Type of Action:

1. Move the Music Pre-Major content from the general Admission section of the Calendar, under "Applicants from a College or University", to the Bachelor of Music's "Music Admission" section of the Calendar.
2. Create a more general section under "Applicants from a College or University" that speaks to bridging and pre-major programs at the University.

Rationale:

1. The existing admissions content on the Music Pre-Major is more appropriately located under the School of Music's "Music Admission" section of the Calendar at www.students.ubc.ca/calendar/index.cfm?tree=12,210,381,363 . Use of the program's admission section of the Calendar for this type of information follows the practice in place for other undergraduate programs with formal bridging programs such as the B.A.Sc. in Applied Science (see Applied Science's Admissions page at www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,28 as an example).
1. The present Music Pre-Major section should be replaced with a more general section under "Applicants from a College or University" that speaks to bridging and pre-major programs at the University and directs prospective transfer students to visit the Admission section of programs in which they are interested for more information.

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

March 19, 2010

To: Vancouver Senate

From: Admissions Committee

Re: **Enrolment Targets 2010/2011 (approval)**

e) Enrolment Targets 2010/2011 (approval)(circulated)

The Admissions Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2010/2011 academic year for each Faculty, division and year level. The attached table shows targets for new and continuing students as both head counts and full-time equivalents (FTEs).

The proposed enrolment targets have been reviewed by the Provost & Vice-President Academic and the Committee of Deans.

Motion: *That Senate approve the 2010/2011 enrolment targets, as per section 27(2)(r) of the University Act.*

Respectfully submitted,

Dr. David Fielding
Chair, Admissions Committee

Report to UBC Vancouver Senate Admissions Committee
Enrolment Targets (Domestic Students) for 2010-2010 admissions cycle, UBC Vancouver

W. Wesley Pue, Vice Provost (Academic Resources)

March 3, 2010

The table below reports on enrolment intake targets agreed to by UBC Faculties for the 2010-2011 admissions cycle.

Specific intake targets (reported as "headcount") are set in consultation with the Dean's offices of all faculties, taking account of provincial government expectations regarding overall domestic enrolments (measured as full time equivalencies), the University's strategic goals, and the opportunities and capacities of units to provide first-rate education and support to students. The numbers reported below have been reviewed carefully in all Faculties in consultation with the Provost's Office, Planning and Institutional Research, and Enrolment Services.

			TARGET			**FORECAST**						
			HEADCOUNT			HEADCOUNT			FTE (normal load)			
Sum of headcount			2009/10			2010/11			2010/11			
faculty	degrprgm	pyrlev	New	Continuing	Total	New	Continuing	Total	New	Continuing	Total	change in intake target
APSC	BASC	0					0	0		0	0	0
		1	649	46	695	620	64	684	579	29	608	-29
		2	157	611	768	107	665	772	96	564	660	-50
		3	28	996	1024	28	1022	1050	30	980	1010	0
		4		814	814		848	848		708	708	0
		5		69	69		71	71		54	54	0
	BASC Total		834	2537	3371	755	2671	3426	705	2335	3040	-79
	BEND	0					0	0		0	0	0
		1					0	0		0	0	0

		2					0	0		0	0	0
		3	22	2	24	22	0	22	20	0	20	0
		4		23	23		16	16		15	15	0
		5					0	0		0	0	0
	BEND Total		22	25	47	22	16	38	20	15	35	0
	BSN	0					0	0		0	0	0
		1					0	0		0	0	0
		2					0	0		0	0	0
		3	90	75	165	90	1	91	99	0	99	0
		4		89	89		111	111		73	73	0
		5					0	0		0	0	0
	BSN Total		90	164	254	90	112	202	99	74	172	0
	NONDGR	0				1		1	1		1	1
		1										0
		2	13		13	2	1	3	1	1	2	-11
		3	46		46	47	1	48	25	0	26	1
		4										0
		5										0
	NONDGR Total		59	0	59	50	2	52	27	1	28	-9
APSC Total			1005	2726	3731	917	2801	3718	851	2424	3276	-88
ARTS	BA	0					0	0		0	0	0
		1	1680	423	2103	1680	427	2107	1510	333	1843	0
		2	451	1386	1837	451	1499	1950	366	1276	1642	0
		3	405	2099	2504	405	2044	2449	325	1626	1951	0
		4		2539	2539	0	2520	2520	0	1707	1707	0
		5					0	0		0	0	0
	BA Total		2536	6447	8983	2536	6490	9026	2201	4942	7143	0
	BFA	0					0	0		0	0	0
		1					0	0		0	0	0
		2	15	1	16	15	0	15	13	0	13	0
		3	39	22	61	39	45	84	33	34	68	0
		4	0	71	71	0	82	82	0	50	50	0
		5					0	0		0	0	0
	BFA Total		54	94	148	54	127	181	47	84	131	0

	BMUS	0					0	0		0	0	0
		1	41	1	42	41	1	42	42	0	43	0
		2	13	42	55	13	47	60	10	45	55	0
		3	17	47	64	17	57	74	16	50	66	0
		4		80	80		90	90		69	69	0
		5					0	0		0	0	0
	BMUS Total		71	170	241	71	194	265	68	165	233	0
	BSW	0					0	0		0	0	0
		1					0	0		0	0	0
		2					0	0		0	0	0
		3	30	3	33	30	5	35	30	2	32	0
		4		42	42		37	37		27	27	0
		5					0	0		0	0	0
	BSW Total		30	45	75	30	42	72	30	28	59	0
	CADS	0		1	1		1	1		0	0	0
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	CADS Total		0	1	1		1	1		0	0	0
	DAHY	0	10	11	21	12	9	21	6	3	9	2
		1	1		1		0	0		0	0	-1
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5	1		1		0	0		0	0	-1
	DAHY Total		12	11	23	12	9	21	6	3	9	0
	DLIN	0				6	0	6	4	0	4	6
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0

	DLIN Total		0	0	0	6	0	6	4	0	4	6
	DMPS	0	3	1	4	3	5	8	2	3	5	0
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	DMPS Total		3	1	4	3	5	8	2	3	5	0
	NONDGR	0	4		4	1		1	0		0	-3
		1										0
		2	9	2	11	9	3	12	4	2	5	0
		3	260	11	271	280	9	289	147	3	150	20
		4	1		1							-1
		5	2	1	3	4	1	5	3	1	3	2
	NONDGR Total		276	14	290	294	13	307	153	5	159	18
ARTS Total			2982	6783	9765	3006	6880	9886	2511	5232	7743	24
COMM	BBRE	0	1		1		0	0		0	0	-1
		1					0	0		0	0	0
		2	3	1	4	1	2	3	0	0	0	-2
		3	1	1	2	3	5	8	2	2	4	2
		4		1	1	1	2	3	0	0	0	1
		5					0	0		0	0	0
	BBRE Total		5	3	8	5	9	14	2	2	4	0
	BCOM	0					0	0		0	0	0
		1	395	7	402	400	2	402	381	2	383	5
		2	140	306	446	130	371	501	125	347	472	-10
		3	80	537	617	85	493	578	80	435	515	5
		4		681	681		701	701		504	504	0
		5					0	0		0	0	0
	BCOM Total		615	1532	2147	615	1567	2182	587	1287	1874	0
	DACC	0	351	172	523	351	190	541	127	40	167	0
		1				0	4	4	0	1	1	0
		2					0	0		0	0	0
		3					0	0		0	0	0

		4					0	0		0	0	0
		5					0	0		0	0	0
	DACC Total		351	172	523	351	194	545	127	40	168	0
	DULE	0	300	680	980	300	624	924	51	82	133	0
		1	1	1	2	1	2	3	0	0	1	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	DULE Total		301	681	982	301	625	926	51	82	133	0
	NONDGR	0										0
		1										0
		2										0
		3	112		112	122		122	60		60	10
		4										0
		5										0
	NONDGR Total		112	0	112	122	0	122	60	0	60	10
	PGCV	0	88	135	223	88	160	248	12	22	34	0
		1	1		1	1	2	3	0	0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	PGCV Total		89	135	224	89	162	251	12	22	35	0
COMM Total			1473	2523	3996	1483	2556	4039	840	1434	2274	10
DENT	BDSC	0					0	0		0	0	0
		1	28	6	34	30	2	32	25	0	25	2
		2		17	17		22	22		21	21	0
		3	20	22	42	45	66	111	14	44	58	25
		4	36	78	114	56	100	156	18	31	49	20
		5					0	0		0	0	0
	BDSC Total		84	123	207	131	190	321	57	96	153	47
	DMD	0					0	0		0	0	0
		1	38		38	48	1	49	48	1	49	10

		2		41	41		48	48		48	48	0
		3	10	40	50	15	39	54	15	39	54	5
		4		54	54		57	57		57	57	0
		5					0	0		0	0	0
	DMD Total		48	135	183	63	145	208	63	145	208	15
	NONDGR	0										0
		1		1	1							0
		2										0
		3		1	1							0
		4										0
		5	13	3	16	15	2	17	15	2	17	2
	NONDGR Total		13	5	18	15	2	17	15	2	17	2
DENT Total			145	263	408	209	337	546	135	243	378	64
EDUC	BEDE	0					0	0		0	0	0
		1	397	13	410	397	13	410	490	6	496	0
		2		81	81		75	75		68	68	0
		3		11	11		8	8		5	5	0
		4		13	13		10	10		8	8	0
		5		5	5		7	7		4	4	0
	BEDE Total		397	124	521	397	113	510	490	91	581	0
	BEDM	0					0	0		0	0	0
		1	36		36	36	0	36	44	0	44	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	BEDM Total		36	0	36	36	0	36	44	0	44	0
	BEDS	0					0	0		0	0	0
		1	340	18	358	340	23	363	470	11	481	0
		2		2	2		3	3		1	1	0
		3		2	2	0	2	2	0	1	1	0
		4		5	5		2	2		1	1	0
		5					2	2		3	3	0
	BEDS Total		340	27	367	340	32	372	470	18	488	0

	BHK	0					0	0		0	0	0
		1	135	8	143	135	9	144	120	8	128	0
		2	30	105	135	30	122	152	24	107	132	0
		3	60	145	205	60	138	198	50	119	169	0
		4		275	275		291	291		206	206	0
		5					0	0		0	0	0
	BHK Total		225	533	758	225	561	786	195	440	635	0
	DEDU	0	176	269	445	177	234	411	50	48	98	1
		1	1		1		1	1		0	0	-1
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	DEDU Total		177	269	446	177	235	412	50	48	99	0
	NONDGR	0	10	7	17	7	8	15	1	1	2	-3
		1										0
		2	1		1							-1
		3	10	1	11	10		10	4		4	0
		4	6		6	12	1	13	2	0	2	6
		5	54	34	88	55	44	99	20	10	30	1
	NONDGR Total		81	42	123	84	53	137	28	11	39	3
	TBDL	0				7	5	12	2	1	2	7
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	TBDL Total					7	5	12	2	1	2	7
	TBLS	0				9	8	17	2	2	4	9
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0

	TBLS Total		0	0	0	9	8	17	2	2	4	9
EDUC Total			1256	995	2251	1275	1006	2281	1281	610	1892	19
FRST	BSCN	0					0	0		0	0	0
		1	70	11	81	70	34	104	59	28	87	0
		2	5	19	24	5	19	24	4	17	22	0
		3	1	51	52	1	44	45	1	34	35	0
		4		49	49		41	41		35	35	0
		5					0	0		0	0	0
	BSCN Total		76	130	206	76	138	214	65	114	179	0
	BSCW	0					0	0		0	0	0
		1	26	9	35	20	7	27	17	5	22	-6
		2	0	22	22	1	9	10	1	7	8	1
		3	1	15	16		21	21		19	19	-1
		4		20	20		28	28		18	18	0
		5					0	0		0	0	0
	BSCW Total		27	66	93	21	66	87	18	49	66	-6
	BSF	0					0	0		0	0	0
		1	30	15	45	36	21	57	28	15	44	6
		2	5	16	21	5	9	14	5	7	12	0
		3	1	20	21	1	21	22	1	20	20	0
		4		35	35		24	24		18	18	0
		5					0	0		0	0	0
	BSF Total		36	86	122	42	74	116	34	61	94	6
	BSFS	0					0	0		0	0	0
		1	15	9	24	15	5	20	12	4	16	0
		2	1	1	2	2	5	7	1	4	5	1
		3	1	3	4		8	8		6	6	-1
		4		8	8		10	10		8	8	0
		5					0	0		0	0	0
	BSFS Total		17	21	38	17	28	45	13	22	35	0
	NONDGR	0										0
		1										0
		2	1		1	1		1	0		0	0
		3	9		9	8		8	4		4	-1

		4										0
		5										0
	NONDGR Total		10	0	10	9	0	9	4	0	4	-1
FRST Total			166	303	469	165	305	470	133	245	378	-1
LAW	JD	0					0	0		0	0	0
		1	171	4	175	178	1	179	176	0	176	7
		2	4	167	171	10	168	178	11	186	197	6
		3		193	193		180	180		161	161	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	JD Total		175	364	539	188	349	537	187	348	535	13
	NONDGR	0										0
		1										0
		2										0
		3	47		47	38		38	23		23	-9
		4										0
		5	4		4	2	1	3	0	0	1	-2
	NONDGR Total		51	0	51	40	1	41	24	0	24	-11
LAW Total			226	364	590	228	350	578	211	348	559	2
LFS	BSAB	0					0	0		0	0	0
		1				60	0	60	47	0	47	60
		2				25	0	25	21	0	21	25
		3				0	0	0	0	0	0	0
		4				0	0	0	0	0	0	0
		5					0	0		0	0	0
	BSAB Total		0	0	0	85	0	85	68	0	68	85
	BSAG	0					0	0		0	0	0
		1	29	10	39	0	2	2	0	1	1	-29
		2	13	20	33	0	23	23	0	19	19	-13
		3		20	20	0	20	20	0	16	16	0
		4		28	28		10	10		7	7	0
		5					0	0		0	0	0
	BSAG Total		42	78	120	0	55	55	0	44	44	-42
	BSFN	0					0	0		0	0	0

		1	153	27	180	160	25	185	143	14	156	7
		2	58	164	222	60	167	227	45	132	176	2
		3	31	164	195	30	197	227	27	160	187	-1
		4		189	189	0	197	197	0	142	142	0
		5		38	38		28	28		21	21	0
	BSFN Total		242	582	824	250	615	865	215	468	683	8
	BSGR	0					0	0		0	0	0
		1					0	0		0	0	0
		2	26	1	27	30	1	31	29	1	30	4
		3	11	12	23	10	12	22	9	8	17	-1
		4		40	40		26	26		16	16	0
		5					0	0		0	0	0
	BSGR Total		37	53	90	40	40	80	38	25	63	3
	NONDGR	0										0
		1										0
		2				1		1	0		0	1
		3	8		8	5	1	6	2	1	2	-3
		4										0
		5										0
	NONDGR Total		8	0	8	6	1	7	2	1	3	-2
LFS Total			329	713	1042	381	711	1092	323	538	860	52
MEDI	BMLS	0					0	0		0	0	0
		1					0	0		0	0	0
		2					0	0		0	0	0
		3	20		20	20	0	20	20	0	20	0
		4		21	21		19	19		15	15	0
		5					0	0		0	0	0
	BMLS Total		20	21	41	20	19	39	20	15	35	0
	BMW	0					0	0		0	0	0
		1	6		6	6	0	6	2	0	2	0
		2	5	6	11	5	7	12	4	5	9	0
		3		16	16		10	10		9	9	0
		4		11	11		13	13		14	14	0
		5					0	0		0	0	0

	BMW Total		11	33	44	11	30	41	6	28	34	0
	GCRS	0		2	2	0	0	0	0	0	0	0
		1					8	8		2	2	0
		2		2	2		0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5	4		4	4	0	4		0	0	0
	GCRS Total		4	4	8	4	8	12	0	2	2	0
	MD	0					0	0		0	0	0
		1	253	2	255	256	3	259	256	3	259	3
		2	1	251	252		261	261		261	261	-1
		3		249	249		259	259		259	259	0
		4		214	214		251	251		251	251	0
		5					0	0		0	0	0
	MD Total		254	716	970	256	774	1030	256	774	1030	2
	NONDGR	0				7		7	7		7	7
		1										0
		2										0
		3				2		2	0		0	2
		4										0
		5	302	729	1031	309	790	1099	309	790	1099	7
	NONDGR Total		302	729	1031	318	790	1108	316	790	1106	16
MEDI Total			591	1503	2094	609	1622	2231	597	1610	2207	18
PHAR	BSCP	0					0	0		0	0	0
		1	152	1	153	153	0	153	123	0	123	1
		2		152	152		151	151		124	124	0
		3		149	149		150	150		136	136	0
		4		159	159		157	157		133	133	0
		5					0	0		0	0	0
	BSCP Total		152	461	613	153	458	611	123	393	516	1
	NONDGR	0	3		3							-3
		1				1		1	1		1	1
		2										0
		3										0

		4										0
		5	26		26	23		23	23		23	-3
	NONDGR Total		29	0	29	24	0	24	24	0	24	-5
PHAR Total			181	461	642	177	458	635	147	393	540	-4
SCIE	BCS	0					0	0		0	0	0
		1					0	0		0	0	0
		2		1	1		0	0		0	0	0
		3	25	8	33	25	5	30	21	3	24	0
		4		38	38		35	35		24	24	0
		5					0	0		0	0	0
	BCS Total		25	47	72	25	40	65	21	27	48	0
	BSC	0					0	0		0	0	0
		1	1400	158	1558	1400	187	1587	1421	156	1577	0
		2	300	1355	1655	200	1460	1660	166	1298	1464	-100
		3	78	1361	1439	78	1543	1621	69	1329	1398	0
		4		1492	1492		1445	1445		1130	1130	0
		5					0	0		0	0	0
	BSC Total		1778	4366	6144	1678	4636	6314	1656	3913	5569	-100
	DMTY	0	2		2		1	1		0	0	-2
		1					0	0		0	0	0
		2					0	0		0	0	0
		3					0	0		0	0	0
		4					0	0		0	0	0
		5					0	0		0	0	0
	DMTY Total		2	0	2		1	1		0	0	-2
	NONDGR	0	3		3							-3
		1										0
		2	17	2	19	18	1	19	8	0	8	1
		3	70	2	72	88		88	53		53	18
		4										0
		5										0
	NONDGR Total		90	4	94	106	1	107	61	0	61	16
SCIE Total			1895	4417	6312	1809	4677	6486	1738	3941	5679	-86
UNKN	NONDGR	0	252	127	379	265	124	389	44	21	65	13

		1	1	0	1							-1
		2	99	1	100	98		98	60		60	-1
		3	7	1	8	3		3	1		1	-4
		4	92	2	94	111		111	64		64	19
		5	708	336	1044	862	339	1201	246	77	322	154
	NONDGR Total		1159	467	1626	1339	463	1802	415	97	513	180
UNKN Total			1159	467	1626	1339	463	1802	415	97	513	180
Grand Total			11408	21517	32925	11598	22167	33765	9182	17115	26297	190

Steady-State Enrolment Objective							
FTE (normal load)							
	DOMESTIC			**ISI**			
faculty	**winter**	**summer**	**Total**	**winter**	**summer**	**Total**	**Grand Total**
APSC	3,294	565	3,859	711	52	763	4,622
ARTS	7,536	896	8,432	2,073	129	2,202	10,634
COMM	2,299	409	2,708	784	64	848	3,556
DENT	324	9	334	5		5	338
EDUC	1,868	572	2,440	77	6	84	2,523
FRST	398	29	426	118	3	122	548
LAW	538		538	8	11	19	557
LFS	834	112	946	148	0	148	1,094
MEDI	2,385	6	2,391	2		2	2,393
PHAR	540	44	584	0		0	584
SCIE	5,715	695	6,409	641	47	688	7,097
UNKN	461	103	564	28	1	29	593
Grand	26193	3438	29,631	4596	313	4,909	34,540

THE UNIVERSITY OF BRITISH COLUMBIA

March 16, 2010

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

To: Vancouver Senate

From: Senate Curriculum Committee

Re: March 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 new and changed courses and programs brought forward by the Faculties of Education, Forestry, Graduate Studies(Applied Science, Arts, Education, Land and Food Systems, Medicine, and Science), and Land and Food Systems be approved.*

Respectfully submitted,

Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment Services
Senate and Curriculum Services
2016–1874 East Mall
Vancouver, BC V6T 1Z1
lindsey.lipovsky@ubc.ca
T: 604-822-9134; F: 604-822-5945

16 March 2010

To: Vancouver Senate

From: Senate Curriculum Committee

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

Attached please find submitted a category 1 curriculum proposal for your consideration.

New Course:
HKIN 472 (3)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: School of Human Kinetics** **Faculty Approval Date: Jan. 14, 2010** **Effective Session W Term 2 Year 2010 for Change**	**Date: March 18, 2010** **Contact Person: David Sanderson** **Phone: 2-4361** **Email: david.sanderson@ubc.ca**
Proposed Calendar Entry: **HKIN 472 (3) Genetic Issues in Sports, Exercise and Human Performance** The scientific, cultural, and ethical issues surrounding the role of genetics in determining human physical performance and the application of molecular biological techniques to sport science. Prerequisite: Third-year standing [3,0]	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale:** This new course will augment the selection of upper-level courses available to students. In this course, students will be introduced to the basic concepts of biological inheritance and innate human variation, with an emphasis on the current understanding of the role of genetic variants in determining human physical performance. This will provide the background for discussions of the various social, cultural and ethical issues associated with the perception of genetically-determined “talent” as well as the use of genetics in athlete recruitment, training, and performance enhancement (legitimate and doping).

THE UNIVERSITY OF BRITISH COLUMBIA

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lindsey.lipovsky@ubc.ca
T: 604-822-9134; F: 604-822-5945

16 March 2010

To: Vancouver Senate

From: Senate Curriculum Committee

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

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

New Course:
FRST 270 (3)

New Specializations in the B.S.F. Program:
Integrated Resource Management
Community and Aboriginal Forestry

New Minor:
Minor in Commerce within the Specialization in Community and Aboriginal Forestry

UBC Curriculum Proposal Form
Change to Courses

Category 1

Faculty: Forestry **Department:** Forest Sciences **Faculty Approval Date:** May 7, 2009 **Effective Session for Change:** 2010W	**Date:** May 4, 2009 **Contact Person:** Peter Marshall **Phone:** (604) 822-4918 **Email:** Peter.Marshall@ubc.ca
Proposed Calendar Entry: **FRST 270 (3) Community Forests and Community Forestry** Community forests and community forestry throughout the world, with special attention to participation by aboriginal peoples; emphasis is on forms of governance, public participation, and adaptive learning. [3-0-0]	**URL:** **Present Calendar Entry:** None **Type of Action:** Create new course. **Rationale:** This is a key course in the new specialization in aboriginal and community forestry being proposed for the Forest Resources Management major within the BSF degree program. There is currently no similar course offered on campus. **Documentation:** Forestry-2009-1

UBC Curriculum Proposal Form
Change to Program
Category: 1

Category: (1)

Faculty: Forestry **Department: Forest Resources Management** **Faculty Approval Date:** **Effective Session for Change:** 2010W	**Date: April 9, 2009** **Contact Person: John Nelson** **Phone: 2-3902** **Email:** John.Nelson@ubc.ca
Proposed Calendar Entry: Introduction Program Approval and Advising Admission Academic Regulations Forest Resources Management Major (Specialization in Integrated Resource Management) Forest Resources Management Major	**Type of Action:** Rename an existing program as a specialization within the existing Forest Resources Management Major. The existing program will be called the Forest Resources Management Major (Specialization in Integrated Resource Management). Also add a new specialization in the BSF program called Community and Aboriginal Forestry. **Rationale:** The Canadian Federation of Professional Forester Associations (CFPFA) has undertaken a major effort to reassess the accreditation goals and standards at each university and we what we have done follows their approach. We feel that every graduate does not need to follow exactly the same course path and there should be the flexibility for students to emphasize certain aspects of forest management in their education. We retain the core requirements of the CFPFA and introduce flexibility to the program through specialization-specific and unrestricted electives that allow students to concentrate on certain aspects of forest management. These specializations contain the core of the forest resources management major while allowing students to specialize in integrated resource management, community and aboriginal forestry or international forestry. **URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,0 **Present Calendar Entry:** Introduction Program Approval and Advising Admission Academic Regulations Forest Resources Management Major Forest Resources Management (Specialization in International Forestry) Forest Operations Major

(Specialization in Community and Aboriginal Forestry)

Forest Resources Management Major (Specialization in International Forestry)

Forest Operations Major

Proposed Calendar Entry:

The Bachelor of Science in Forestry (BSF) program is designed to prepare students for entry into the profession of forestry. Education within the Faculty can also serve as a foundation for entry into other professions such as teaching, law, engineering, and biology. The BSF Forest Resources Management Major has three specializations that allow students to concentrate on integrated resource management, community and aboriginal forestry (including a Minor in Commerce) or international forestry. The BSF Forest Operations Major has two options that allow students to specialize in Harvest Planning and Engineering or Commerce (Minor in Commerce).

Students are encouraged to declare their specializations as soon as possible, but they must do so by the beginning of second year.

The BSF program contains several integrated courses and labs requiring fieldwork and three extra-sessional field courses. Students must be prepared to participate in field trips off-campus (including some weekends and evenings) and to pay the extra costs associated with these field trips. It is each student's responsibility to make the necessary arrangements regarding employment, extra-curricular activities, personal commitments, and so on, so that they are able to participate fully in required field trips.

With the changing demands on foresters and the importance of articulating positions on social/forestry issues, orally and in writing, emphasis will be placed on developing students' communication skills. Opportunities to develop written and oral skills are integrated into courses throughout the program.

The Faculty of Forestry > *Bachelor of Science in Forestry (B.S.F.)* > ***Forest Resources Management Major*** > ***(Specialization in Integrated Resource Management)***

URL:

http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,164

Present Calendar Entry:

The Bachelor of Science in Forestry program is designed to prepare students for entry into the profession of forestry. Education within the Faculty can also serve as a foundation for entry into other professions such as teaching, law, engineering, and biology.

The B.S.F. program contains several integrated courses and labs requiring fieldwork and ~~two~~ extra-sessional field courses. Students must be prepared to participate in field trips off-campus (including some weekends and evenings) and to pay the extra costs associated with these field trips. It is each student's responsibility to make the necessary arrangements regarding employment, extra-curricular activities, personal commitments, and so on, so that they are able to participate fully in required field trips.

With the changing demands on foresters and the importance of articulating positions on social/forestry issues, orally and in writing, emphasis will be placed on developing students' communication skills. Opportunities to develop written and oral skills ~~will be~~ integrated into courses throughout the program

URL:

http://www.students.ubc.ca/calendar/index.cfm?tree=12,203,328,169

> Bachelor of Science in Forestry (B.S.F.) > **Forest Resources Management Major**

Present Calendar Entry:

Proposed Calendar Entry:

The Forest Resources Management Major (Specialization in Integrated Resource Management) is designed to educate adaptable professionals with a comprehensive understanding of the discipline, an ability to acquire specific knowledge and skills as required, and the confidence to play a decision-making role in a wide variety of resource management situations. Graduates, after appropriate work experience and examination, may be eligible for registration as professional foresters in various Canadian provinces.

Students are provided with an introduction to the biological, physical, and social sciences upon which forest resource management is based, and a working knowledge of the characteristics of forest resources, their interactions, and the ways in which they can be managed to yield a socially desirable mix of goods and services. Students will also gain an understanding of the political and socio-economic environment in which forestry is practiced; and an appreciation for the historical and ethical foundations of the profession. Throughout the program, emphasis is placed on encouraging communication skills, both oral and written, creative thinking, critical analysis, and professional pride.

For students entering the Faculty from secondary school, the program consists of 127 credits taken over four years. For those students entering the Faculty from first-year university (or its equivalent), or with a two-year Forestry Technical Diploma from a BC college or institute of technology, the program consists of approximately 95 credits, normally taken over a three-year period.

Students Entering from Secondary School

First Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 121 (111) or PHYS 101 (100)[2]	4/3
ECON 101	3
FRST 100	3
FRST 232[3]	3
MATH 100 or 102 or 104 or 190[4]	3
APBI 200	3

The Forest Resources Management major is designed to educate adaptable professionals with a comprehensive understanding of the discipline, an ability to acquire specific knowledge and skills as required, and the confidence to play a decision-making role in a wide variety of resource management situations. Graduates, after appropriate work experience and examination, may be eligible for registration as professional foresters in various Canadian provinces.

Students are provided with an introduction to the biological, physical, and social sciences upon which forest resource management is based, and a working knowledge of the characteristics of forest resources, their interactions, and the ways in which they can be managed to yield a socially desirable mix of goods and services. Students will also gain an understanding of the political and socio-economic environment in which forestry is practised; and an appreciation for the historical and ethical foundations of the profession. Throughout the program, emphasis is placed on encouraging communication skills, both oral and written, creative thinking, critical analysis, and professional pride.

~~For students entering the Faculty from secondary school, the program consists of 126 or 127 credits. For those students entering the Faculty from first-year university (or its equivalent), the program consists of a minimum of 94 credits, normally taken over a three-year period. For students entering the Faculty of Forestry with a two-year Forestry Technical Diploma from a BC college or institute of technology, the program consists of 94 or 95 credits, normally taken over a three-year period.~~

Students Entering from Secondary School

First Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 121 (111) or PHYS 101 (100)[2]	4/3
ECON 101	3
FRST 100	3
FRST 232[3]	3
MATH 100 or 102 or 104 or 190[4]	3
SOIL 200	3

Electives	3
Total Credits	30/31
FOPR 162 immediately preceding second year	2
Second Year	
CONS 200	3
FOPR 262	3
FRST 200	3
FRST 201	3
FRST 210	3
FRST 211	3
FRST 231	3
FRST 239	3
Electives	6
Total Credits	30
FRST 351 immediately preceding third year	2
Third Year	
FRST 305	3
FRST 307	3
FRST 318	3
FRST 320	3
FRST 339	3
FRST 385	3
FRST 386	3
FRST 395	3
WOOD 461	3
Specialization-specific elective[5]	3
Total Credits	30
FRST 452 immediately following third year	2
Fourth Year	
FRST 415	3
FRST 424	10
FRST 497	2
WOOD 465	3
Specialization-specific electives[5]	6
Electives	6

Electives	3
Total Credits	30/31
FOPR 162 immediately ~~following first~~ year	2
Second Year	
CONS 200	3
FOPR 262	3
FRST 200	3
FRST 201	3
FRST 210	3
FRST 211	3
FRST 231	3
FRST 239	3
Electives	6
Total Credits	30
FRST 351 immediately preceding third year	2
Third Year	
FRST 305	3
FRST 307	3
FRST 318	3
FRST 320	3
FRST 339	3
FRST 385	3
FRST 386	3
FRST 395	3
WOOD 461	3
Restricted elective[5]	3
Total Credits	30
FRST 452 immediately following third year	2
Fourth Year	
FRST 415	3
FRST 424	10
FRST 497	2
WOOD 465	3
Restricted electives[5]	6
Electives	6

Total Credits	30

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students with strong computing skills, especially in the use of spreadsheets, can replace FRST 232 with 3 credits of electives, upon approval by the program director.

[4] Students who had less than a C+ average in Math 12 must take the non-credit MATH 099 prior to mathematics courses. Students may enrol in MATH 180 (4 credits) or MATH 110 (6 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

[5] Specialization-specific electives are to be chosen from the Specialization-specific Elective pool: APBI 244/GEOG 204 (3); CONS 340 (3), CONS 370 (3), 481 (3); FOPR 362 (3); FRST 302 (3), 404 (4), 427 (3), 439 (3), 443 (3), 491 (3); WOOD 474 (2), 492 (3).

Transfer Students

Students entering from first-year university or equivalent must complete all required first and second year courses that were not completed at their previous institution(s) before entering third year. The third and fourth year requirements are the same as listed above.

BC Forestry Technology Graduates

Students entering after graduating with a two-year Forestry Technical Diploma from an approved BC college or institute of technology will receive a one-year exemption. They will enter a special second year program before proceeding to the regular program in Years Three and Four.

Second Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 111 or 121 or PHYS 100 or 101[2]	4/3
ECON 101	3
MATH 100 or 102 or 104 or 190[3]	3
FRST 200	3

Total Credits	30

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students with strong computing skills, especially in the use of spreadsheets, can replace FRST 232 with 3 credits of electives, upon approval by the program director.

[4] Students who had less than a C+ average in Math 12 must take the non-credit MATH 099 prior to mathematics courses. Students may enrol in MATH 180 (4 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives requirement.

[5] Restricted electives are to be chosen from the Restricted Elective pool: AGRO 244/GEOG 204 (3); CONS 340 (3), CONS 370 (3), 481 (3); FOPR 362 (3); FRST 302 (3), 404 (4), 427 (3), 439 (3), 443 (3), 491 (3); WOOD 474 (2), 492 (3).

Transfer Students

Students entering from first-year university or equivalent must complete all required first and second year courses that were not completed at their previous institution(s) before entering third year. The third and fourth year requirements are the same as listed above.

BC Forestry Technology Graduates

Students entering after graduating with a two-year Forestry Technical Diploma from an approved BC college or institute of technology will receive a one-year exemption. They will enter a special second year program before proceeding to the regular program in Years Three and Four.

Second Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 111 or 121 or PHYS 100 or 101[2]	4/3
ECON 101	3
MATH 100 or 102 or 104 or 190[3]	3
FRST 200	3
FRST 210	3

FRST 210	3
FRST 231	3
APBI 200	3
Total Credits	30/31
FRST 351 immediately preceding third year	2
Third Year	
CONS 200	3
FRST 305	3
FRST 318	3
FRST 339	3
FRST 385	3
FRST 386	3
FRST 395	3
WOOD 461	3
Elective	3
Specialization-specific Elective[4]	3
Total Credits	30
FRST 452 immediately following third year	2
Fourth Year	
FRST 415	3
FRST 424	10
FRST 497	2
WOOD 465	3
Specialization-specific electives[4]	6
Electives	6
Total Credits	30

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students who had less than a C+ average in Math 12 must take the non-credit MATH 098 prior to mathematics courses. Students may enrol in MATH 180 (4 credits) or MATH 190 (6 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

FRST 231	3
~~SOIL 200~~	3
Total Credits	30/31
FRST 351 immediately preceding third year	2
Third Year	
CONS 200	3
FRST 305	3
FRST 318	3
FRST 339	3
FRST 385	3
FRST 386	3
FRST 395	3
WOOD 461	3
Elective	3
Restricted Elective[4]	3
Total Credits	30
FRST 452 immediately following third year	2
Fourth Year	
FRST 415	3
FRST 424	10
FRST 497	2
WOOD 465	3
Restricted electives[4]	6
Electives	6
Total Credits	30

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students who had less than a C+ average in Math 12 must take the non-credit MATH 098 prior to mathematics courses. Students may enrol in MATH 180 (4 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

[4] Specialization-specific electives are to be chosen from the following: APBI 244/GEOG 204 (3); CONS 340 (3), 370 (3), 481 (3); FOPR 362 (3); FRST 302 (3), 404 (4), 427 (3), 439 (3), 443 (3), 491 (3); WOOD 474 (2), 492 (3).

Proposed Calendar Entry:

The Faculty of Forestry > *Bachelor of Science in Forestry (B.S.F.)* > ***Forest Resources Management Major > (Specialization in Community and Aboriginal Forestry)***

The Forest Resources Management Major (Specialization in Community and Aboriginal Forestry) is designed to educate students to be adaptable professionals with a comprehensive understanding of the discipline of forest management, an ability to acquire specific knowledge and skills as required, and the confidence to play a decision-making role in a wide variety of resource management situations with an emphasis on community forestry and working for aboriginal peoples. Graduates, after appropriate work experience and examination, may be eligible for registration as professional foresters in various Canadian provinces.

Students are provided with an introduction to the biological, physical, and social sciences upon which forest resource management is based, and a working knowledge of the characteristics of forest resources, their interactions, and the ways in which they can be managed to yield a socially desirable mix of goods and services. Students will also gain an understanding of the political and socio-economic environment in which forestry is practiced; and an appreciation for the historical and ethical foundations of the profession. Throughout the program, emphasis is placed on encouraging communication skills, both oral and written, creative thinking, critical analysis, and professional pride.

For students entering the Faculty from secondary school, the program consists of 130 credits, normally taken over four years. For those students entering the Faculty from first-year university (or its equivalent) or with a two-year Forestry Technical Diploma from a BC college or institute of technology, the program consists of 98 credits normally taken over a three-year period.

Students Entering from Secondary School

First Year

[4] Restricted electives are to be chosen from the following: AGRO 244/GEOG 204 (3); CONS 340 (3), 370 (3), 481 (3); FOPR 362 (3); FRST 302 (3), 404 (4), 427 (3), 439 (3), 443 (3), 491 (3); WOOD 474 (2), 492 (3).

Present Calendar Entry:

None

Type of Action:

Introduce a new specialization within the existing Forest Resources Management Major. The specialization in Community and Aboriginal Forestry includes 3- and 4-year programs to accommodate high school students, transfer students and forestry technical school graduates. There is also an option to take a Minor in Commerce within this specialization.

Rationale:

The Canadian Federation of Professional Forester Associations (CFPFA) has undertaken a major effort to reassess the accreditation goals and standards at each university and we what we have done follows their approach. We feel that every graduate does not need to follow exactly the same course path and there should be the flexibility for students to emphasize certain aspects of forest management in their education. We retain the core requirements of the CFPFA and introduce flexibility to the program through specialization-specific and unrestricted electives that allow students to concentrate on certain aspects of forest management. This specialization contains the core of the forest resources management major while allowing students to specialize in community and aboriginal forestry, including the option for a Minor in Commerce.

ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 121 (111) or PHYS 101 (100)[2]	4/3
ECON 101	3
FRST 100	3
MATH 100 or 102 or 104 or 190[4]	3
Electives	9
Total Credits	30/31
FOPR 162 immediately preceding second year	2
Second Year	
CONS 200	3
FRST 270	3
FRST 200	3
FRST 201	3
FRST 210	3
FRST 211	3
FRST 231	3
FRST 239	3
Specialization-specific Elective[5]	3
Elective	3
Total Credits	30
FRST 351 immediately preceding third year	2
Third Year	
COMM 457	3
CONS 370	3
FRST 305	3
FRST 307	3
FRST 318	3
FRST 320	3
FRST 385	3
FRST 395	3
WOOD 461	3
Specialization-specific Elective[5]	3
Total Credits	30
FRST 452 immediately following third year	2
Fourth Year	
COMM 329	3
FRST 415	3
FRST 424	10
FRST 444	3
FRST 497	2
WOOD 465	3
Specialization-specific Electives[5]	9
Total Credits	33

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students with strong computing skills, especially in the use of spreadsheets, can replace FRST 232 with 3 credits of electives, upon approval by the program director.

[4.] Students who had less than a C+ average in Math 12 must take the non-credit MATH 099 prior to mathematics courses. Students may enrol in MATH 180 (4 credits) or MATH 110 (6 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

[5] Specialization-specific electives are to be chosen from the following:
ANTH 220 (3), ANTH 222 (3), CONS 340 (3), CONS 481 (3), CONS 491 (3), ECON 374 (3), FNSP 200 (6), FRST 439 (3), FRST 470 (3) FRST 490 (3), FRST 491 (3), GEOG 310 (3), LAW 200 (3), LAW 395 (3), POLI 406 (3), SOCI 360 (3), WOOD 474 (2)

Transfer Students

Students entering from first-year university or equivalent must complete all required first and second year courses that were not completed at their previous institution(s) before entering third year. The third and fourth year requirements are the same as listed above.

BC Forestry Technology Graduates

Students entering after graduating with a two-year Forestry Technical Diploma from an approved BC college or institute of technology will receive a one-year exemption. They will enter a special second year program before proceeding to the regular program in Years Three and Four.

Second Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 111 or 121 or PHYS 100 or 101[2]	4/3
ECON 101	3
MATH 100 or 102 or 104 or 190[3]	3
FRST 200	3
FRST 210	3

FRST 270	3
Elective	3
Total Credits	30/31
FRST 351 immediately preceding third year	2

Third Year	
COMM 457	3
CONS 370	3
FRST 231	
FRST 305	3
FRST 318	3
FRST 385	3
FRST 395	3
WOOD 461	3
Specialization-specific Elective[4]	3
Total Credits	30
FRST 452 immediately following third year	2

Fourth Year	
COMM 329	3
FRST 415	3
FRST 424	10
FRST 444	3
FRST 497	2
WOOD 465	3
Specialization-specific Electives[4]	9
Total Credits	33

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students who had less than a C+ average in Math 12 must take the non-credit MATH 098 prior to mathematics courses. Students may enroll in MATH 180 (4 credits) or MATH 110 (6 credits) instead of MATH 100 or 102 (3 credits), but the credit difference cannot be applied towards program electives.

[4] Specialization-specific electives are to be chosen from the following: ANTH 220 (3), ANTH 222 (3), CONS 340 (3), CONS 481 (3), CONS 491 (3), ECON 374 (3), FNSP 200 (6), FRST 439 (3), FRST 470 (3), FRST 490 (4), FRST 491 (3), GEOG 310 (3), LAW 200 (3), LAW 395 (3), POLI 406 (3), SOCI 360 (3), WOOD 474 (2).

UBC Curriculum Proposal Form
Change to Program

Category 1

Faculty: Forestry **Departments:** Forest Resources Management and Forest Sciences **Faculty Approval Date:** Nov. 3, 2009 **Effective Session for Change:** 2010W	**Date:** Oct. 27, 2009 **Contact Person:** Peter Marshall **Phone:** (604) 822-4918 **Email:** Peter.Marshall@ubc.ca
Proposed Calendar Entry: *The Faculty of Forestry* > *Bachelor of Science in Forestry (B.S.F.)* > ***Forest Resources Management Major > (Specialization in Community and Aboriginal Forestry) > Minor in Commerce*** Students who desire a stronger foundation in business may consider the Minor in Commerce. Upon successful completion of this minor program, the notation "Minor in Commerce" will be placed on the student's transcript. Enrolment in this program is limited. Applications for admission can be obtained from the Faculty of Forestry Student Services and must be submitted by May 15. For an application to be considered, the student must be eligible for at least third-year standing in the Faculty (BSF Forest Resources Management Major) with a cumulative average of at least 68% in the previous two years. Completion of ECON 101 (or ECON 310) and ECON 102 (or ECON 311) plus MATH 100 or 102 or 104 before applying. Meeting the stated minimum requirement does not guarantee admission into the Minor. Students may require an additional term to complete the Minor in Commerce, although it is intended to be completed over two years. For students entering the Faculty from secondary school, the program consists of 136 credits taken over four years. For those students entering the Faculty from first-year university (or its equivalent), or with a two-year Forestry Technical Diploma from a BC college or institute of technology, the program consists of 107 credits normally taken over a three-year period. **Students Entering from Secondary School** **First Year** ENGL 100-level 3	**URL:** **Present Calendar Entry:** None **Type of Action:** New Minor. **Rationale:** This minor is an important component of the new specialization in Community and Aboriginal Forestry. The Faculty of Forestry's First Nations Council of Advisors and the broader forestry community (both aboriginal and non-aboriginal) wished to see a business option within this new specialization. This proposed minor matches with the two other commerce minors that Forestry programs have and has the support of the Faculty of Commerce and Business Administration.

BIOL 111 and 121[1]	6
CHEM 121 (111) or PHYS 101 (100)[2]	4/3
ECON 101	3
ECON 102	3
FRST 100	3
MATH 100 or 102 or 104[3]	3
Electives	6
Total Credits	30/31
FOPR 162 immediately preceding second year	2
Second Year	
CONS 200	3
FRST 270	3
FRST 200	3
FRST 201	3
FRST 210	3
FRST 211	3
FRST 231	3
FRST 239	3
Specialization-specific Elective[4]	3
Elective	3
Total Credits	30
FRST 351 immediately preceding third year	2
Third Year	
COMM 329	3
COMM 398 or 458	3
COMM 457	3
COMM 465	3
CONS 370	3
FRST 305	3
FRST 307	3
FRST 318	3
FRST 320	3
FRST 385	3
FRST 395	3
WOOD 461	3
Total Credits	36
FRST 452 immediately following third year	2
Fourth Year	
COMM 473	3
COMM 493	3
FRST 415	3
FRST 424	10

FRST 444	3
FRST 497	2
WOOD 465	3
Specialization-specific Electives[4]	6
Total Credits	33

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students who had less than a C+ average in Math 12 must take the non-credit MATH 099 prior to mathematics courses. Students may enroll in MATH 180 (4 credits) or MATH 190 (6 credits) instead of MATH 100, 102 or 190 (3 credits), but the credit difference cannot be applied towards program elective requirements.

[4] Specialization-specific electives are to be chosen from the following: ANTH 220 (3), ANTH 222 (3), CONS 340 (3), CONS 481 (3), CONS 491 (3), ECON 374 (3), FNSP 200 (6), FRST 439 (3), FRST 470 (3), FRST 490 (3), FRST 491 (3), GEOG 310 (3), LAW 200 (3), LAW 395 (3), POLI 406 (3), SOCI 360 (3), WOOD 474 (2).

Transfer Students

Students entering from first-year university or equivalent must complete all required first and second year courses that were not completed at their previous institution(s) before entering third year. The third and fourth year requirements are the same as listed above.

BC Forestry Technology Graduates

Students entering after graduating with a two-year Forestry Technical Diploma from an approved BC college or institute of technology will receive a one-year exemption. They will enter a special second year program before proceeding to the regular program in Years Three and Four.

Second Year	
ENGL 100-level	3
BIOL 111 and 121[1]	6
CHEM 111 or 121 or PHYS 100 or 101[2]	4/3
ECON 101	3
ECON 102	3

MATH 100 or 102 or 104[3]	3
FRST 200	3
FRST 210	3
FRST 270	3
Total Credits	30/31
Third Year	
COMM 329	3
COMM 398 OR 458	3
COMM 457	3
COMM 465	3
CONS 200	3
CONS 370	3
FRST 231	3
FRST 305	3
FRST 318	3
FRST 385	3
FRST 395	3
WOOD 461	3
Total Credits	33
FRST 452 immediately following third year	2
Fourth Year	
COMM 473	3
COMM 493	3
FRST 415	3
FRST 424	10
FRST 444	3
FRST 497	2
WOOD 465	3
Specilaization-specific Electives[4]	9
Total Credits	36

[1] Students with Biology 12 should replace BIOL 111 with 3 credits of electives.

[2] CHEM 111 and PHYS 100 are intended for students without CHEM 12 and PHYS 12, respectively. If students do not have Grade 12 level in both sciences, they are encouraged to select a science not taken at the Grade 12 level.

[3] Students who had less than a C+ average in Math 12 must take the non-credit MATH 099 prior to mathematics courses. Students may enroll in MATH 180 (4 credits) or MATH 110 (6 credits) instead of MATH 100, 102 or 190 (3 credits), but the credit difference cannot be applied towards program electives .

[4] Specialization-specific electives are to be chosen from the following: ANTH 220 (3), ANTH 222 (3), CONS 340 (3), CONS 481 (3), CONS 491 (3), ECON 374 (3),

FNSP 200 (6), FRST 439 (3), FRST 470 (3), FRST 490 (4), FRST 491 (3), GEOG 310 (3), LAW 200 (3), LAW 395 (3), POLI 406 (3), SOCI 360 (3), WOOD 474 (2).	

THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment Services
Senate and Curriculum Services
2016–1874 East Mall
Vancouver, BC V6T 1Z1
lindsey.lipovsky@ubc.ca
T: 604-822-9134; F: 604-822-5945

16 March 2010

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **GRADUATE PROPOSALS**

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

Faculty of Applied Science
New Courses:
EECE 542 (3)
EECE 584 (6)
EECE 585 (3)
MECH 527 (3)
MECH 529 (3)

Revised Course:
MECH 575 (1-3)d

Faculty of Arts
New Courses:
LIBR 553 (3)
SOWK 504 (3)
SOWK 550 (3)
SOWK 551 (3)
SOWK 555 (3)

Program Change:
M.S.W. Program Requirements

Faculty of Education
New Course:
HKIN 571 (3)

Faculty of Land and Food Systems
New Courses:
SOIL 515 (3)
SOIL 516 (3)
SOIL 518 (3)

…/continued

Faculty of Medicine
New Courses:
OBST 507 (3)
SPPH 555 (3)

Program Change:
Anatomy and Cellular Biology Suspension of Admission

Faculty of Science
New Courses:
MATH 546 (3)
MATH 548 (3)
MATH 555 (3)
MATH 556 (3)

Revised Course:
MATH 503 (3)

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF APPLIED SCIENCE (ENGINEERING)

APSC / UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science **Department: Electrical and Computer Engineering** **Faculty Approval Date: Nov. 5, 2009** **Effective Session: September 2010**	**Date: September 22, 2009** **Contact Person: Nick Jaeger** **Phone: 2-5673** **Email: nickj@ece.ubc.ca**
Effective Date: **Proposed Calendar Entry:** **EECE 542 (3) Computer-Integrated Surgery** Computer-integrated surgery systems such as point-based and intensity-based registration, targeting error estimation, surgical interface design, surgical robotics, and virtual reality, learned through hands-on applications and problems. [3-0-0].	**Present Calendar Entry:** **Type of Action:** Create new course **Rationale:** This course is designed to introduce the advanced concepts and underlying technologies of computer-integrated surgery (CIS) systems. **Category 1**

Faculty: Applied Science **Department: EECE** **Faculty Approval Date: November 5, 2009** **Effective Session: September 2010**	**Date: 2009/09/14** **Contact Person: Lukas Chrostowski** **Phone: 822-8507** **Email: lukasc@ece.ubc.ca**
EECE: Graduate Course Change(s)	
Proposed Calendar Entry: **EECE 584 (6) NANOPHOTONICS FABRICATION** Design, fabricate, and test a photonic integrated circuit (PIC) using silicon-on-insulator (SOI) technology. Modelling and design of optical components.	**Present Calendar Entry:** None **Type of Action:** Create new course **Rationale:** Silicon photonics and optical interconnects have been identified as a key technology by the semiconductor industry (ITRS) for further performance improvements in CMOS technology. It is critical for students to learn how to design devices using this technology to be competitive in future integrated electronics-photonics applications. Specifically, silicon waveguides using SOI substrate allow for the fabrication of extremely compact photonic circuits based on standard CMOS processing. The goal of student design projects is to simulate, design and characterize an optical nanophotonic device. **Category** 1 ***Previously offered in 2008-09 and 2009-10 as EECE 571U Nanophotonics Fabrication***

Proposed Calendar Entry: **EECE 585 (3) ELECTROMAGNETIC COMPATIBILITY.** History of electromagnetic compatibility; standards and regulations; component models; radiated emissions; conducted emissions; transmission lines and cross-talk; shielding; electrostatic discharge; EMC system design. [2-3*-0]	**Present Calendar Entry:** None **Type of Action:** Create new course **Rationale:** Electromagnetic compatibility is a topic of considerable and growing interest to Canadian industry but is not addressed by any existing UBC course. **Category 1**

Faculty: Applied Science **Department: Mechanical Engineering** **Faculty Approval Date: November 5, 2009** **Effective Date: September 2010**	**Submission Date: September 29, 2009** **Contact Person: Dr. Gary Schajer** **Phone: 604-822-6004** **Email: schajer@mech.ubc.ca**
MECH: Graduate Course Change(s)	
Proposed Calendar Entry: **MECH 527 (3) ADVANCED MECHATRONICS. Quasi-static approximations, modulation and demodulation, reversal, reciprocity, motor transformation, stiffness method, spatial filtering, Maxwell stress tensor, guarding, control limitations. Prerequisite: MECH 421 or equivalent. [3-0-0]**	**URL:**http://www.students.ubc.ca/calendar/courses.cfm?code=MECH **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale:** This advanced course provides students with in-depth understanding of modeling, analysis, and design of mechatronics components and systems. The course supports the studies of the students enrolled in the Mechatronics option within the Mechanical Engineering Department. The course has been taught as a "Special Advanced Course" MECH 550Q for three years with an average enrollment of 10. Based on this experience, it is now intended to make the course into a permanent offering. **Category 1**

Proposed Calendar Entry: **MECH 529 (3) MODELING OF DYNAMIC SYSTEMS. Advanced modeling of mechanical, electrical, fluid, thermal and multi-domain systems; inter-domain analogies; analytical models in time and frequency domains; modeling tools; response analysis; digital simulation; practical project. Prerequisite: Prior undergraduate coursework in dynamics, vibration or electrical circuits. [3-0-0]**	**URL:**http://www.students.ubc.ca/calendar/courses.cfm?code=MECH **Present Calendar Entry**: N/A. **Type of Action:** Create new course **Rationale:** This advanced course provides students with in-depth understanding of modeling of dynamic systems. The course has been taught as a "Special Advanced Course" MECH 550 for three years. Based on this experience, it is now intended to make the course into a permanent offering. **Category 1**

Faculty of Applied Science:

Engineering Curriculum Report

Faculty: Applied Science **Department: Mechanical Engineering** **Faculty Approval Date: November 5, 2009** **Effective Date: September 2010**	**Submission Date: September 29, 2009** **Contact Person: Dr. Gary Schajer** **Phone: 604-822-6004** **Email: schajer@mech.ubc.ca**
MECH: Graduate Course Change(s)	
Proposed Calendar Entry: MECH 575 (1-3) **D** SPECIAL TOPICS IN **MECHANICAL ENGINEERING. Lectures within a broad sub-specialization of Mechanical Engineering.**	**URL:**http://www.students.ubc.ca/calendar/courses.cfm?code=MECH **Present Calendar Entry:** MECH 575 (1-3) ~~C~~ SPECIAL TOPICS IN ~~HEAT AND MASS TRANSFER~~. *(no descriptive text)* **Type of Action:** 1) Revise title 2) Add description 3) Change C to D in crediting. **Rationale:** The title change is made to make Special Topics courses available to all Mechanical Engineering students, not just those studying Heat and Mass Transfer. A course description is added to conform to the practice for all other Mechanical Engineering courses. Special Topics courses are aimed at the needs of modest number of students with specialized study interests, for which appropriate courses likely exist at other major universities, but not otherwise at UBC. The attached course outline illustrates an example course format. **Category 1**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: School of Library, Archival and Information Studies** **Faculty Approval Date: October 6, 2009** **Effective Session Winter Term 2** **Year 2009 for Change**	**Date: April 14, 2009** **Contact Person: Mary Sue Stephenson** **Phone: 604-822-6392** **Email: mss@interchange.ubc.ca**
Proposed Calendar Entry: LIBR 553 (3) Understanding Information Users in Diverse Environments	**URL:** **Present Calendar Entry:** **Type of Action:** Create new course **Rationale:** Human information behavior is an important area of both research and application in the domain of Library and Information Studies. This course provides students with an understanding of the theories and models of information behavior; an understanding of information seeking and use in a variety of settings, including everyday life, health care, academics, and private and public organizations; and an understanding of how individuals and groups engage in information behaviours in these varied settings and for diverse purposes. This course has been taught successfully as the topics course *LIBR 559A: Understanding Information Users in Diverse Environments.* It is being changed to a stand-alone course since the School anticipates it will be offered on a regular basis in the future.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Social Work** **Faculty Approval Date: Oct. 6, 2009** **Effective Session Winter Term 2** **Year for Change 2009-10**	**Date: May 9, 2009** **Contact Person: Paule McNicoll** **Phone: 604-822-2977** **Email: paule.mcnicoll@ubc.ca**
Proposed Calendar Entry: **SOWK 504 (3) First Nations Social Issues**	**URL:** **Present Calendar Entry:** None. **Type of Action:** Create new course. **Rationale:** This new course is designed to provide the theoretical and historical foundation for Social Work practice with First Nations at the Master's level.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Social Work** **Faculty Approval Date: October 6, 2009** **Effective Session ____ Term 1___** **Year_2010-11 for Change**	**Date: May 11, 2009** **Contact Person: Paule McNicoll** **Phone :604-822-2977** **Email:paule.mcnicoll@ubc.ca**
Proposed Calendar Entry: **SOWK 550 (3) Social Work and Social Justice**	**URL:** **Present Calendar Entry:** None. **Type of Action:** Create new course. **Rationale:** This new course stems from the vision statement of the School and will be the starting point for the new curriculum. Other courses in the MSW will flow from the concepts embedded in this course. It is designed to provide the theoretical and historical foundation for other courses in the programme.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: ARTS **Department: School of Social Work** **Faculty Approval Date: October 6, 2009** **Effective Session _____ Term __** **Year_2010__ for Change**	**Date: May 8, 2009** **Contact Person: Paule McNicoll** **Phone: 604-822-2977** **Email: paule.mcnicoll@ubc.ca**
Proposed Calendar Entry: **SOWK 551 (3)** HEALTH AND SOCIAL CARE PRAXIS	**URL:** N/A **Present Calendar Entry:** None. **Type of Action:** Create new course **Rationale:** This course provides a conceptual basis for students interested in focusing on health, mental health, addictions, trauma and disabilities across the lifespan.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: School of Social Work** **Faculty Approval Date: October 6, 2009** **Effective Session: Winter Terms 1 & 2** **Year for Change: 2010 - 11**	**Date: May 10, 2009** **Contact Person: Paule McNicoll** **Phone: 604 – 822 - 2977** **Email: paule.mcnicoll@ubc.ca**
Proposed Calendar Entry: **SOWK 555 (3) Advanced Integrative Seminar** Advanced development of professional judgment, critical reflection, and integration of theory, practice, research, policy.	**URL:** **Present Calendar Entry:** None. **Type of Action:** Create new course. **Rationale:** Course developed as part of revised Master of Social Work Program

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: School of Social Work** **Faculty Approval Date: October 6, 2009** **Effective Session _Winter___ Term _1__** **Year_2010-11__ for Change**	**Date: June 26, 2009** **Contact Person: Paule McNicoll** **Phone: 604-822-2977** **Email: paule.mcnicoll@ubc.ca**
Proposed Calendar Entry: Master of Social Work There are two entry points into the M.S.W. Students with a B.S.W. can apply for entry into the one-year, **30**-credit M.S.W. Students with a baccalaureate degree other than a B.S.W. can apply for entry into the two-year, 60-credit M.S.W. program. Admission Requirements General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least 3 credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference. General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities or closely related professional field. Applicants are required to have completed at least 3 credits of coursework in both statistics and research methodology. For example, SOWK 320 Introduction to Social Work Research would meet the research methodology prerequisite. Other factors considered are: competitive academic standing (GPA), study plan, **social service experience**, and letters of reference. Program Requirements • Students with a B.S.W. can directly enter the second year of the program. • The first year of study requires the completion of **24** credits of	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1229** **Present Calendar Entry:** **Master of Social Work** There are two entry points into the M.S.W. Students with a B.S.W. can apply for entry into the one-year, ~~33~~-credit M.S.W. Students with a baccalaureate degree other than a B.S.W. can apply for entry into the two-year, 60-credit M.S.W. program. **Admission Requirements** General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least 3 credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference. General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities or closely related professional field. Applicants are required to have completed at least 3 credits of coursework in both statistics and research methodology. For example, SOWK 320 Introduction to Social Work Research would meet the research methodology prerequisite. Other factors considered are: competitive academic standing (GPA), study plan, ~~professional social work experience~~, and letters of reference. **Program Requirements** • Students with a B.S.W. can directly enter the second year of the program. • The first year of study requires the

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coursework, plus a 6-credit practicum. • The second year requires completion of **30 credits** • **Students must take the course on social justice (SOWK 550), a minimum of two courses in research methods and a practicum.** • Students can choose between **an integrative seminar course (SOWK 555)** and **a** thesis. • **Students elect one of the following areas of focus for the remainder of the credits: children and families, health and social care, or international/social development.** • **A maximum of 9 credits of courses may be taken outside of the school.** • Part-time study is available.	completion of ~~21~~ credits of coursework, plus a 6-credit practicum. • The second year requires completion of ~~33 credits, with a minimum of 6 credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective coursework.~~ • Students can choose between ~~a graduating essay~~ and thesis. ~~The 3-credit graduating essay option is for those students intending to specialize in direct social work practice, with an emphasis on the integration of theory and practice. A 6-credit practicum is required. The 6-credit thesis option requires completion of original research, as well as the completion of a 3-credit practicum.~~ • ~~Courses can be taken outside the School to a maximum of 12 credits.~~ • Part-time study is available. **Type of Action:** 1. The number of credits in the second year will change from 33 to 30 2. One factor considered for admission in the two-year MSW changes from professional social work experience to social service experience 3. The number of credits to be completed in the first year will change from 21 to 24. 4. Different organization of courses with the creation of a mandatory course on social justice and of three areas of focus: children and families, health and social care, or international/social development 5. Abolition of the graduate essay. **Rationale:** 1. The lowering of the number of credits in the second year conforms to the current standards in Canadian Schools of Social Work. 2. Applicants for the two-year MSW program are very unlikely to have professional

	social work experience as they do not have a prior professional social work degree. However, many will have social service experience. 3. The increase in the number of credits in the first year is a requirement for accreditation. 4. The mandatory course is consistent with the vision of the School and the goals of the Master's program. The areas of focus correspond to the needs of the community and the strengths of the faculty. 5. This change is in response to a recommendation of the 2007 internal study of the School.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: School of Human Kinetics** **Faculty Approval Date: Oct. 21, 2009** **Effective Session ____ Term 2___** **Year for Change: 2010-2011**	**Date:** **Contact Person: Brian Wilson** **Phone: 604-822-3884** **Email: brian.wilson@ubc.ca**
Proposed Calendar Entry: **HKIN 571 (3) Qualitative Methods in Sport, Leisure, and Health Studies** **Theoretical, methodological, and ethical debates about and approaches to qualitative methods; issues in and approaches to qualitative inquiry. [3-0].**	**URL:** **Present Calendar Entry:** n/a **Type of Action:** Create new graduate course **Rationale:** This course was designed for Human Kinetics graduate students and others interested in developing expertise in qualitative methods, while exploring issues in and approaches to qualitative inquiry prominent within the 'sociology of sport and leisure' and 'health studies' fields. While students from around campus are encouraged to take the class, the course is designed with Human Kinetics graduate students working in our socio-cultural and psycho-social areas in mind because these students tend to share an interest in issues related to sport, leisure and health. Having a common qualitative methods class for these students – students who in many cases plan to utilize qualitative methods for their thesis research and are advised by faculty who specialize in qualitative methods – is also intended to support a collaborative research culture among graduate students within the socio-cultural and psycho-social areas within the School.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Land and Food Systems **Department:** **Faculty Approval Date: July 13, 2009** **Effective Session _W___ Term __1_ Year_2009__ for Change**	**Date: April 28, 2009** **Contact Person: Les Lavkulich** **Phone:** **Email: lml@interchange.ubc.ca**
Proposed Calendar Entry: **SOIL 515 (3) - Integrated Watershed Management** Methods of watershed evaluation, land-water interactions, key aspects of hydrology, water quality and aquatic biota, land use impacts on water resources, community involvement, and integration of multiple land use activities and their cumulative impacts. Credits will not be given for both SOIL 515 and RMES 515.	**URL:** https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=RMES&course=515 **Present Calendar Entry:** **RMES 515 (3) - 201- Integrated Watershed Management** Methods of watershed evaluation, land-water interactions, key aspects of hydrology, water quality and aquatic biota, land use impacts on water resources, community involvement, and integration of multiple land use activities and their cumulative impacts. **Type of Action:** • Create new course • Cross list with RMES 515 **Rationale:** • This is a web-based course. The cross listing would enable a differentiation between students in RMES (CFIS) and students in SOIL (LFS)
Proposed Calendar Entry: **SOIL 516 (3) - Urban Watershed Management** Urban land use impacts on water resources with a focus on impervious surfaces, storm-water management, non-point sources of	**URL:** https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=RMES&course=516 **Present Calendar Entry:** **RMES 516 (3) - 101 Urban Watershed Management** Urban land use impacts on water resources with a focus on impervious surfaces, storm-water management, non-point sources of pollution, cumulative effects, water quality,

pollution, cumulative effects, water quality, rehabilitation of urban streams and application of best management practices. Prior completion of RMES 515 strongly recommended. Credits will not be given for both SOIL 516 and RMES 516.	rehabilitation of urban streams and application of best management practices. Prior completion of RMES 515 strongly recommended. **Type of Action:** • Create new course • Cross list with RMES 516 **Rationale:** • This is a web-based course. The cross listing would enable a differentiation between students in RMES (CFIS) and students in SOIL (LFS)
SOIL 518 (3) - Water in International Development Key water issues associated with international development: global water demand, scarcity, efficiency of use, water as a commodity, biophysical and policy aspects of water management, water and health, land use impact, water harvesting, improved irrigation, and pollution prevention. Credits will not be given for both SOIL 518 and RMES 518.	**URL:** https://courses.students.ubc.ca/cs/main?pname=subjarea&tname=subjareas&req=3&dept=RMES&course=518 **Present Calendar Entry:** **RMES 518 (3) - 201 Water in International Development** Key water issues associated with international development: global water demand, scarcity, efficiency of use, water as a commodity, biophysical and policy aspects of water management, water and health, land use impact, water harvesting, improved irrigation, and pollution prevention. **Type of Action:** • Create new course • Cross list with RMES 518 **Rationale:** • This is a web-based course. The cross listing would enable a differentiation between students in RMES (CFIS) and students in SOIL (LFS)

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine **Department: Obstetrics and Gynecology** **Faculty Approval Date: August 7, 2009** **Effective Session: Term 1 Year 2009/10**	**Date: July 20, 2009** **Contact Person: Dr. Patricia Janssen** **Phone: (604) 875.2424, ext 5415** **Email: pjanssen@ubc.ca**
Proposed Calendar Entry: **OBST 507 (3) Perinatal Epidemiology** Indicators of maternal/newborn well-being across population subgroups, changing trends in obstetrical intervention, perinatal morbidity and the analysis of perinatal data. Equivalence: SPPH 537 Corequisite: OBST 502 or 504	**URL:** **Present Calendar Entry:** **Type of Action:** Create new course. Cross-list with SPPH 537. **Rationale:** The Reproductive Health Sciences Program in the Department of Obstetrics and Gynecology has identified that this course provides key content for their graduate students that is not available in current offerings within the Department of Obstetrics. They wish to cross-list it to improve the visibility of this course to their students and to encourage them to enroll.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1) New Course

Faculty: Medicine **Department:** School of Population and Public Health **Faculty Approval Date: 19 June 2009** **Effective Session:** Term 1, Year 2010/2011	**Date:** June 11, 2009 **Contact Person:** Dr. Ian Pike **Phone:** 604-875-3425 **Email:** ipike@cw.bc.ca
Proposed Calendar Entry: SPPH 555 (3): Principles and Practices of Injury Prevention Injury epidemiology; surveillance; development, implementation and evaluation techniques of preventive strategies; determinants of health; social marketing; injury policy; evidence-based prevention strategies; utilization of injury datasets	**Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** Unintentional and intentional injury is the leading cause of death for Canadians aged 1 to 44 years. Injuries cost Canadians $14.7 billion annually in health care costs and lost productivity, ranking third, after cardiovascular and musculoskeletal diseases and before cancer. Like diseases, however, most injuries follow a distinct pattern and are, therefore, predictable and preventable. Injuries are the result of many complex factors; hence any effort to prevent or reduce the severity of injuries must involve many sectors, disciplines and approaches. This course is essential for students interested in injury prevention research, prevention programming, and health care delivery. It will provide students with a comprehensive understanding of the theory and practice of injury prevention; provincial, national and international sources of injury data; implementation of injury surveillance in health care and community settings; and the essential tools needed to develop and implement effective injury prevention programs using a population health approach. Given the magnitude of injury, a critical need exists for injury researchers and practitioners. This course will complete SPPH students' learning around significant burdens of health facing the Canadian population and strategies to reduce these burdens. It will help ensure that UBC's SPPH students are seen as leaders in public health practice with a comprehensive education and practical prevention tools.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Medicine **Department: Department of Cellular & Physiological Sciences** **Faculty Approval Date: June 13, 2008** **Effective Session __winter__ Term _1__ Year2009__ for Change**	**Date: Dec 8, 2008** **Contact Person: Tim O'Connor** **Phone: 604-822-9759** **Email:** jimo@interchange.ubc.ca
Proposed Calendar Entry: **Not accepting applications for admission. Applicants interested in study of anatomy, cell biology and physiology are encouraged to apply to the Graduate Program in Cell and Developmental Biology, an Interdisciplinary Program in the College for Interdisciplinary Studies (CfIS).** Degrees Offered: Ph.D., M.Sc. Members Professors J. Church, J. T. Emerman, I. R. Nabi, C. C. G. Naus, W. K. Ovalle, A. W. Vogl, J. Weinberg. Associate Professors T. O'Connor, C. Roskelley, T. M. Underhill, V. Viau. Assistant Professors D.W. Allan, S. X. Bamji, S. M. Clee, K. Haas, C. J. R. Loewen, H. Moukhles, G. Tanentzapf. Program Overview The Division of Anatomy and Cell Biology offers opportunities and facilities for advanced studies in anatomy, cellular biology, and neurobiology leading to the Master of Science	URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1111 Degrees Offered: Ph.D., M.Sc. Members Professors J. Church, J. T. Emerman, I. R. Nabi, C. C. G. Naus, W. K. Ovalle, A. W. Vogl, J. Weinberg. Associate Professors T. O'Connor, C. Roskelley, T. M. Underhill, V. Viau. Assistant Professors D.W. Allan, S. X. Bamji, S. M. Clee, K. Haas, C. J. R. Loewen, H. Moukhles, G. Tanentzapf. Program Overview The Division of Anatomy and Cell Biology offers opportunities and facilities for advanced studies in anatomy, cellular biology, and neurobiology leading to the Master of Science and Doctor of Philosophy. Members of the division undertake research programs in a wide range of basic and clinically relevant areas. Special research areas include cell and developmental biology, neurobiology, oncology, immunology, muscular dystrophy, muscle and membrane biophysics, and morphological aspects of cell structure and function at the light and electron microscopic

and Doctor of Philosophy. Members of the division undertake research programs in a wide range of basic and clinically relevant areas. Special research areas include cell and developmental biology, neurobiology, oncology, immunology, muscular dystrophy, muscle and membrane biophysics, and morphological aspects of cell structure and function at the light and electron microscopic levels. The division is well equipped and has the following: transmission electron microscopes, fluorescence and photo-microscopes, confocal microscope, video image analysis, freeze-fracturing equipment, ultramicrotomes, molecular biology facilities and equipment, tissue culture facilities, spectro-photometric and radioisotope equipment, electrophysiological instrumentation, laser diffraction equipment, and ultracentrifuges. Doctor of Philosophy Admission Requirements Applicants to the Ph.D. program are expected to meet the admission requirements of the Faculty of Graduate Studies. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Program Requirements Appropriate coursework will be selected in consultation with the student's supervisory committee. All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements. Master of Science Admission Requirements Students admitted to the M.Sc. degree program will normally possess a bachelor's degree in anatomy, cellular biology, or a related area, and must meet the general admission requirements	levels. The division is well equipped and has the following: transmission electron microscopes, fluorescence and photo-microscopes, confocal microscope, video image analysis, freeze-fracturing equipment, ultramicrotomes, molecular biology facilities and equipment, tissue culture facilities, spectro-photometric and radioisotope equipment, electrophysiological instrumentation, laser diffraction equipment, and ultracentrifuges. Doctor of Philosophy Admission Requirements Applicants to the Ph.D. program are expected to meet the admission requirements of the Faculty of Graduate Studies. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Program Requirements Appropriate coursework will be selected in consultation with the student's supervisory committee. All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements. Master of Science Admission Requirements Students admitted to the M.Sc. degree program will normally possess a bachelor's degree in anatomy, cellular biology, 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 completion of a minimum of 30 credits, including a 12-credit research thesis and at least 18 credits of coursework. Coursework may be selected in

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for master's degree programs set by the Faculty of Graduate Studies. Program Requirements The M.Sc. program requires completion of a minimum of 30 credits, including a 12-credit research thesis and at least 18 credits of coursework. Coursework may be selected in consultation with the student's supervisory committee. Contact Information Department of Cellular and Physiological Sciences 1365F-2350 Health Sciences Mall Vancouver, BC, Canada V6T 1Z3 Tel: 604.822.2671 Fax: 604.822.2316 Email: alanj@interchange.ubc.ca Web: www.cellphys.ubc.ca Alan Jay, Graduate Secretary	consultation with the student's supervisory committee. Contact Information Department of Cellular and Physiological Sciences 1365F-2350 Health Sciences Mall Vancouver, BC, Canada V6T 1Z3 Tel: 604.822.2671 Fax: 604.822.2316 Email: alanj@interchange.ubc.ca Web: www.cellphys.ubc.ca Alan Jay, Graduate Secretary Type of Action: Suspend admission to Ph.D. and M.Sc. graduate programs Rationale: As part of the academic reorganization taking place within the Faculty of Medicine, new interdisciplinary graduate programs with impressive course offerings and multi-faculty membership have been created. Our Department has been instrumental in developing these programs, in training their graduate students, and in teaching their courses. These new programs are the destinations of choice for incoming graduate students, which is a testament to their success. In recognition of this evolution the Department of Cellular and Physiological Sciences, formerly the Departments of Physiology and Anatomy/Cell Biology, voted unanimously at the Faculty retreat of Friday, June 13, 2008, to place the ANCB graduate program into hibernation; the program is not accepting new students.

Effective Date for Change: 10W Term 1 **Proposed Calendar Entry:** **MATH 546 (3) Continuous Time Stochastic Processes** **Prerequisites: MATH 544, MATH 545.**	**Present Calendar Entry:** None **Action:** Create new course. **Rationale:** Stochastic analysis (including Ito calculus and its applications) arises in financial mathematics, stochastic control, and filtering theory in engineering, as well as models in biological science and genetics. In addition to students studying probability, MATH 546 (Continuous Time Stochastic Processes) will be of interest to mathematically strong students from Applied Science and Finance, as well as students in Mathematics interested in partial differential equations, mathematical physics, and certain fields of applied mathematics. MATH 546 will cover fundamental tools for the study of random phenomena which vary with time. Students will develop intuition regarding randomness and how it is modelled mathematically; they will learn how stochastic processes in general, and stochastic differential equations in particular, can be used as models in science and what kinds of information can be gleaned from them. The course will build on the existing two-semester sequence MATH 544/545. **Supporting Documents: SCI-09-1-MATH 546**

Effective Date for Change: 10W Term 1 **Proposed Calendar Entry:** **MATH 548 (3) Discrete Random Processes** **Prerequisites: MATH 544, MATH 545.**	**Present Calendar Entry:** None **Action:** Create new course. **Rationale:** Discrete probability is a very active topic in modern probability theory. While lower-level probability courses typically glimpse topics such as random walks and random graphs, Markov chains, and ergodic theory, the proposed MATH 548 (Discrete Random Processes) will cover them in greater depth. In particular, it will provide students with essential prerequisites required to understand the active research seminar of the department's Probability group and to conduct research in discrete probability. Without such a course, students must acquire the required background "by osmosis", which is difficult and inefficient. The topics covered in MATH 548 will provide an in-depth introduction to some of the advanced tools and techniques used at the forefront of research in discrete probability. In addition, students will be exposed to recent results from the research literature. The course will build on the existing two-semester sequence MATH 544/545. **Supporting Documents: SCI-09-1-MATH 548**

Effective Date for Change: 10W Term 1 Proposed Calendar Change: **MATH 555 (3) Compressed Sensing**	**Present Calendar Entry:** **None.** **Action:** Create new course. **Rationale:** Compressed Sensing is a new, important research area. The mathematical theory has matured recently; however there are still many open research problems. In addition, the subject is intimately connected to other disciplines such as computer science, electrical engineering, earth and ocean sciences, medical imaging, and astronomy. The use of compressed sensing will be more widespread in the coming years. Making the regular graduate course MATH 555 will increase its visibility and will make this course attractive to a large number of graduate students from several disciplines. Creating this course will lessen the load on the overtaxed course number 605, "Topics in Applied Mathematics", and will signal our department's dedication to a timely and current course offering in an active area of applied mathematics. **Supporting Documents: SCI-09-1-MATH 555**

Effective Date for Change: 10W Term 1 **Proposed Calendar Entry:** **MATH 556 (3) Industrial Mathematical Modeling**	**Present Calendar Entry:** None. **Action:** Create new course. **Rationale:** MATH 556 will survey the development and application of some advanced applied mathematical techniques that are used in modeling physical, biological, or industrial, applications. The theoretical mathematical material developed in this course relating to the stability, dynamics, and asymptotics, of nonlinear ordinary and partial differential equation systems are all illustrated for a wide range of "case studies problems" originating from recent research articles in theoretical engineering or physics journals. The interdisciplinary nature of the material, together with the genuine interlacing of advanced theory and real-world application, provides a strong framework for graduate students to undertake advanced mathematical modeling and analysis in their chosen area of application. A course in Industrial Mathematical Modeling has been offered as a Topics course every other year since 2000; attracting a range of graduate students in applied mathematics, theoretical engineering, and physics in each offering. Creating this course will lessen the load on the overtaxed course number 605, "Topics in Applied Mathematics", and will signal our department's dedication to a timely and current course offering in an active area of applied mathematics. **Supporting Documents: SCI-09-1-MATH 556**

Contact: Dr. Bill Ramey
Phone: 822-3300
Faculty Approval Date: November 4, 2009
Email: wramey@interchange.ubc.ca

MATHEMATICS

Effective Date for Change: 10W Term 1

Proposed Calendar Entry:

MATH 503 (3) **Discrete Mathematics**

Present Calendar Entry:

MATH 503 (3) ~~Algebraic Structures I~~

Action: Delete current course and replace with new course.

Rationale: Discrete mathematics is an important field within mathematics, which has many applications outside of mathematics. The discrete mathematics group at UBC has grown in recent years, and will teach introductory graduate level courses on a regular basis in the future. Because of interest outside of mathematics the proposed course has a large potential audience.

Algebraic Structures I has not been taught for at least fourteen years. There is no conceivable use for this title to stay on the books: the needs of the Algebra group at UBC are met by the courses MATH 501/502 Algebra I/II, and MATH 534/535 Lie Theory I/II. Discrete mathematics will be sufficiently represented by the proposed new title “Discrete Mathematics”.

Supporting Documents: SCI-09-1-MATH 503

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Enrolment Services
Senate and Curriculum Services
2016–1874 East Mall
Vancouver, BC V6T 1Z1
lindsey.lipovsky@ubc.ca
T: 604-822-9134; F: 604-822-5945

16 March 2010

To: Vancouver Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF LAND AND FOOD SYSTEMS**

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

New Course:
APBI 100 (3)

New Minor:
Minor in Commerce

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Land and Food Systems **Department:** **Faculty Approval Date: Nov. 6, 2009** **Effective Session winter Term 1** **Year 2010 for Change**	**Date: October 22, 2009** **Contact Person: Dr. Maja Krzic** **Phone: 604-822-0252** **Email: Maja.Krzic@ubc.ca**
Proposed Calendar Entry: **APBI 100 (3) Soil and the Global Environment** Soil as the base of the Earth's ecosystem pyramid. The interconnection between soil, climate change and human activity, the carbon cycle, water resources, food security, food safety, and biofuel production. Strategies for sustaining soil resources.	**Present Calendar Entry:** N/A (new course) **Type of Action:** Create new course **Rationale:** This course is intended primarily for students with limited science background, who wish to improve their understanding of current global environmental issues to achieve active citizenship. It will be appropriate for students in the Faculty of Arts fulfilling their science requirements and may serve as an elective for students in the Faculties of Land and Food Systems, Forestry, Science, or visiting students. This course will be valuable for students who are interested in exploring the connection between soil, environment, and society. This course provides an overview of core principles in soil and environmental science and challenges students to integrate knowledge to understand key issues related to soils and the global environment. See attached course outline.

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Land and Food Systems **Department:** **Faculty Approval Date:** July 13, 2009 **Effective Session __W__ Term __2_ Year_09/10__ for Change**	**Date:** April 28, 2009 **Contact Person:** Jim Vercammen **Phone:** 822-5667 or 822-8475 **Email:** james.vercammen@ubc.ca
Proposed Calendar Entry: **Minor in Commerce** Students wanting a foundation in business management are encouraged to consider the Minor in Commerce. Enrolment in this program is strictly limited. An application for admission can be obtained from Student Services, Faculty of Land and Food Systems (http://www.landfood.ubc.ca/). The completed form must be returned by May 15th. At the time of application, students must be eligible for third-year standing in the Faculty of Land and Food Systems with a cumulative average of at least 68% in the previous two years. Meeting the stated minimum requirements does not guarantee admission into the Minor. Due to the fixed scheduling requirements of the Dietetics Major, it is typically not possible for students in this major to do a Commerce minor. Applicants must have successfully completed one of MATH 100, 102, 104, 110, 120, 180, or 184 and both of ECON 310 and 311 (or 101 and 102). The program will consist of COMM 329 (3), COMM 457 (3), COMM 465 (3), COMM 473 (3), COMM 493 (3), and one of COMM 398 (3) or COMM 458 (3) for a total of 18 credits. The Commerce minor is intended to be completed over two winter sessions. Upon successful completion of this program, the notation "Minor in Commerce" will be placed on the student's transcript.	**URL:** **Present Calendar Entry:** **Type of Action:** Add Commerce minor **Rationale:** A sizeable number of students in the Faculty of Land and Food Systems (LFS) would be interested in achieving a foundation in business management through the Commerce minor program. The idea of a Commerce minor program for LFS is not unique because several other UBC Faculties currently offer this program to their students (e.g., Applied Science, Science, Forestry). A sizeable fraction of LFS students have enough flexibility in their restricted and unrestricted electives to consider the Commerce minor. Students pursuing a FNH degree with a major in Food Market Analysis major are particularly well suited to pursue a Commerce minor because these students typically take several Commerce courses as part of their set of restricted electives.

THE UNIVERSITY OF BRITISH COLUMBIA

19 March 2010

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 Proposal for Graduate Program in Genome Science and Technology (approval)

Graduate Program in Genome Science and Technology

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

> *That Senate approve the new Graduate Program in Genome Science and Technology and its associated courses, 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

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: College for Interdisciplinary Studies **Department: N/A** **Faculty Approval Date: October 7, 2009** **Effective: Winter Session, First Term, 2010**	**Date: November 2009** **Contact Person: Dr. Steve Withers** **Phone: 604-822-3402** **Email: withers@chem.ubc.ca**
Proposed Calendar Entry: Graduate Program in Genome Science and Technology ***Degrees Offered:*** Ph.D., M.Sc. ***Members:*** ***PROFESSORS*** R. Andersen, S. Aparicio, R. Beavis, P. Cullis, L. Eltis, B. Finlay, R. Hancock, C. Haynes, P. Hieter, M. Marra, L. McIntosh, C. Overall, M. Roberge, S. Withers ***ASSOCIATE PROFESSORS*** J. Bryan, C. Bohlmann, L. Conibear, S. Jones, J. Kast, A. Marziali, D. Perrin ***ASSISTANT PROFESSORS*** L. Foster, J. Gsponer, S. Hallam, C. Hansen, M. Kobor, E. Lagally, C. Loewen, T. Mayor, V. Measday, I. Meyer, P. Pavlidis ***Program Overview:*** The Genome Science and Technology Graduate program is a trans-disciplinary program that combines genomic research with leading-edge technology development in genome sciences for students pursing a M.Sc. or Ph.D. This program is intended to accommodate the diverse background of students and the broad nature of genomic research in human, animal, plant, microbes and viruses. ***Doctor of Philosophy*** ***Admission Requirements:*** Students admitted to the Ph.D. degree program normally possess a M.Sc. degree in genomics or	**URL: URL:** create link to 'Genome Science and Technology' at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,0 **Present Calendar Entry: None** **Type of Action: New Program** **Rationale:** Originally, genetics was a field of study with the goal of understanding the nature of the gene, hereditary traits and the role of genetic traits in populations. Genetics is now chiefly important as a method of analysis. The GGP therefore reflects an earlier time, despite the excellence of the researchers and students in the program. The natural descendant of genetics, genomics, encompasses the use of high throughput techniques to acquire information from DNA sequence (genomics), protein expression and interactions (proteomics), gene expression patterns (transcriptomics), and so on, and exploitation of that information for better understanding of biology, or for manipulation of life forms. Crucial to the rise of genomics has been the development of the relevant enabling technologies and the computational capacity to handle the large volumes of data. Given the emergence of this paradigm shattering approach a revisioning process has been undertaken by interested researchers in the Faculties of Applied Science, Forestry, Land and Food Systems, Medicine, Pharmaceutical Sciences and Science. The result has been recognition that the University needs a renamed and refocused interdisciplinary program to attract students

a related area, such as biology, microbiology, molecular biology, medicine or in physical/engineering science, such as computer science, mathematics, statistics, chemistry, physics, chemical engineering, electrical engineering, mechanical engineering, bioengineering, with clear evidence of research ability or potential. Eligibility is determined on the basis of academic achievement, research experience, and letters of recommendation. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. A minimum TOEFL score of 100 is required on the iBT (internet-based TOEFL), 600 on the paper-based TOEFL or equivalent on other tests approved by the Faculty of Graduate Studies (link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0). No GRE is required.

Program Requirements:
All doctoral students are required to successfully complete a comprehensive examination, which consists of an oral and written component. The major requirement for the Ph.D. degree is the completion of a research dissertation that meets the Faculty of Graduate Studies guidelines. All students are required to present a Genome Science and Technology Graduate program exit seminar, based on their research, upon completion of their program, and before their dissertation defense

A student's committee for the doctorate will consist of the supervisor and three others. The supervisor and at least one other member must be a member of the Genome Science and Technology graduate program.

Master of Science

***Admission Requirements*:**
Successful applicants require a BSc or equivalent, majoring in a biological discipline (such as biology, genetics, microbiology, molecular biology, medicine) or in physical/engineering science (such as computer science, mathematics, statistics, chemistry, physics, chemical engineering, electrical engineering, mechanical engineering, bioengineering), with a first class standing in their previous degree. Eligibility is determined on the basis of academic achievement, research experience and letters of recommendation.

and boundary-crossing researchers interested in genomics and associated technology development. Such a program would continue to complement existing graduate programs without competing with them. This new program is important because of its potential to increase the number of graduate students, and to increase the effectiveness of graduate training at BC universities, thereby meeting the goals of the provincial government for graduate program growth.

By preparing students across disciplines and facilitating discussions and interactions between trainees with diverse backgrounds the Program shall enable a new generation of researchers, and research collaborations, operating at the interface of the biological and physical sciences**.** The program will apply innovative trans-disciplinary approaches to prepare graduates to:

i) generate a culture of innovation and discovery by exposing trainees at all levels to important and timely scientific problems being addressed using emerging technologies.

ii) ii) enable researchers to effectively work at the nexus of biology, engineering, and physical sciences by providing a unified training program including joint seminars, cross-disciplinary rotations, and hands-on training in new technology and methodology.

iii) provide enriching professional development programs to assist the transition of trainees into both the academic and industrial workforces.

iv) foster close interactions, collaborations, and intellectual exchange with other University and industrial laboratories, nationally and internationally.

Academically acceptable applicants, not selected for the rotation option of the program, must also obtain the commitment of a Genome Science and Technology Graduate program research supervisor before receiving final acceptance from the Program and the Faculty of Graduate Studies. A minimum TOEFL score of 100 is required on the iBT (internet-based TOEFL), 600 on the paper-based TOEFL or equivalent on other tests approved by the Faculty of Graduate Studies (link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0). No GRE is required.

Program Requirements:

M.Sc. students are required to complete 30 credits, which include required courses GSAT 501 and 502 and an 18-credit thesis. Nine credits of coursework must be numbered 500 or higher. Program-funded scholarship students are also required to complete three nine-week research rotations in their first year. The major requisite for the M.Sc. degree is the completion of a research thesis that meets the Program's requirements

A student's committee for the M.Sc. degree will consist of their thesis supervisor and two other members. The supervisor and at least one other member must be members of the Genome Science and Technology Graduate program. All students are required to present a Genome Science and Technology Graduate program exit seminar, based on their thesis research, upon completion of their program, and before their thesis defense.

Contact Information:

Genome Science and Technology Graduate Program
100-570 West 7th Avenue
Vancouver, BC. V5Z 4S6
Tel: 604-707-5803
Fax: 604-876-3561
Email: sharonr@bcgsc.ca
Web: http://genomescitech.bcgsc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department:** Genome Science and Technology Graduate Program **Faculty Approval Date: Oct 10, 2009** **Effective Session:** Winter Term 1 **Year for Change:** 2010	**Date:** August 5, 2009 **Contact Person:** Sharon Ruschkowski **Phone:** 604-707-5803 **Email:** sharonr@bcsc.ca
Proposed Calendar Entry: **GSAT 501 (3) Intensive Laboratory Course** **Theory, application and operation of instrumentation employed in modern genomics research: data analysis.**	**Calendar URL: N/A** **Type of Action: New Course** **Rationale:** There is an identified need for an interdisciplinary Graduate Program in Genome Science and Technology to replace the current Genetics Graduate Program and train a new generation of interdisciplinary researchers in this discipline, which is extremely technology-driven. The new Program will promote a rigorous training in genome science and technology and will ensure that graduates of the Program acquire the skills that are necessary to establish fulfilling careers in research and teaching. This one month course at the beginning of their program will formally introduce the instrumentation and approaches that students will be using in subsequent research rotations. By including theory components along with hands-on training and the establishment of 'mini-projects' in each area the students will have a good exposure to the potentials and pitfalls of each technology. This course will also help students in choosing their rotations and subsequent thesis advisors.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies **Department:** Genome Science and Technology Graduate Program **Faculty Approval Date: Oct 10, 2009** **Effective Session:** Terms 1 and 2 **Year for Change:** 2010	**Date:** August 5, 2009 **Contact Person:** Sharon Ruschkowski **Phone:** 604-707-5803 **Email:** sharonr@bcsc.ca
Proposed Calendar Entry: **GSAT 502 (3) Advanced Concepts in Genome Science and Technology** **Current approaches to high-throughput, system-wide analysis and manipulation of biological systems**	**Calendar URL: N/A** **Type of Action: New Course** **Rationale:** There is an identified need for an interdisciplinary Graduate Program in Genome Science and Technology to replace the current Genetics Graduate Program and train a new generation of interdisciplinary researchers in this discipline, which is extremely technology-driven. The new Program will promote a rigorous training in genome science and technology and will ensure that graduates of the Program acquire the skills that are necessary to establish fulfilling careers in research and teaching. This interdisciplinary field of research demands a broad understanding of modern technologies and methods as well as an appreciation for current research questions arising in fields including human health, environmental science, and bio-energy. This year-long lecture and seminar-based course is designed to familiarize students from a broad range of backgrounds with key developments in genome science and technology as well the application of these methods in current research. A particular focus is upon breaking down barriers to communication between biologists and physical scientists. Specific areas of focus include network analysis (genetic and protein interactions), expression analysis, directed evolution, high-throughput screening, proteomics, next generation sequencing, microfluidics, bioinformatics, genomics, metagenomics.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Graduate Studies **Department:** Genome Science and Technology Graduate program **Faculty Approval Date: Oct 10, 2009** **Effective Session** Winter, Term 1 or 2 **Year** 2010	**Date:** August 5, 2009 **Contact Person:** Sharon Ruschkowski **Phone**: 604-707-5803 **Email:** sharonr@bcgsc.ca
Proposed Calendar Entry: **GSAT 503 (3) DIRECTED STUDIES in GENOME SCIENCE AND TECHNOLOGY** **Advanced study under the direction of a faculty member composed of laboratory sessions and/or directed readings related to selected areas of Genome Science and Technology.**	**URL: N/A** **Type of Action:** New Course **Rationale:** In depth training in specialized areas in Genome Science and Technology requires focused literature review and hands-on experience. This course provides students the opportunity to gain in depth expertise in a selected area under the supervision and guidance of faculty with relevant expertise. Such training opportunities are designed to fill gaps that are not available through other course offerings and can provide students with projects that build expertise relevant to their thesis research.

THE UNIVERSITY OF BRITISH COLUMBIA

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

March 17, 2010

To: Vancouver Senate

From: Vancouver Senate Student Awards Committee

RE: New Awards (approval)

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.*

AKER Solutions Award in Engineering: A $1,000 award is offered by Aker Solutions to a selected student entering his/her first or second year of study in Chemical or Mechanical Engineering. Recommendation is made by the Faculty of Applied Science. (First award available 2010-11 Winter session)

Faculty Women's Club Patricia CHAPMAN Memorial Scholarship in Music: A $1,000 scholarship has been endowed by family and friends of Patricia Chapman for a deserving student in the Elementary or Secondary Education stream in the Bachelor of Music program in the School of Music. Patricia was a regular supporter of the Vancouver Symphony School program, the spirit of which this scholarship perpetuates. The award is made on the recommendation of the School. (First award available 2010-11 Winter session).

CONCORD ERICKSON Energy and Architecture Fellowship: Fellowships totalling $7,700 have been endowed by Concord Pacific Harmony Trust in honour of the late Arthur Erickson and his life's work in Architecture. The fellowships are awarded to architecture students in the School of Architecture and Landscape Architecture who are studying or carrying out scholarly research in innovative sustainable design principles which integrate efficient energy consumption and technology with architecture to help reduce the impact of the human footprint on the environment. The awards are made on the recommendation of the Schoool in consultation with the Faculty of Graduate Studies. (First award available 2010-11 Winter session).

Arthur EDAMURA Prize in Family Practice: A $500 prize is offered to a family medicine resident who shows exceptional consideration of and disposition towards diligent investigation, diagnosis and treatment of a chronic ailment, disease or condition the diagnosis of which is elusive and/or the incidence of which is rare. The prize has been established by a patient of Dr. Arthur Edamura (M.D. 1976) in recognition of his success in investigating and treating a chronic condition. Recommendation is made by the Department of Family Medicine. (First award available 2009-10 Winter session).

Chih-Chuang and Yien-Ying Wang HSIEH Memorial Scholarship: Scholarships totalling $3,500 have been endowed in memory of Chih-Chuang and Yien-Ying Wang Hsieh, for students in atmospheric science, oceanography and other areas of environmental earth sciences.

Preference will be given to graduate students. The awards are made on the recommendation of the Department of Earth and Ocean Sciences and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First award available 2010-11 Winter session).

Brian HUNTER Memorial Entrance Award: An annual entrance award in the amount of $5,000 has been endowed by Ron (’78) and Arleigh (’79) Tysoe in memory of Brian Hunter (’78) for a student entering the JD program. Mr. Hunter practiced law for 30 years and is fondly remembered for his keen intellect, terrific sense of humour and genuine concern for the well-being of others. To his many clients he was a true gentleman, trusted advisor and someone they could always depend upon. The winning recipient will have a high academic standing, made a positive impact on the lives of others and face challenges (financial or systemic) in accessing legal education. The award is made on the recommendation of the Faculty of Law. (First award available 2010-11 Winter session).

Maureen Patricia Russell MARCHAK Scholarship in Music: Scholarships totalling $1,000 have been endowed by friends and family of Maureen Patricia Russell Marchak, and by the Faculty of Arts, to benefit undergraduate and graduate students showing exceptional promise in the School of Music, with preference given to students in voice or opera, and with consideration given to financial need. Recommendation is made by the School and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. Dr. Marchak (BA ’58, PhD ’70) joined the UBC faculty in 1973, served as Head of the Department of Anthropology and Sociology, and as Dean of the Faculty of Arts from 1990 to 1996. She was an accomplished scholar and administrator, with passionate interests in many areas, including music. (First award available 2010-11 Winter session)

Bill MILLERD Award in Theatre: Awards totalling $3,500 have been endowed by William E. Millerd, C.M. (BA ’65, LLD Hon ’09), with matching funds from the Faculty of Arts and support from the community, for students who have completed the Theatre Internship Program at UBC’s Department of Theatre and Film. The Program offers professional work-study opportunities in the form of internship placements with local theatre companies. As Artistic Managing Director of Vancouver’s Arts Club Theatre Company since 1972, Bill Millerd has helped launch the careers of generations of Canadian theatrical talent, including award-winning UBC alumni Brent Carver, Nicola Cavendish, Morris Panych, Ken MacDonald and Bruce Greenwood. Recommendation is made by the Department of Theatre and Film. (First award available 2010-11 Winter session)

Lawrence R. MUNROE Memorial Scholarship in Community and Regional Planning: Scholarships totalling $1,750 have been endowed by Diana L. Belhouse (B.A. ’47, LL.B. ’73) in memory of Lawrence R. Munroe P. Eng. (B.A.Sc., Civil Engineering ’46) for Canadian citizens who are students in the School of Community and Regional Planning, who majored or received a degree in geography or civil engineering in their undergraduate studies at the University of Victoria or The University of British Columbia. Preference will be given to students who have demonstrated an interest in urban design which enhances the environmental sustainability and beauty of cities or other urban areas. Financial need may be considered. Recommendation is made by the School in consultation with Student Financial Assistance and Awards. (First award available 2010-11 Winter session).

Milton and Bess NAROD Scholarship in English: Scholarships totalling $700 are offered by the estate of Milton and Bess Narod for students who demonstrate excellence in the study of English within the Faculty of Arts. The awards are made on the recommendation of the

Department and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First award available 2010-11 Winter session).

Violet Denison PEARSON Memorial Bursary: Bursaries totalling $1,000 have been endowed by Jack Pearson (B.Com. 1952) in memory of his mother, Violet Denison Pearson, for students in any year or faculty who are in need of financial assistance to begin or continue their post-secondary studies at UBC. Violet Denison Pearson was a fourth generation Canadian, born in 1877, and lived at the Dovercourt Estate near Toronto. She later married C. Wilfred R. Pearson and was much loved by her five children. She spent most of her later life in Oak Bay near Victoria, where her youngest son, Jack, grew up. (First award available 2010-11 Winter session)

Previously Approved Awards with Changes in Terms or Funding Source: None.

THE UNIVERSITY OF BRITISH COLUMBIA

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

22 March 2010

To: Vancouver Senate

From: Vancouver Senate Teaching and Learning Committee

RE: Topic of Broad Academic Interest: Integrating International Learning into Academic Programs

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In March of 2009, the Senate Agenda Committee issued a call for submissions of topics of broad academic interest. The topic of Integrating International Learning into Academic Programs was proposed by Janet Teasdale, Senior Director, Student Development and Services. The Agenda Committee subsequently referred the topic to the Senate Teaching & Learning Committee.

The Senate Teaching & Learning Committee met with Katherine Beaumont, Director, Go Global; International Learning Programs, to discuss current participation by UBC students and faculty as well as future goals. As the Committee believes that this topic will be of interest to many Senators, we hereby submit it as a Senate agenda item for information and discussion.

Members of the Senate may want to consider the following questions:

- What are the current program activities for undergraduate and graduate students?
- What are the barriers to participation?
- International learning has been identified in the UBC strategic plan as a key activity in which to expand student participation. What guidance and direction can Senate provide to achieve the goals in the Student Learning commitment and the International Engagement commitment?
- What are the expectations UBC holds with respect to student international learning activities (study, research or service learning) to ensure both students and communities are well supported in this international engagement?

Attached please find a briefing note for the Senate on Go Global: International Learning Programs, prepared by Ms. Katherine Beaumont, Director, Go Global.

UBC International Learning Programs: Brief for Senate

Prepared by Ms. Katherine Beaumont, Director, Go Global: International Learning Programs

PLACE AND PROMISE

Place & Promise has clearly identified International Engagement as a priority for the University of British Columbia. To this end UBC commits to increasing the capacity of UBC students, faculty, staff, and alumni to engage internationally and to strengthening UBC's presence as a globally influential university.

Go Global assists the university in this work through

- increasing student participation in learning and service abroad
- increasing the international dimension of UBC's educational opportunities
- increasing support for international collaborations by faculty, staff and alumni through UBC-led group study programs, research exchange and work with donors to support current UBC students.
- expanding recruitment of outstanding students and faculty from around the world as incoming exchange students experience UBC first hand and choose to return for a further degree.
- increasing the number of substantial strategic partnerships in regions of priority to UBC through the development of student mobility partnerships
- enhancing UBC's scholarly communications on global issues, including on the web and through other avenues by supporting students in participating in international forum (e.g. Climate Change in Copenhagen, U21 International Undergraduate Research Conference)
- Strengthening UBC's role in international development through ethical curricular and co-curricular International Service Learning programs and community based partnerships in Southern and Eastern Africa and Latin America.

CURRENT STATE AND POTENTIAL

In 2008-9, 14%[1] of UBC V and 22% of UBC O undergraduates were involved in an international program as part of their UBC experience through Go Global. We continue to be among the leaders in Canadian higher education (McGill and Laval have the same result; Queen's University reports 22%). We have the opportunity to significantly increase UBC student engagement in international learning programs and provide an international experience for a greater percent of our undergraduate and graduate students. 48% of first year students at UBC report that they intend to study abroad before completing their degree (NSSE 2008) and graduate students are responding with high interest to the February 2009 launch of Graduate Research Mobility Award (37 participating in 2009).

This requires a broader discussion as an academic community. What principles and targets should guide us in the goals of international engagement? As we increase student participation in international engagement how do we also ensure that that the opportunity for students to engage in international study, research or service learning goes beyond being an interesting experience as part of their degree?

When designed and facilitated well it has the potential to be transformative. A transformative experience means that the students involved engage in their studies and surroundings at a completely different level. It is through this heightened level of engagement that we will create 'an exceptional learning environment' with an observable culture of 'global citizens concerned about a civil and sustainable society'. Go Global facilitates international learning for undergraduate and graduate students at UBC O and UBC V through the following programs and services[2]: Exchange and Study Abroad, International Service Learning , Research Abroad, Faculty-Led Group Study Programs, Student Safety Abroad Program, Experiential placements (co-op, clinical placements, internships) and Financial Awards and Assistance.

[1] An additional 3% on the Vancouver campus, as indicated by 2008 NSSE Results, participated in international activity that was either unrelated to UBC or to Go Global.

[2] For a further description of these program and services, please see Appendix 1.

Program Activity 2003-10

Go Global International Learning Programs

Annual Participation in numbers of students

	Outgoing Targets (2003 to 2009 based on 15% growth/year)	Partner University Placements (study, group study and research) (1)	Volunteer Placements	Student Safety Abroad (2)	International Service Learning (3)	Total outgoing UBC students	Total Incoming (4)	*Total numbers of students*
2003-4	**396**	391				**391**	**507**	*898*
2004-5	**455**	472				**472**	**529**	*1001*
2005-6	**523**	488	42			**530**	**708**	*1238*
2006-7	**601**	593	164	140		**757**	**650**	*1407*
2007-8	**691**	675	program closed	120		**795**	**584**	*1379*
2008-9	**794**	688		230	44	**962**	**599**	*1561*
2009-10 (5)	**1000**	746		275	98	**1119**	**590**	*1709*

(1) Includes exchange study placements, exchange research placements and group study programs led by UBC and/or partner university faculty
(Groups Study Programs include: Canadian Year in Freiburg, Canadian Field Studies in Africa, Latin America Studies in Mexico, Chinese Migration in the Asia Pacific, Guatemala Global Citizenship Term Abroad. Additional programs will be launched in 2010/11 including ones led by UBC-O faculty members.)
(2) Student-led and Volunteer Placements are counted in Safety Abroad from 2007-8 on.
(3) Placements in Lesotho, Swaziland, Rwanda, Uganda, Mexico and Costa Rica
(4) Reciprocity is determined on FTE's; this data reports actual numbers of students
(5) Final numbers will be confirmed in May 2010.

Annual Participation in numbers of students by Campus

	Campus	Partner University Placements (study, group study and research)	Student-led and Volunteer Placements	Student Safety Abroad	International Service Learning	Total outgoing UBC students	Total Incoming	*Total numbers of students*
2003-4	Vancouver	391				**391**	**507**	*898*
2004-5	Vancouver	472				**472**	**529**	*1001*
2005-6	Vancouver	473	42			**515**	**705**	*1220*
	Okanagan	15	NA	NA		**15**	**3**	*18*
2006-7	Vancouver	562	164	118		**844**	**647**	*1491*
	Okanagan	31		22		**53**	**3**	*56*
2007-8	Vancouver	623	program closed	94		**717**	**574**	*1291*
	Okanagan	52		26		**78**	**10**	*88*
2008-9	Vancouver	605		194	41	**840**	**593**	*1433*
	Okanagan	83		36	3	**122**	**6**	*128*
2009-10**	Vancouver	638		231	78	**947**	**573**	*1520*
	Okanagan	112		44	20	**176**	**4**	*180*

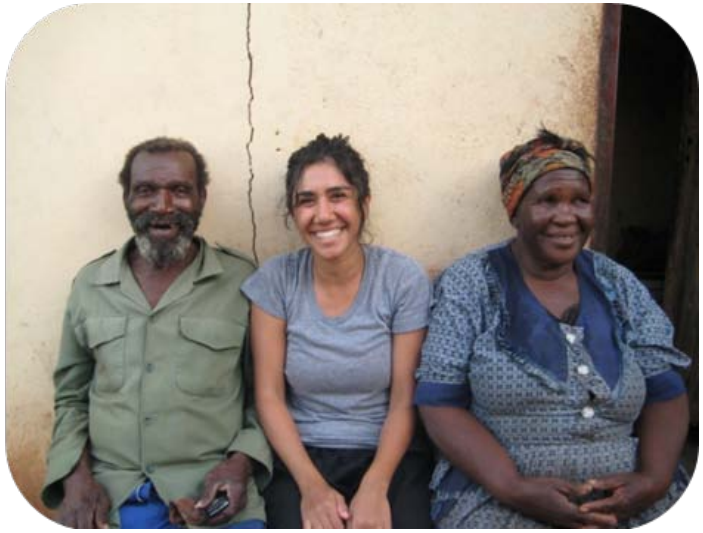
2009 Outgoing Student Engagement by Faculty
Range of Activity in Student Numbers

UBC Vancouver

275+	ARTS
100 to 200	COMM
50 to 100	SCIE
25 to 50	LAW
	GRAD
	MBA
1 to 25	LFS
	FRST
	APSC
	HKIN
	EDUC
	ARCH
	MUSC
	PLANN
	HEALTH

UBC Okanagan

50+	ARSC
25 to 50	MGMT
1 to 25	FCCS
	HKIN
	NURS
	EDUC
	SOCW



BARRIERS TO STUDENT MOBILITY AND INTERNATIONAL ENGAGEMENT

The Association of Universities and Colleges of Canada's (AUCC) 2006 internationalization survey identified that top three barriers to participating in study abroad as 1) lack of funds or financial support, 2) curriculum at home university too inflexible or program too heavy, and 3) low awareness and commitment of faculty[3]. Students at UBC report similar barriers. For example, it is not uncommon for our students to be concerned about the impact that study abroad may have on their scholarship and grades and for this to prevent them from participating in international programs. In a 2006 survey undertaken by Go Global[4], students who chose not to go indicated that they participate indicated that did not participate for the following reasons: couldn't afford to do so, concern that participation would delay graduation and lack of knowledge of the program.

Addressing these barriers requires a broader discussion as an academic community. Is it a priority to increase the number of students participating in international learning opportunities? And if so, what principles or targets should guide us in this goal? We have increased the funding available to students (1.4 million in 2009-10 with additional scheduled increases) but not all students are able to access them throughout the calendar year. A significant number of students are still telling us they don't know about the program and that they are concerned that participation will delay their graduation. How do we indicate to students when they are considering how to complete their degree requirements in a particular program that international learning is an option when the opportunity is supported by the program? We look forward to expanding the numbers of students, undergraduate and graduate, engaged in transformative international learning both on and off campus through strong partnerships here at UBC and to the Senate's input how we can together further engage UBC students.

INTEGRATING INTERNATIONAL LEARNING INTO ACADEMIC PROGRAMS

Goal: Enrich student learning opportunities through study, research and service-learning abroad.

Sample strategies:

1. Identification of specific partner universities for targeted academic programs

We propose building on these. Requires academic program input on existing partnerships and can lead to development of new partnerships where gaps exist

a. *Independent Study and Research: Recommended universities for academic programs.* http://www.students.ubc.ca/global/learning-abroad/exchange-study-abroad/choosing-a-destination-applying-to-go/partner-university-search/

b. *Undergraduate Research Abroad:* http://www.students.ubc.ca/global/learning-abroad/research-abroad/ Further develop with existing partners summer research placements for targeted programs. Strong potential for Science and Engineering placements and interest from partners in ensuring social science and humanity placements also available.

[3] http://www.aucc.ca/_pdf/english/publications/student_mobility_2007_e.pdf
[4] 1262 students; 50% participated, 50% did not

c. Group study programs

Led by UBC faculty members over the summer, UBC courses are taught abroad. A small sample of these:

- Italy – Italian language and art history
- Costa Rica - Planning and Sustainability
- Guatemala – Philosophy, Sociology
- Rotating – Integrated Science (development under discussion)

d. International Service Learning Placements

International Service Learning placements in partnership with academic programs. Sample programs:

- SOCI 435 – Global Perspectives on Community Partnerships with a required ISL placement via Go Global
- Co-curricular placement – Engineering students in community project in Lesotho; exploring curricular options
- Social Work - Term based ISL placements meet practicum requirements
- Food and Nutritional Sciences – ISL placements in Rwanda

2. Requirement of International experience as part of UBC degree experience

Examples:
Natural Resources Conservation, Global Perspective major in Forestry
As of 2007, graduation requirement included an international experience (range of experience possible) and 6 credits of language.

Global Resource Systems, major in Land and Food Systems, requires students complete an international experience in line with their resource or regional specialization.

Appendix 1: Go Global Programs and Services

Who are we?
UBC Go Global facilitates transformative experiential learning opportunities in an international context through study, research and service learning. Our mission statement comes to life through our operation principles that include: Student Centred Learning, Meaningful Engagement of Others, High Quality Work Practices, and International Focus/Perspective.

FINANCIAL AWARDS AND ASSISTANCE:

UBC students have access to 1.4 million dollars annually to support UBC students in international learning programs. Awards are available to both undergraduate and graduate students nominated on international learning programs. In addition, the new Graduate Research Mobility Program offers $1500 to successful PhD applicants undertaking research at an international partner (either MOU or Student Mobility partner). This program is a partnership between FoGS, VPRI and Go Global.

In addition to UBC based funding, funds are also available through:

- Canadian government scholarships for international students to undertake non-degree research or coursework at UBC (Graduate Student Exchange Program, CARICOM Award, Emerging Leaders of the Americas). In the most recent round of funding, UBC programs secured 20 awards totalling 177,500 in 14 disciplines for the 2009-10 academic year.
- Region/country specific awards for UBC students which are negotiated as part of UBC Student Mobility agreements (e.g. NUS-UBC Lee Foundation Student Mobility Award, Korea University award, Konstanz University research stipends, JASSO Scholarships)
- International development awards for UBC students (e.g. AUCC Students for Development)
- Fundraising assistance to students on international service learning programs.

NETWORK OF OPPORTUNITIES:

University Partnerships:

In partnership with UBC Faculties on both campuses and UBC International, GG develops and manages student mobility agreements with international and Canadian universities. By law these agreements must be Senate approved. All student mobility partnerships include the opportunity to send undergraduate and graduate students in study, research and co-op/practicum or clinical placements for the short stays (a week or longer) or term based opportunities (summer, one term, or full year). Development of partnerships is driven by the university's strategic goals, academic program directions and student interest. We currently have a network of over 160 partnerships in over 40 countries through which are reviewed on an ongoing basis. September 3, 2009, we will launch a new website through which students will be able to more easily access the opportunities available to them. We are currently working to expand partnerships in China and Japan, consolidate partnerships in Europe, Australia, the US and increase in a modest way university partnerships in Africa and South America.

Community Partnerships:

Community partnerships are an integral part of international service learning placements available to UBC students. In each project, the community partner, often a local NGO, is a co-educator with UBC in establishing the placement and supporting the work students will undertake. Community partners determine the nature of the work that UBC students will undertake based on community priorities. UBC's commitment is to local capacity building and sustainable, respectful relationships. Once developed, these partnerships are confirmed through formal Memorandum of Understanding. We have established partnerships in Rwanda, Uganda, Lesotho, Swaziland, Mexico and Costa Rica.

LEADERSHIP AND BEST PRACTICE:

Learning Support and Learning Outcomes Assessment:

While students complete returned reports on study and research partnership placements and submit project reports for international service or student-led humanitarian projects we still have work to do to in measuring the learning that occurs when a student "goes global"? We each know students for whom the experience has been life changing yet there is little to point to in the learning literature of what and how much students learn outside of their courses, research work or service activity. Go Global ISL is conducting a learning outcomes assessment project this year. The Study and Research Abroad team have been revising learning support to better allow for learning outcomes assessment as part of the program.

As an example, UBC Go Global International Service Learning students complete a range of pre-departure, in-country and return programs as part of their experience. These programs aim to enable students to locate themselves within global societies, think critically about how power works through higher education, shared world issues, international politics and development, recognize ethical responsibilities that accompany citizenship in an affluent "first world" country, to enhance critical thinking, communication, teamwork, and leadership skills in an intercultural environment, to work collaboratively and respectfully with others from various life experiences and ethnic/national backgrounds, and connect academic learning to life beyond university, particularly to local and global social justice movements.

Ethics of International Service Learning:

Through the support of TLEF award, the Centre for International Health and Go Global International Service Learning are leading a campus discussion exploring with the campus community the ethics of International Service Learning. Dialogues will result in student and faculty resources to continue the necessary consideration of ethics when engaging internationally. The guidebook will explore questions such as how we ensure that as a university we do not simply become a volunteer sending agency; that learning is as integral to the experience as the service; that the service is of core value to the community; that unreasonable burdens are not placed on the community partners with which we work to host UBC students and that as a university we are also contributing in a meaningful way to the community partners' local capacity and growth.

Curricular Integration:

We continue to work with Faculties and academic programs to increase curricular integration of international programs. For example with Engineering we have been considering ISL as a potential credit-bearing opportunity and have begun preliminary discussion on designation of particular universities/terms for international study and research; in Arts we're working to identify particular international learning opportunities targeted to majors; with Science we've been

discussing the potential development of an annual Integrated Science group study program in rotating locations around the world; with UBC O Management we have designated specific existing partner universities for their students.

Group Study Programs:

Group Study programs are programs led by UBC Faculty for UBC students. In some cases, partner universities are also involved in the program. We are currently piloting a handbook with the Faculty of Arts that is a resource to faculty members interesting in considering this option and provides advice and support ranging from learning design to financial management. Group Study Programs often allow students to learn in parts of the world not served by university exchange partnerships with Faculty experts. In a well designed program, group study can lead to a deeper understanding of the society, culture and context of the issues and the intersections with what they are studying abroad.

Student Safety Abroad:

Discussion with the Committee of Deans led us to consider how the university assesses and supports the safety of students abroad and the University recently approved a Student Safety Abroad Policy (UBC Policy 69 http://www.universitycounsel.ubc.ca/news/index.php). As a joint Board of Governors and Senate Policy, Student Safety Abroad required approval by the UBC Okanagan and Vancouver Senates and the Board of Governors. All students travelling internationally for university activity are required to register and seek authorization for such travel. Students travelling to most locations will be required to register their activity and complete an online pre-departure checklist or learning module and agreement which provides information and reminders on finance, visas, health, personal safety, social norms and culture, country specific briefing and emergency assistance while abroad. Students travelling to regions designated by the Canadian Department of Foreign Affairs and International Trade as Level 3 "Avoid non-essential travel" and Level 4 "Avoid all travel" will work with their Activity Sponsor, Head of Unit, and Go Global to seek authorization and complete additional safety planning should the travel be authorized.

OPPORTUNITIES FOR STUDENTS:

Individual Study, Research and Placements Abroad at Partner Universities:

We support UBC student study and research at partner universities and admit via tuition waiver incoming exchange students for study and research from these partner universities. The work is carried out in partnership with academic and student development units and includes selection and nomination, transition to and from UBC, identification of space/capacity limitations, advising, course registration and transfer credit and identification of research projects.

An emerging area is that of co-op, internship, education and clinical placements. Co-op students are placed via the partner university in either research or local industrial placements (e.g. Singapore, Hong Kong, Germany). UBC students are placed in part-time internships outside of the university while on exchange (Mexico, Australia). Health and Education students can complete a placement or rotation either in a local community or via a partner university.

International Service Learning:

International Service Learning provides UBC students with the opportunity to link academic and personal interests with real world experience through a facilitated process. Current projects are in Lesotho, Uganda, Rwanda, Swaziland, Mexico and Costa Rica. Programs are both curricular, e.g. SOCI 435: Perspective on Global Community Partnerships, Social Work practicum placement, or co-curricular.

Using the experiential education model students engage in a continuous process of learning, action, reflection and evaluation. Most learning themes for the programs are framed within the UN Millennium Development Goals. The projects are determined by the community partner who participates as a co-educator throughout the preparation sessions and project duration. Projects give UBC students an opportunity to spend 6 weeks to a full term on a project with a community based organization. Students participate in a term of pre-learning sessions that cover the standard international pre-departure information (visa, health, travel) as well as preparation to be effective and reflective in the placement (history of development, power and privilege, intercultural communication, etc). In addition students regroup mid placement with a UBC facilitator to reflect on the experience to date and frame the remaining half of the placement. Upon the student's return to campus they complete re-integration sessions and participate in a public engagement activity to share their learning and project outcomes.

Undergraduate Research Network:

With U21 partners, we are proposing a clearinghouse of research opportunities for undergraduate students. We anticipate creating a database of UBC and partner university research groups interested in hosting undergraduate students during our summer months. UBC students could also be invited to participate; resulting in international summer learning labs on campus. Students would apply directly online to specific research groups and applications would be vetted by the Doctoral students and Faculty from those teams. GG and our sister units would coordinate, prepare, and welcome students; working as we did with the IIT students who came to UBC as part of MITACS Globalink 2009.

This network could be expanded for graduate students; though we have found that graduate students and their supervisors are quickly able to identify projects and recommend students for international stints whom we then can support. The additional layer of project submission and vetting may not be required.

APPENDIX 2: Matrix of International Learning Opportunities through UBC Go Global

Activity	Student	Partner	Time period	Benefit
Individual Study	Undergraduate Graduate	160+ partner universities	Summer term (2 to 9 weeks) Winter or fall term Full year	Students become members of another student body at another university
Individual Research	Graduate – placements are primarily developed by student and home research team Undergraduate – placements are primarily established programs to which students apply.	160+ partner universities and universities with which UBC has research MOU's Selected partner universities and national agencies	4 weeks to a year 6 weeks to a term	Access to relevant research activity (graduate) or research activity of interest (undergraduate) ; professional academic experience in an international context; access to equipment, techniques and resources that may not be available at UBC
Individual Placement (Co-op, internship, practicum, clinical placement)	Undergraduate Graduate Depends on the nature of the academic program in which the student is undertaking the placement	Primarily network of 160+ partners Some direct placement into education and health service providers for practicum and clinical placements	4 weeks to 1 term	Professional experience in an international context
International Service Learning	Undergraduate – primarily Graduate – when placement is part of practicum/professional practice requirement	10 local community based organizations in 6 countries	Six week summer placements Term long placement Reading Week placement (facilitated group session)	Immersion experience whereby the learning objectives of a course or program are examined through the experiential education cycle of action and reflection.
Group Study Programs	Undergraduate Graduate	Partner varies; not limited to Senate approved partnerships UBC Faculty led teaching UBC courses	2 to 6 week programs generally in the summer term	In-depth, in-country study with a UBC expert who understands both cultural and academic contexts
U21 Program in Global Issues	Undergraduate Online	Network of 7 U21 partners	UBC SOCI 433 and 3 additional online courses from at least 2 other uni's	Opportunity to study internationally without leaving UBC via courses based in different academic cultures.

Senate discussion: Research Strategy

Introduction:

In December, the new UBC strategy, Place and Promise, was released. One of the central commitments in Place and Promise was to Research Excellence, and a number of specific goals and actions were given. The purpose of a research strategy is to provide some background and more specific details about those goals. The purpose of this discussion in Senate is to discuss the process for developing a research strategy: what has been done so far, and what remains to be done. Discussions about a research strategy began some time ago, as Place and Promise was being developed, and to date the discussions have been within the VP Research and International portfolio, with the Associate Deans Research, the Deans, and several different groups of researchers. What resulted from these discussions are the general features of a research strategy that is based on Place and Promise.

My goal is to present a draft version of the Research Strategy to Senate at the May meeting, and to consult broadly before then to develop this draft between now and May. An important part of the consultation will be the posting of a version of this discussion document on the VPRI web site for comments from the campus community. Based on the comments received and further focused discussions, a final draft document will be developed by late April. At this stage, I need the opinion of Senate on the general features of a research strategy, and the key components.

This strategy focuses attention on the Vancouver campus of UBC, because research strategies are campus specific to a large extent as they are closely tied to academic programs. While some elements of the strategy do apply to the system, it was thought that since UBC-O has defined its research strategy: (http://web.ubc.ca/okanagan/provost/_shared/assets/Strategic_Research_Plan_Final_2009-201410030.pdf), this strategy should focus attention on the Vancouver campuses, which include the main health research institutes, where most of the health research at UBC is conducted. Thus, throughout this document when UBC is referred to, it is UBC-V that is being referenced.

As shall be discussed below, there are several types of scholarly activity at a large university like UBC. It is typical to refer to these activities as research, scholarship, or creative arts, although the definition of what is meant by those labels is not always clear, and sometimes they have certain values attached to them. For the purposes of the strategy, all the different types of scholarly work done at UBC will be referred to as research to simplify the terminology. Similarly, our research can be carried out in partnership with a number of external groups, or be important to those groups or organizations. These can include: companies, government organizations or departments, research labs, civil society organizations, community groups, or aboriginal communities. In this document, external communities will be used to refer to these groups or organizations, unless a specific group is being discussed.

Why a research strategy?

One of the key attributes of research at a university is that it is driven by the researchers themselves, who have complete freedom to choose what they study, within limits imposed by research ethics. Given this, it is reasonable to ask why a research strategy is needed. There are several reasons for this, and they define the elements of a strategy:

1. What should a university do to promote and facilitate excellent research?
2. What is the correct balance between supporting "research clusters" and individual research?
3. Similarly, what should the balance be between supporting excellence in discipline-based research and in interdisciplinary research?
4. Given limits to resources, both time and money, what is the balance between supporting existing research strengths, and building potential new areas of excellence?
5. Given that research achievement in many areas is determined by infrastructure and grant support, what can be done to increase this?
6. While essentially all research requires some financial support, there are important differences in how vital this is between different fields. How can the university provide more effective support to those areas of research that are not as dependent on external funds?
7. While we may resist research strategy and "picking winners", external agencies do not, and in recent years essentially all new sources of gov't funds have had specific targets, or a requirement of a clear university strategy. How can we take advantage of these funding opportunities while preserving researcher freedom and keeping excellence, independent of field, as the main goal?
8. Given resource limitations, how can we most effectively use the discretionary funds available for research? This is probably a more important question for SSH research.
9. How can the research strategy support UBC's other strategic objectives, such as Aboriginal Engagement, International Engagement, Community Engagement, and Sustainability?

Finally, often research strategies enumerate areas of research that are deemed to be particularly important to the university. Generally, to avoid controversy, this list includes essentially all of the research carried out at the university, and is thus of limited strategic value. While a research strategy should highlight areas of strength in the research at UBC, it is important that such areas serve as examples of research excellence and not be viewed in any way as an exclusive list. There will also be general areas of strategic concern to UBC that need to be reflected in a research strategy, sustainability being a prominent example. The added focus on these areas does not imply that excellence in unrelated research is not valued by UBC, and certainly does not imply that a mediocre effort in a strategically important area

deserves support more than excellent research on a different topic. Quite the opposite is true.

The Importance of Research at UBC

It is clear that excellent research is at the very core of UBC's mission, and our international reputation is largely based on our research. While all universities have an important teaching mandate, and should strive to create the very best possible learning environment for their students, at major research universities like UBC, the meaning of learning environment incorporates research to a far greater extent than at smaller universities, and graduate education is a much more significant part of our teaching mandate.

One of the central roles of a large research-intensive university is to carry out excellent research that contributes to the education mission of the university and also has an impact on society and the world. The modern university is a unique institution, evolved over many centuries to be one of the leading drivers of change in society. In no other institution is research conducted across a diverse range of disciplines with the researchers enjoying the freedom to choose their own topics of study and having the right (and even the obligation) to disseminate the results openly. Further, this research is carried out by a mixture of faculty, staff, and students, and is integrated with the education of those students, creating a constant renewal of the research enterprise.

One of the principle responsibilities of a research university is to nurture research, creating an atmosphere where excellence flourishes and is recognized and supported. As one of the measures of excellence in research must be its impact on society and our world, the university must also facilitate maximizing that impact. Here it is important to clarify the meaning of impact, as recent discussions about commercializing the results of university research have led in many public discussions to a narrowing of the definition of research impact into one of a commercial outcome, or a combination of commercial and health outcomes. This is too narrow a view, as research at universities can have a profound impact on the way we understand ourselves and others, changing society for the better. Excellent research can change public policy, help us to understand and eliminate conflict, and help create a better society. Of course, much of the research at universities will lead to a stronger economy and more jobs, and the creation of better health outcomes. Although it is risky to create a single summary of meaningful impact for research and scholarship, perhaps the notion that excellent research creates a better quality of life or a better world is one that embraces the full scope of our efforts. We must take our vision statement seriously, that we "support outstanding research to serve the people of British Columbia, Canada, and the world".

Although any strategy will highlight certain research areas or themes as being important to the university, it should be clearly understood by the readers of that strategy that this is not an attempt to steer the research of the university community

down defined paths. This would be an anathema to the UBC community, as university research must always be driven principally by the researchers, who are free to define their own areas of inquiry. One of the duties of a comprehensive university is to promote excellence in all areas, as broad-ranging excellence is at the heart of a large university's strength. Particularly important to a university is research whose principal goal is creativity, discovery or inquiry, without predefined applications. This research, which is conducted almost exclusively at universities, creates the new ideas and understanding that lead to dramatic changes in society, and disruptive new technologies. However, there is not a clear distinction between what constitutes "fundamental" research and "applied" research. Very foundational life science research is carried out in our affiliated hospital research institutes, with the underlying goal being to improve health care. Similarly, very fundamental research in science or social science generally is based on the goal of solving a problem or creating a better understanding of a problem. Although researcher interest is the driving force for most university research, a large fraction of researchers do have some application in mind for their research results, even if that application is quite far into the future.

Most university research relies on external support, either through direct funding of that research, or through the understanding that research is an important part of a research university's mandate, in addition to teaching. At UBC, the funding provided by external groups to support our research activities is close to half a billion dollars per year, an amount that is almost equal to the operating budget of the university. In addition, a large fraction of the operating budget supports research, through provision of research leaves for faculty, support of research graduate students, funding of the library, etc. This combination of support for research means that a research strategy must address ways in which all of the support, including the infrastructure available for research and the regulatory and business functions associated with the research enterprise, should be discussed in the strategy.

Diversity of Research and Scholarship

One of the greatest strengths of a large research intensive university is the range of research activities. This range of activity defines the cultural framework of the university community, and also creates an environment around the university that is critical to its social, cultural, and economic well-being. From creative and performing arts, where the production of a work of art or a performance is the scholarly creation, to engineering where the goal might be to improve an industrial process, all of the research at the university can contribute to improving lives and furthering education.

However, the diversity of the research effort also creates a challenge to creating a research strategy and providing appropriate support for that research. For those engaged in more solitary research, such as pure mathematics research or some types of humanities research, there is not a need for significant research funding, but there is often a need for access to excellent library resources and time for

detailed reflection. The creative arts do require significant financial support, but cannot obtain this through standard research grants. Most research does require significant external financial support, and increasingly support is needed for complex multidisciplinary projects, in addition to the more standard types of projects driven by one or a small group of single discipline investigators. For UBC to achieve its full potential, this diversity of needs must be recognized, and strategies to support these various requirements must be developed.

Defining excellence, selected examples:

There are several strengths and unusual features of UBC and Vancouver that shape our research enterprise. Our location on the west coast of Canada and our immigration patterns have led to a historical and important focus on Asia by UBC researchers. This traditional strength at UBC has become more important as the Asian economies have strengthened and as the local population and our students have become increasingly from Asian family origins. The strong and very diverse first nations communities in BC leads to a significant amount of research being done in partnership with aboriginal communities. The significance of resource industries in BC has resulted in strength in such areas as forestry, geology, and mining engineering. One of the legacies of the late Michael Smith is our strength in genome science and biotechnology. As with any major university, areas of research strength have evolved and will continue to evolve through a mixture of fortunate circumstance and design. While it is always a dangerous thing to "pick winners" from our very large research portfolio, there is value in using some examples to define aspects of research excellence, as long as it is understood that the examples are not comprehensive or exclusive. With this in mind, some possible examples are listed below, with the reasons why they are being highlighted. Although all the examples listed below have attracted considerable international attention, they display different aspects of research excellence at UBC.

- Quantum materials:
  This area of is one of areas at UBC where a critical mass of internationally renowned researchers have established a research cluster that is one of the best in the world in its field. Built on long-standing strength in condensed matter physics at UBC, this group has been built up through CRC appointments, and significant success in attracting external research funding. Their research excellence is reflected in the impact of their publications, major national and international awards, and substantial international partnerships with some of the world's leading universities and research institutes.
- HIV/AIDS:
  Several different research groups at UBC and our affiliated health research institutes have carried out important research into treatment and prevention of HIV/AIDS, with much of the research addressing vulnerable communities in BC, most notably in the Downtown Eastside. In addition to setting new

standards for treatment of HIV/AIDS, this research has had enormous public policy impact and international reach, and has established UBC as one of the world's leading centres in this area.

- MOA/Partnership of Peoples:
  The newly reopened MOA is a showcase for UBC and UBC research from several different points of view. In addition to being the largest single CFI/BCKDF award to UBC, it remains one of the most important CFI awards nationally in social sciences and humanities. The importance of MOA is that it is creating a new paradigm for collaborations between university researchers and aboriginal communities, and is setting new standards for the way museums understand and display cultural artifacts.
- Centre for Drug Research and Development:
  CDRD builds on UBC's excellent drug discovery research, and provides a new model for knowledge transfer and drug development. CDRD is unique in Canada, and there are very few similar organizations anywhere in the world. As a result, it has attracted national and global attention as an innovative answer to a common problem in translating laboratory results into new treatments.
- Centre for Interactive Research in Sustainability:
  This living building, currently under construction, is not just one of the world's most sustainable large buildings, it is also a technical and social experiment, an example of strong partnership with external groups and companies, and it will be a centerpiece for UBC's Sustainability Initiative.

Key theme areas and partnerships

In addition to the goal of building areas of research excellence at UBC with no targeting of areas of research, the research strategy must take into account factors that are vital to UBC's overall strategy. While many of the actions below that are designed to improve the overall research enterprise will also help specific areas or partnerships that are especially important to UBC, we will also need to take specific actions in support of these other goals. In Place and Promise, there are several commitments beyond Research Excellence that have a research component, and the research strategy should reflect this. In addition, much of our research (nearly half of our research funding) is carried out in partnership with the health authorities, using facilities and personnel provided by the health authorities. The health authority research institutes where most of this type of research is carried out set their own research agendas, and have their own strategic plans. The reality of these vital partnerships must be reflected in a research strategy, given the enormous importance of this health research. Increasingly, our research is being done in partnership with external communities, who help us to define the research, conduct the research, apply the results, or help pay for the work.

With this in mind, some of the research areas, themes, and partnerships that are strategically important to UBC are given below.

Sustainability: Campus as living laboratory

The UBC Sustainability Initiative has campus as living laboratory as one of its important themes. The CIRS project is an example of this, as is the newly announced partnership with Nexterra. These important partnerships to advance sustainability will not be restricted to technology development, but will include partnerships in social research and policy development, which are equally important features of sustainability.

Partnerships for health research

Health education and research at UBC is carried out in partnership with BC health authorities. The importance of this collaboration is reflected in the fact that most of our health researchers work at health authority research institutes and hospitals, and most of our external funding for health research is awarded to researchers at the health authorities. In fact, nearly half of the total external research funding at UBC is awarded to health authority researchers. Currently, discussions about unifying the administration of research at health authorities is underway.

Research with aboriginal communities

In Place and Promise, one of our commitments is to Aboriginal engagement. This engagement has a research component, as given by one of the actions listed to support this commitment:

- Strengthen and expand research grounded in significant community collaboration and consultation.

MOA/Partnership of Peoples has already been mentioned as an example of this type of research, and the newly created Aboriginal Strategy addresses this important area.

Teaching and learning

Most of the research work done at UBC is conducted by graduate students and postdoctoral fellows, so there is a very strong connection between research excellence and teaching and learning for those students. However, most of the students at UBC are undergraduates, many of whom are never directly connected to UBC's excellent research. While not all undergraduate students want to carry our advanced research, it is important that the opportunity for direct involvement in research be more available, and that all students at least get exposed to UBC's research as part of their studies.

International engagement

We are in the process of developing an International Strategy for UBC, so there is not a need to duplicate that effort in the research strategy. However, international partnerships are an important feature of research excellence, and much of the research at UBC has a necessary international component. Support for internationalization will be an important component of the strategy.

Community engagement:

One of the central commitments in Place and Promise, this will be partly addressed under the goal to become a world leader in knowledge exchange and mobilization, as much of our strategy for that will be to strengthen partnerships with external communities.

Actions to promote research excellence:

In "Place and Promise", the new UBC Strategic Plan, one of the important commitments is to research excellence: *The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research across a wide range of disciplines.* There are a number of actions given in Place and Promise in support of this commitment, and these form the basis for providing support for UBC's research effort. The important goals that have been defined for research excellence are:

1. *Increase the quality and impact of UBC's research and scholarship*
2. *Be a world leader in knowledge exchange and mobilization*

Meeting these goals will require us to provide better support for UBC's researchers, particularly for interdisciplinary research, research done in partnership with communities and organizations external to UBC, and research with international partners. The specific actions given in Place and Promise that support the goals given above are still fairly high level, and one of the goals of this section is to suggest specific strategies that will make up these higher level actions. In what follows, the action from Place and Promise forms the heading for a more detailed set of strategies that will create the overall action.

The presentation below is in the format:

- The goals from Place and Promise are in italics
- In Place and Promise, each of the goals is supported by a limited number (2-4) of specific actions. These actions from Place and Promise are underlined.
- Some suggestions for more finely defined actions from the VPRI portfolio are then given as bulleted points.

Goal: *Increase the quality and impact of UBC's research and scholarship*

<u>Focus on areas of excellence</u>

This is the single most important action in the research strategy, although other actions all must support this one. Here the main purpose is to provide the sort of support necessary to develop and strengthen areas of excellence that emerge, and to strengthen and expand existing areas of excellence. This is somewhat different from the initiatives described under the next action although the resources used overlap. This action will create the most comment, as clearly excellence in research is rooted in getting the best researchers (faculty, students, and postdocs) to UBC, providing them with the support necessary for them to excel at research, and retaining them at UBC, independent of field. However, it is also true that we cannot hope to be

world leaders in all areas of research, and so decisions do have to be made about how to allocate resources in a way that creates global excellence in a few areas. This happens quite naturally in that it is difficult to attract the best talent (faculty, students, postdocs) unless we have a strong reputation in a given area, and it is even harder to retain that talent unless the research environment is excellent. There is also a synergy that develops between groups of leading researchers that creates better research and leads to greater possibilities for research funding. Graduate training is also greatly improved if there is a critical mass of excellent researchers in a given area. This attracts better students and increases their chances for success, which in turn strengthens the research. In addition to nurturing research excellence, we have to do a better job of recognizing and promoting that excellence, especially to the external community. This increases support for university research and enhances our reputation.

- Provide focused assistance for researchers who are developing larger scale initiatives, or for specific research funding opportunities as they arise, through a centralized grant facilitation office and better coordination of our network of facilitators.

In recent years we have been able to provide support for Networks of Centres of Excellence, Centres of Excellence for Commercialization of Research, and Canada Excellence Research Chair proposals, based on methods developed for institutional CFI proposals. This effort has led to great success in these applications. We need to strengthen and consolidate these activities.

- Provide seed funding resources to enable organization of larger initiatives.

While it is not good to have long term research funding from internal sources for these large initiatives, there is frequently a need to provide an initial investment to help get them started. We need to consolidate and clarify the nature of these seed funding opportunities.

- Work to develop international partnerships for defined areas of excellence.

This overlaps with the international strategy, but it is important to use international connections to strengthen existing areas of excellence.

- Work with Development to define campaign opportunities for research initiatives in areas of excellence

A great deal of potential support for research comes from philanthropy. Many of our most significant fund-raising success stories have come because of strong research groups, such as the quantum materials group. Increasing the cooperation between development and VPRIO will enhance this activity and allow for more strategic focus.

- Consolidate and rationalize the internal research support.

At present, there are several funds available to researchers, such as the Hampton Fund, the Martha Piper Fund, the Peter Wall Institute, International Initiatives fund, and discretionary seed funds. The amount of money available is actually quite significant, a few million dollars per year. There needs to be a review of how this money is being used, and how all these funds could be better coordinated and do a better job of supporting and developing research excellence.

- Increase number external research prizes awarded to UBC faculty.

Having our faculty members win prestigious external awards not only provides recognition of their excellence (and frequently financial reward as well), it also greatly enhances the reputation of UBC researchers and UBC. A Presidential Advisory Committee on Major Awards will be established with a goal to increase both the number and the quality of award nominations from UBC.

- Develop a better understanding of the areas of research excellence at UBC.

To better represent ourselves to potential partners and donors, and to better support research excellence independent of field, we need to develop better means of determining our areas of excellence, means that recognize inherent differences between research cultures. These evaluations will be useful for unit reviews, and in resource allocations in support of research excellence.

<u>Increase UBC research and graduate support funding in both absolute and relative terms, including support from non-traditional sources</u>

For most of the research activities at UBC, the amount and quality of research that can be done is controlled by funding levels. In addition, our ability to recruit and retain faculty, students and postdocs is also frequently tied to funding levels. While the role of graduate students in research depends on the research area, for most of the research done at UBC, the research effort depends on involvement of graduate students in the research projects, and the quality of the research that can be accomplished is dependent on the quality of graduate students involved in the research. Even in areas where graduate students are not part of a research team but work independently, the overall level of research improves as the number and quality of students improves, and the quality of the research programs is reflected by the quality of research graduate students attracted to that program. Thus, to improve research at UBC, and to build excellence, increasing the amount of money available to support researchers and graduate students is critical.

- Individual grant facilitation and internal review

One of the more successful initiatives to increase researcher success at UBC over the past decade has been the use of internal review, for health researchers through HeRRO, and for institutional CFI applications through the CFI office. We have recently been able to expand the grant facilitation available to researchers, through adding two new permanent positions to the VPRIO. We have also been discussing with the emeritus faculty enlisting their support for grant facilitation and review. A top priority in the short term will be to consolidate and strengthen these activities.

- Increased scholarship support and funding packages for graduate students

Recruitment of the best graduate students will require better support packages, and more significant scholarship funding for foreign graduate students.

- International funding opportunities

Now that the International Office is within the VPRI portfolio, more focus can be put on increasing funding for international collaborations. This will be done through more effective grant facilitation, and providing better and more timely information to researchers.

- Continued cooperation with development on foundations

Much of the research at UBC is supported by charitable foundations. While this support is well established and understood by health researchers, we could do a better job of connecting researchers and possible foundations sources of funding for their research. This effort will be done in cooperation with UBC Development.

<u>Improve infrastructure to support leading edge research</u>

- Improved business practice and research information

Continue to improve support service for researchers to reduce the administrative burden and improve efficiency.

- Create fellowships to support leading researchers, advocate for release time for younger researchers

One of the most important issues for many areas of research is the need for time to get research done. This is especially true for researchers in the early stages of their careers, when they are trying to establish a reputation. Work needs to be done in teaching assignments to be sensitive to the needs of pre-tenure researchers. For all researchers, a competitive fellowship program to add to the supply of internal research fellowships, should be investigated.

- Create seed fund to support creative productions

For the creative arts, money is needed to mount productions or to complete works. As there are limited funding sources, it might be possible to create, perhaps through fundraising, a seed investment fund to support the creative arts.

- Investigate the formation of an institute for the humanities.

Humanities scholars often work in isolation, which can disadvantage them compared with other disciplines. An institute of humanities, which would include an interdisciplinary graduate program, could strengthen humanities research and graduate studies. It would be useful to investigate programs like this at other leading universities (Toronto, Hebrew University, etc.) to see if such a model would be useful at UBC.

<u>Expand recruitment of top ranked graduate students and postdoctoral fellows</u>

- Improve international recruitment of students

There is currently no developed strategy for recruitment of international graduate students. If UBC is to expand its research graduate programs, we will have to recruit a larger number of highly qualified international graduate students, so a recruitment strategy should be developed.

- Lobby for creation of improved fellowships for graduate students and postdocs.

Covered above.

- Work with MITACS to improve opportunities for graduate internships, and to expand international internships.

By creating opportunities for our graduate students to have international experience, and experience off campus (in industry, government, or civil society organizations), we strengthen our graduate education.

Goal: *be a world leader in knowledge exchange and mobilization*

It is a given that one of the most important determinants of excellence in research is the opinion of peers, who are other researchers and generally other academics working at universities around the world. Without diminishing the need to have our research recognized by other researchers, often for research to have its maximum impact, we have to connect with non-university communities. Some obvious examples are in health research, commercialization and public policy development. A potential breakthrough in treatment of disease that is discovered in a laboratory needs to be translated into clinical practice if it is to have an impact on health care.

Although universities can facilitate commercialization of research results, they are not commercial enterprises, which means partnerships with the private sector are necessary for commercialization of university discoveries. While university research can and should have an impact on public policy, we must partner with external agencies to see our research translated into policy practice.

Increase emphasis on engaging external communities in research at UBC

It is also important to move beyond a traditional model of knowledge translation, where the role of the university is to generate knowledge and then bring enlightenment to those outside the university gates. This notion of one-way knowledge exchange is dated, and in some cases reflective of a colonial mentality (for example the historical practice of research "on" aboriginal communities). What needs to be promoted is the concept of partnerships, where university researchers learn from external communities and carry out their research in partnership with them. Of course, this is not necessary or even desirable for all university research, but many types of research can be improved by increased partnership.

- Facilitate the development of partnerships necessary to make "campus as living lab" successful.

  These partnerships are not restricted to ones with external companies for technology development, although those partnerships are an important component to campus as living lab. On campus partnerships and work with external organizations and governments are also an important feature of our sustainability strategy as it is important to not only change the way UBC behaves, but to have successful strategies implemented in the broader community.

- Expand university research capacity by fostering and managing partnerships and collaborations with non-UBC entities

  Both CDRD and CIRS have shown the power of external partnerships. The Clean Energy Research Centre has a long standing mutually beneficial partnership with the NRC Institute for Fuel Cell Innovation, and UBC has strong and long-standing ties with the TRIUMF national laboratory on our south campus. The range and scope of research partnerships with off campus communities needs to expanded.

- Develop and expand research carried out in partnership with aboriginal communities.

The example of MOA/Partnership of Peoples should be built upon and extended to other areas of research. A strategy for this has been outlined in the Aboriginal Strategy.

- Develop an integrated industry engagement strategy for UBC
  There are several different levels on industrial engagement, from partnership for commercialization or research through to provision of technical services such as instrumental analysis or animal care. In all cases, we need to develop a mutually beneficial strategy to facilitate this engagement at all levels, and to use this engagement to improve our research efforts. A key part of this will be the creation of a high level external advisory committee who will help define the engagement strategy.

- Work to expand knowledge and appreciation of the importance of UBC research

  Continued public and political support for all aspects of our research effort rely on a better understanding and appreciation for our research. This promotion of our research must be across the full range of activity, and not rely on simply highlighting research with clear applications. Clearly, a key part of this effort will be directed at politicians, public servants, and important opinion leaders, along with the local and international community.

<u>Expand the multiplicity of knowledge exchange channels, such as global access licensing</u>

- Create and/or identify and implement alternative Intellectual Property (IP) mechanisms for data, research tools, software and other research inventions
  This is a continuation of our evolution in how we treat IP that is developed by UBC researchers, to improve our record on commercializing that IP.

- Build relationships with Centres of Excellence for Commercialization and Research and Business Led Networks of Centres of Excellence to develop and advance UBC inventions

  These relatively new programs of funding from the tricouncils have been very successfully exploited by UBC researchers, such that we have several CECR's based at UBC. These centres and networks provide new channels for knowledge exchange and research translation.

- Take an international leadership role in the development of Global Access practices and apply these practices to UBC inventions

  UBC has taken a leadership role in adopting Global Access licensing practices, which make technologies available at cost to poor countries. We now need to

develop effective means of identifying and helping to develop these technologies, in partnership with southern countries.

<u>Develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories</u>

- Work to develop a central scholarly publications and data repository to ensure results of UBC research are freely accessible and meets the NIH and CIHR requirements regarding "open access"

  This is a partnership with UBC Library, and helps to promote more openness in our research.

March 23, 2010

ENROLMENT SERVICES
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1
Tel: (604) 822-9952 Fax: (604) 822-5945
christopher.eaton@ubc.ca

To: Senate
From: James Ridge, Registrar

Re: 2010 Election of Student Representatives to the Board of Governors & Vancouver Senate

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In accordance with Section 16 of the *University Act*, I am directed to report to you the results of the election of two (2) student representatives to the Board of Governors and five (5) student representatives at-large to the Vancouver Senate. As senators are aware, normally this report consists of a simple listing of the results of each election; however, given the extraordinary situation this year, and the action I have decided to take as a result, I believe a lengthier report than usual is required.

Since 1974, student elections to UBC governing bodies at UBC Vancouver have been conducted in part by the students themselves. This was most recently confirmed in 2007 by virtue of the Council of Senates approving regulations that allowed the Registrar to permit student organizations to conduct most aspects of student elections to University positions.

In January 2010, the Elections Committee of the Alma Mater Society conducted an online poll for student representatives using the Society's electronic voting system. Information presented to the University in mid-February indicated that the results of that election were compromised, and further investigations indicated that at least 731 out of 6925 cast votes were in fact fraudulent and were cast via exploiting a flaw in the AMS election application's programming. My office worked closely with the AMS as a thorough investigation was undertaken by a forensic technology consuting firm.

As allowed by Section 5 (3) of our Election Regulations, I have decided to discard the 731 fraudulent votes, retabulate the results accordingly, and as such allow the elections to stand. Although I cannot say with absolute certainty that this one breach was the totality of problems, there is no evidence of other compromises of the system by the same method, and there is no evidence of any other successful compromise.

I therefore declare **Azim Wazeer** and **Sean Heisler** elected as student representatives to the Board of Governors for terms of one (1) year from 1 April 2010 and thereafter until replaced, and **Johannes Rebane, Joel Mertens, Spencer Rasmussen, Alyssa Koehn,** and **AJ Hajir Hajian** elected as student representatives at-large to the Vancouver Senate for terms of one (1) year from 1 April 2010 and thereafter until replaced.

I would like to thank all candidates for participating in these elections and assure the University community that we are actively pursuing those responsible for this fraud. My office will be reaffirming requirements for the highest levels of security and scrutiny for any elections conducted on the University's behalf in the future.