

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Secretariat

Enrolment Services
Senate and Curriculum Services
2016-1874 East Mall
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Vancouver Senate

AGENDA

THE NINTH REGULAR MEETING OF THE VANCOUVER SENATE FOR THE 2011/2012 ACADEMIC YEAR

WEDNESDAY, MAY 16, 2012

6:00 P.M.

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

1. Senate Membership -- Mr. James Ridge

a. Call for Nominations and Notice of Elections (information)

This is a call for nominations for two Student Senators to serve on the Nominating Committee for the term from May 16, 2012 until March 31, 2013 and thereafter until replaced.

The Secretary has received to date nominations for Mr. Christopher Roach and Mr. Justin Yang. Should no further nominations be received by 4:00 p.m. on Tuesday, May 15, Mr. Roach and Mr. Yang will be declared acclaimed as elected.

b. New Senator: Dr. Donald Witt, elected faculty representative of the Faculty of Science (information)

c. Vice-Chair of Senate (approval)

At the close of the nomination period on 8 May 2012, the Senate Secretariat received two (2) nominations for the position of Vice-Chair of Senate. As such, an election will be held at the 16 May Senate meeting. The Vice-Chair of Senate will serve for a period of one (1) year from 1 September 2012.

2. Tributes Committee -- Dean Murray Isman

Memorial Minute for Dr. Robert W. Morford (approval) (circulated)

3. Minutes of the Meeting of April 18, 2012 -- Prof. Stephen J. Toope (approval) (circulated)

4. Business Arising from the Minutes

5. Remarks from the Chair and Related Questions -- Prof. Stephen J. Toope

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

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees and diplomas for which they are

.../continued

Candidates for Degrees and Diplomas, continued

recommended, effective May 2012, and that a committee composed of the Registrar, the appropriate Dean, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.

(2/3 majority required)

7. **Academic Building Needs Committee -- Dr. Robert Sparks**
Annual Report on Committee Activities (information) (circulated)
8. **Academic Policy Committee -- Dr. Paul G. Harrison**
(approval) (circulated)
 - a. Transfer of the 1) Human Early Learning Partnership; and, 2) the W. Maurice Young Centre for Applied Ethics from the College for Interdisciplinary Studies to the School of Population and Public Health in the Faculty of Medicine
 - b. Pharmacy Resident Status
9. **Admissions Committee -- Dr. Richard Anstee**
(circulated)
 - a. Ph.D., M.A., and M.Ed. in School Psychology (approval)
 - b. Bachelor of Medical Laboratory Science (approval)
 - c. Bachelor of Education (approval)
 - d. Matters of Delegated Authority -- Criteria for Including Secondary School Courses in an Admission Average and Policy J-50 *Secondary School Grade Adjustments for Undergraduate Admission to the University* (information)
 - e. Student Mobility Agreements Approved Under Council of Senates Policy C-2 *Affiliations with Other Institutions of Learning* (information)
 - f. Annual Report -- Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)
10. **Appeals on Academic Standing Committee -- Dr. William Dunford**
Annual Report on Committee Activities (information) (circulated)
11. **Curriculum Committee -- Dr. William McKee**
Curriculum Proposals from the Faculties of Applied Science, Arts, Commerce & Business Administration, Education, Graduate Studies (Applied Science, College for Interdisciplinary Studies, Commerce & Business Administration, Dentistry, Education, and Medicine), Law, and Pharmaceutical Sciences (approval) (circulated)
12. **Library Committee -- Dr. Mark Vessey**
Annual Report on Committee Activities (information) (circulated)
13. **Nominating Committee -- Dr. Rhodri Windsor-Liscombe**
(approval) (circulated)
 - a. Senate Library Committee Terms of Reference
 - b. Adjustment to the Membership of the Student Awards Committee
 - c. Change in Composition of the Student Awards Committee

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Nominating Committee, continued

- d. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates
 - e. Election of Student Senators to the Council of Senates
 - f. Election of Senators for a President's Advisory Committee for the Appointment of a new Associate Vice-President, International
- 14. Student Appeals on Academic Discipline Committee -- Prof. Bruce MacDougall**
Annual Report on Committee Activities (information) (circulated)
- 15. Student Awards Committee -- Dr. André Ivanov**
New Awards (approval) (circulated)
- 16. Tributes Committee -- Dean Murray Isman**
Candidates for Emeritus Status (approval) (circulated)
- 17. Report from the Vice President, Academic and Provost -- Dr. David Farrar**
International Transition Program (information)
- 18. Proposed Agenda Items**
- 19. Other Business**

Section 16 (b) of the *Rules and Procedures of Senate* states that meetings will adjourn no later than 8:30 p.m.

Regrets: Kristen Elder, telephone 604.822.5239 or e-mail: kristen.elder@ubc.ca

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

THE UNIVERSITY OF BRITISH COLUMBIA



a place of mind

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8 May 2012

To: Vancouver Senate
From: Tributes Committee
Re: Memorial Minute

The Tributes Committee has prepared a memorial minute for the following individual:

Dr. W. Robert Morford

Motion: *That Senate approve the Memorial Minute for Dr. W. Robert Morford, that it be entered into the Minutes of Senate, and that a copy be sent to the family of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Tributes Committee

Dr. W. Robert Morford

Dr. W. Robert (Bob) Morford was born in Malaya, into a military family. After serving for four years in the Royal Military Police, including three years in the Malayan Police Jungle Companies, Bob immigrated to Canada. He attended UBC, where he graduated at the top of the Physical Education class of 1956, and won four Big Block Awards for rugby. Bob went on to complete a Master of Arts degree in Physical Education at UBC, followed by a Doctor of Education in Education Psychology at the University of California, Berkeley.

Bob served as Professor and Chair of the Department of Health and Physical Education at California State University, Hayward from 1965-1971 and Professor and Director of the School of Physical Education and Health Education at the University of Washington from 1971-1978, before returning to UBC in 1978 as Professor and Director of the School of Physical Education and Recreation (now Kinesiology). Bob's vision was to advance the research profile of the School based on a multi-disciplinary approach to the study and practice of physical education. He was a leading advocate for the academic field of kinesiology, and was instrumental in the development of the Allan McGavin Sports Medicine Centre and the recruitment of sport and exercise medicine faculty and researchers at UBC.

In addition to his many other contributions to UBC, from 1981 to 1984, Bob served on the Senate as a Representative of Joint Faculties.

Bob left UBC in 1995, and found himself back in the place of his birth. After serving for nine years as a senior consultant to the National Sports Institute of Malaysia, he retired to Chapala, Mexico.



VANCOUVER SENATE

MINUTES OF 18 APRIL 2012

Attendance

Present: Prof. S.J. Toope (President and Chair), Mr J. Ridge (Secretary), Mr T. Ahmed, Dr R. Anstee, Dr K. Baimbridge, Dr J. Belanger, Dr L. Burr, Mr B. Caracheo, Mr B. Caro, Dr P. Choi, Dr W. Dunford, Ms L. Eccott, Mr P. Edgecumbe, Dr D. Farrar (Provost and Vice-President, Academic), Mr D. Fernandez, Prof. B. Goold, Dr S. Grayston, Mr S. Haffey, Rev. Dr M. Hagemoen, Dean pro tem. E. Hall, Dr W. Hall, Dr P. Harrison, Mr M. Hunter, Mr T. Jefferson, Dr U. Kumar, Dr B.S. Lalli, Mr P. Lee, Ms M. Leong, Dr P. Leung, Ms N. Liu, Dr P. Loewen, Prof. B. MacDougall, Ms K. Mahal, Dr P. Marshall, Dr W. McKee, Principal L. Nasmith, Dr I. Parent, Mr R. Parhar, Dr K. Patterson, Dean S. Peacock, Dean pro tem. S. Porter, Dr R. Reid, Mr C. Roach, Ms T. Rosseel, Dr L. Rucker, Dr D. Simunic, Dr S. Singh, Dr R. Sparks, Dr S. Thorne, Ms K. Tyson, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Mr E. Woo, Mr J. Yang.

Regrets: Dean G. Averill, Ms E. Biddlecombe, Dean M.A. Bobinski, Principal H. Brock, Dr G. Chapman, Prof. B. Craig, Mr B. Craig, Ms C. Dickson, Rev. Dr S. Farris, Dean B. Frank, Dean J. Innes, Dean M. Isman, Dr A. Ivanov, Dr S. Knight, Dr D. Lehman, Mr W. McNulty, Ms S. Morgan-Silvester (Chancellor), Dean D. Muzyka, Dr D. O'Donoghue, Dr N. Perry, Dr J. Plessis, Dr A. Riseman, Dean C. Shuler, Mr A. Sihota, Dean R. Sindelar, Dr B. Stelck, Ms S. Sterling, Dean G. Stuart, Mr M. Thom, Dr R. Wilson, Dr R. Winter, Ms L. Zhu.

Guests: Dr. F. Andrew, Dr A. Kindler.

Recording Secretary: Mr C. Eaton.

Call to Order

The President called the eighth regular meeting of the Senate for the 2011/2012 academic year to order.

Senate Membership

At the invitation of the Secretary, the following new and returning student representatives to Senate for the 2012-2013 term introduced themselves:

<i>Applied Science</i>	Mr Tagg Jefferson
<i>Arts</i>	Ms Mary Leong
<i>Commerce and Business Administration</i>	Mr Enzo Woo
<i>Dentistry</i>	Mr Paul Lee

<i>Education</i>	Ms Claire Dickson
<i>Forestry</i>	Mr Ravi Parhar
<i>Graduate Studies</i>	Mr Christopher Roach
<i>Land and Food Systems</i>	Ms Lisa Zhu
<i>Law</i>	Mr Brendan Craig
<i>Medicine</i>	Mr Philip Edgcumbe
<i>Pharmaceutical Sciences</i>	Mr Aaron Sihota
<i>Science</i>	Ms Natalie Liu
<i>College for Interdisciplinary Studies</i>	Mr Barak Caracheo
<i>Members at-large</i>	Mr Barnabas Caro, Arts Mr Montana Hunter, Arts Ms Kiran Mahal, Science Ms Katherine Tyson, Arts Mr Justin Yang, Science

The President expressed his thanks to the students attending Senate in the middle of the examination period and hockey playoffs.

Minutes of the Previous Meeting

<i>Lance Rucker</i>	}	<i>That the Minutes of the Meeting of 14 March 2012 be adopted as presented.</i>
<i>Katharine Patterson</i>		

Approved.

Remarks from the Chair

Professor Toope acknowledged the death this week of a great friend of UBC and great British Columbian and Canadian, Dr Ike Barber. Dr Barber took enormous pride in the building in which we are meeting and great pleasure in meeting the students who use it.

With reference to the potential Teaching Assistant job action during examinations, the President informed Senate that UBC applied for a mediator with the Labour Relations Board and one had been appointed. Mediation has been called upon for negotiations with CUPE 2278 regularly in the past. Mediator Mark Atkinson has advised the parties that he

is available for talks in early May. Under the terms of the Labour Relations Code, CUPE 2278 cannot undertake any strike activity while mediation is pending. More information has been circulated by Vice-Provost Anna Kindler and can be found on the UBC homepage.

In relation to the Federal budget, the President suggested that given budget cuts made to departments, support for post-secondary education remains strong. There are substantial new investments, including a \$500 million commitment to the Canadian Foundation for Innovation (CFI). UBC has benefitted tremendously from CFI funding in the past and predictable funding is appreciated. There are further investments in Genome Canada for applied research in human health and to sustain the science and technology centres that Genome Canada funds, and specific funding to support the expanded production of isotopes that will be important for the Tri-University Meson Facility (TRIUMF). Professor Toope informed Senate that he had been assured that the 1.3% cuts to the granting councils are not expected to affect core granting functions such as NSERC discovery grants, but this will be monitored. There was a further reinvestment of the cut to funds supporting industry-academic research partnerships. Our core advocacy issue was to prevent cuts to core grants and this seems to have been respected, but we will still have to make the case for the fundamental importance of basic research funding.

UBC has ended the fiscal year on 31 March having beaten our fundraising and alumni engagement targets for Start an Evolution. We raised \$194.1 million this year and had 35 000 actively engaged alumni; this represents a 14% increase in alumni engagement towards our goal of 50 000. We have now raised over \$900 million towards our \$1.5 billion goal.

The Board has approved Dr Pascal Spothelfer's appointment to the role of Vice President, Communications and Community Partnership effective 28 May 2012.

Further, approval has been granted by the Board to zone Gage South as academic lands; therefore any housing there will be student housing.

The President thanked Senators and others who submitted suggestions for updates to *Place and Promise*, and confirmed that he would bring the revisions to the plan forward to Senate for consideration in the future.

Finally, Professor Toope asked Senators to review revisions Policy 88 *Patents and Intellectual Property* and submit feedback to the University Counsel, noting the policy's significance to faculty members and students.

From the Board of Governors

The Chair confirmed that the following items approved by the Vancouver Senate were subsequently approved by the Board of Governors as required under the *University Act*:

SENATE MEETING OF 15 FEBRUARY 2012

Changes to the mandate and structure of the College for Interdisciplinary Studies, including transfer of units to the Faculties

Curriculum proposals from the Faculties of Commerce & Business Administration, Dentistry, Education, Graduate Studies (Arts, College for Interdisciplinary Studies, Graduate Studies, Law, and Medicine), and Law

New program Master of Land and Water Systems (M.L.W.S.) and its associated new course

New Awards

SENATE MEETING OF 14 MARCH 2012

Changes to the structure of the College for Interdisciplinary Studies, including transfer of units to the Faculties

Curriculum proposals from the Faculties of Dentistry, Education, Forestry, Graduate Studies (Applied Science, College for Interdisciplinary Studies, Commerce & Business Administration, Dentistry, Education, and Medicine), and Land & Food Systems (including a new program: Bachelor of Science in International Nutrition)

New Awards

Academic Policy Committee

The Committee Chair, Dr Paul Harrison, presented the reports on behalf of the Academic Policy Committee.

PROPOSAL FOR OBSERVANCE OF NATIONAL WEST COAST CLOSING EVENT OF THE TRUTH AND RECONCILIATION COMMISSION

Paul Harrison } *That UBC classes be suspended for one day*

*Rhodri Windsor-
Liscombe*

*during the Truth and Reconciliation
Commission of Canada's final national event
on the west-coast in Vancouver in September
2013 to allow students and faculty to
participate in this event; and*

*That UBC faculty, staff, and students be
encouraged to take the time to direct attention
to this event and its significance and to
consider how a greater awareness of the
attendant issues might be integrated into their
curricula and co-curricular programming.*

Dr Harrison stated that this represented an unusual opportunity for UBC to have the community take part in the planned event. He apologized for the vague information being available as to which date the event would be held. He assured Senators that further details would follow to Senate in due course.

Approved.

**POLICY J-101 STUDENT CONDUCT DURING EXAMINATIONS AND POLICY J-102
EXAMINATION HARDSHIPS & CLASHES**

*Paul Harrison
Lance Rucker*

}

*That the proposed policy J-101 Student
Conduct during Examinations be approved;
and*

*That the proposed policy J-102 Examination
Hardships and Clashes be approved.*

Dr Harrison stated that as indicated in the preamble, these policies have been reviewed recently in light of suggested updates from the faculties. The policies are intended to provide clarity for our regulations and pull information together in one place.

Dr Bainbridge asked about students leaving exams in the last 30 minutes.

Dr Harrison replied that faculties could make addition rules including this one.

Senator Anstee asked about the printed booklets featuring the “old” examination rules.

With permission of Senate, Ms Oldford replied that arrangements had been made to have new booklets printed in time for the December examinations; should any of the old booklets still be available, stickers will be made to amend the regulations thereon.

Senator Edgecombe asked about the 24 hour definition used for examination hardships; was this reviewed and reconsidered as part of the Committee's work?

Senator Harrison stated that this issue did come forward and the Committee decided not to propose a change at this time. Interest was expressed in expanding this definition and this is a frequent matter of consideration. The last time this was reviewed in detail the Committee discovered that to extend the definition would cause a huge increase in the number of hardships and there is not a simple solution to the problem that would cause. The Committee would be open to considering new information in this regard.

Approved.

Agenda Committee

On behalf of Mary Anne Bobinski, Agenda Committee Chair, Senator Harrison presented.

AD HOC STRIKE PREPAREDNESS COMMITTEE

Senator Harrison informed Senate that in accordance with the Senate's *Strike Policy*, the Ad Hoc Strike Preparedness Committee had been called together by Vice-Provost Kindler on behalf of Dr Farrar.

<i>Paul Harrison</i>	}	<i>That Rule 9 of the Rules & Procedures of Senate be suspended to allow for the appointment of voting delegates to the Ad Hoc Strike Preparedness Committee.</i>
<i>Robert Sparks</i>		

Senator Harrison explained that Rule 9 prevented proxies. When Senate set the policy in question, the Strike Preparedness Committee was given a set membership but given the

hurry in which the Committee needs to be formed the Committee could not function as set.

Senator Anstee felt that there were several ways that this problem could be dealt with. He suggested that the motion seemed unduly broad and he was concerned by the lack of an expiry date. He recommended that the full voting membership could act via email.

Senator Harrison replied that this was not the sort of the Committee that took many formal votes; it was a group that developed and debated policies and guidelines. The issue was not one of quorum but rather having the right persons present to inform discussions. The Committee needed to be drawn together under adverse conditions quickly.

The President suggested that because the Committee needed to be drawn together quickly, key members might not be in the city when the Committee needs to meet. He opined that the issue was not one of voting but of representation.

A senator stated that the Committee was so inflexibly designed that it could not act when needed without this authorization.

Approved.

Curriculum Committee

See Appendix A: Curriculum Summary

The Committee Chair, Dr Peter Marshall, presented the report on behalf of the Curriculum Committee.

<i>Peter Marshall</i>	}	<i>That the new courses, changed courses, and program changes brought forward by the Faculties of Education, Forestry, Graduate Studies (Arts, College for Interdisciplinary Studies, and Land and Food Systems), Law, and Science be approved.</i>
<i>William McKee</i>		

Dr Marshall briefly outlined the proposed changes to the University's curriculum.

Approved.

Nominating Committee

Dr Rhodri Windsor-Liscombe, Committee Chair, presented the report on behalf of the Nominating Committee.

*Rhodri Windsor-
Liscombe
Des Verma*

}

That Senate approve the appointments of Dr. William Dunford to the Council of Senates Vancouver Representative Committee Two, Dr. Santokh Singh to the Council of Senates Vancouver Representative Committee Three, and Prof. Mary Anne Bobinski to the Council of Senates Vancouver Representative Committee Five; and

That these appointments are until the conclusion of this Senate (31 August, 2014), and are made with the understanding that should one of the above persons cease to be a member of Senate, he or she will be replaced on the relevant Committee by Senate at its earliest convenience.

Approved.

Student Awards Committee

See Appendix B: Awards

Dr Sue Grayston presented the report on behalf of the Student Awards Committee.

*Sue Grayston
Rhodri Windsor-
Liscombe*

}

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.

Dr Anstee asked about the bursaries proposed that would be split between the disciplines of Psychology, Anthropology and Commerce; he asked if the even split would have to occur each year or if it could be averaged over several years.

Approved.

Approved.

There being no further business, the meeting was adjourned at 6:38 pm.

Appendix A

CURRICULUM REPORT

Faculty of Education, School of Kinesiology

NEW COURSES

KIN 343 (3)

KIN 475 (3)

Faculty of Forestry

NEW COURSE

CONS 102 (1)

Graduate Studies, Arts

DISCONTINUED PROGRAM

Comparative Literature

PROGRAM CHANGES

Library, Archival, and Information Studies > Master of Archival Studies > Degree Requirements

Graduate Studies > Degree Programs > Archival Studies

Library, Archival, and Information Studies > Master of Archival Studies/Master of Library and Information Studies > Program Requirements

Graduate Studies > Degree Programs > Archival Studies and Library Information Studies

NEW COURSES

GEOG 535 (3)

MUSC 533 (3/6) d

Graduate Studies, College for Interdisciplinary Studies

PROGRAM CHANGE

European Studies

Graduate Studies, Land and Food Systems

PROGRAM CHANGES

Graduate Studies > Degree Programs > Integrated Studies in Land and Food Systems > Master of Science Program Requirements

Graduate Studies > Degree Programs > Integrated Studies in Land and Food Systems > Doctor of Philosophy Program Requirements

Faculty of Law

PROGRAM CHANGE

Juris Doctor > Degree Requirements

NEW COURSES

LAW 180 (2)

LAW 290 (3)

LAW 402 (3-4) d

Faculty of Science, Computer Science

NEW AND CHANGED COURSES

CPSC 260 (3)

CPSC 261 (4)

CPSC 418 (3)

Faculty of Science, Mathematics

NEW AND CHANGED COURSES

MATH 101 (3)

MATH 102 (3)

MATH 103 (3)

MATH 105 (3)

MATH 322 (3)

MATH 323 (3)

MATH 342 (3)

MATH 400 (3)

MATH 422 (3)

Faculty of Science, Physics

CHANGED COURSES

PHYS 101 (3)

PHYS 306 (3)

Appendix B

NEW AWARDS

Arthur BEEDLE Case Competition Awards – Awards totalling \$5,000 are offered to support the participation of Sauder School of Business undergraduate students at case competitions. The awards are given on the recommendation of the Accounting Division at the Sauder School of Business to undergraduate students who have been selected to participate in case competitions. The award is given in memory of Professor Emeritus Arthur “Dick” Beedle, FCA and his over 25 years as an inspiring colleague and teacher at the Sauder School of Business. (First Award Available in the 2011/12 Winter Session)

BRITISH Columbia Association of School Psychologists Bursary – A \$1,000 bursary is offered by the British Columbia Association of School Psychologists to a student pursuing a graduate degree in the School Psychology program of the Faculty of Education’s Department of Educational and Counselling Psychology and Special Education. BCASP represents and advances the profession of school psychologists in British Columbia in the context of enhancing the learning of children and adults. BCASP has created this award to acknowledge the contributions UBC has made to the field. Bursaries are adjudicated by the Office of Student Financial Assistance & Awards. (First Award Available in the 2012/13 Winter Session)

Holia CHOW Memorial Scholarship – A \$1,500 scholarship has been established in loving memory of Holia Hsing Chow (1922-2011), Alumna of St. John’s University Shanghai, and beloved mother, grandmother and friend. It is awarded annually to graduate students in residence at St. John’s College. The recommendation is made by the Faculty of Graduate Studies. (First Award Available in the 2012/13 Winter Session)

IMPACT of Ten Dental Hygiene Bursary – A bursary of \$1,000 is offered by the Impact of Ten group – alumni and friends of the UBC Dental Hygiene Degree Program. This bursary is available to a student enrolled in the Dental Hygiene Degree Program. To be considered candidates must demonstrate financial need. The bursary is adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in 2012/13 Winter Session)

IMPACT of Ten Dental Hygiene Scholarship – A \$1,000 scholarship has been endowed by the Impact of Ten group – alumni and friends of the UBC Dental Hygiene Degree Program. It is awarded to a 4th year student enrolled in the Dental Hygiene Degree Program. The recipient is selected on the basis of academic standing. Recommendations are made by the Faculty of Dentistry. (First Award Available in the 2011/12 Winter Session)

IMPACT of Ten Dental Hygiene Award – Two awards of \$1,000 each are offered by the Impact of Ten group – alumni and friends of the UBC Dental Hygiene program for students in the second and third year of the Dental Hygiene Program. The recipients are selected on the basis of academic standing. Recommendations are made by the Faculty of Dentistry. (First Award Available in the 2012/13 Winter Session)

INTERNATIONAL Undergraduate Award in Psychology, Anthropology and Commerce – Awards totalling \$3,000 are offered by an anonymous donor to undergraduate international students in any year of study majoring in Psychology or Anthropology, or who are pursuing a Bachelor of Commerce degree. The awards are to be split evenly between the three disciplines, and financial need may be considered. Awards are made on the recommendation of the Faculty of Arts and the Sauder School of Business. (First Award Available in the 2012/13 Winter Session)

Janet Fleck LADNER Bursary – A bursary of \$10,000 is offered through a partnership between the Minerva Foundation for BC Women and UBC to a female student studying engineering or architecture. The Minerva Foundation is a BC organization that assists women and promotes the development of women leaders through education. Preference will be given to a student who is a single parent, has a permanent disability, is aboriginal, and/or has been out of high school for more than 48 months. Students must have demonstrated financial need. The bursary is adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012/13 Winter Session)

Scott MALLINSON Bursary in Speech Pathology – Bursaries totalling \$1,000 are offered to Speech-Language Pathology students pursuing the degree of Master of Science in Audiology and Speech Sciences. The bursaries are offered in honour of Scott Mallinson, who has been supported by speech pathologists in the development of his speech and sign language after being born four months premature in 2004. Bursaries are adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2013/14 Winter Session)

MEDICINE Class of 1979 Entrance Scholarship in Public Health – Scholarships of \$1,000 are offered to MD students taking a break from their medical studies to pursue a Masters in Public Health within the School of Population and Public Health, or pursuing a joint MD/MPH degree. Scholarships are made on the recommendation of the School of Population and Public Health, in consultation with the Faculty of Graduate Studies, to students with high academic standing entering the MPH program. (First Award Available in the 2012/13 Winter Session)

Dan MUZYKA Head of the Class Award in Commerce – A \$5,000 award is given at graduation for the student earning the top marks and standing at the head of the graduating class in the Bachelor of Commerce degree. The award is given to recognize Daniel F. Muzyka who served as Professor and Dean of the Sauder School of Business from 1999-2012. The award celebrates his contributions to the Sauder School, the University and the business community and the affection and esteem in which Dean Muzyka is held by his students, colleagues and friends. The award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2011/12 Winter Session)

OUTSTANDING Clinical and Ethical Performance in Cardiology Award – A \$900 award has been endowed for a first or second year resident physician in core internal medicine who intends to pursue a residence in cardiology and who demonstrates excellence in clinical care, bedside manner/communication, and ethics. The award is

made on the recommendation of the Director of the Postgraduate Education Program for General Internal Medicine, in consultation with the Division of Cardiology. (First Award Available in the 2012/13 Winter Session)

The Colin & Lois PRITCHARD Foundation Bursary – Bursaries totalling \$1,750 have been endowed by The Colin and Lois Pritchard Foundation to support students in the Southern Medical Program in financial need who demonstrate a commitment to community service and to the practice of medicine. Students must be Canadian citizens. Preference is given to first or second year students who have attended or graduated from a high school located in the Thompson / Okanagan / Kootenay region of BC. Bursaries are adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012/13 Winter Session)

SCHULICH Leader Scholarships – Two renewable scholarships valued at \$60,000 each, payable at \$15,000 per year over four years, are offered by Seymour Schulich and the UJA Federation of Greater Toronto to support domestic undergraduate students entering either campus (Vancouver or Okanagan) at UBC from high schools, secondary schools or CEGEPs in Canada. Students must be enrolled to study in the areas of science, technology, engineering, mathematics or other related disciplines (referred to as S.T.E.M Faculties) as Seymour Schulich believes that these areas will help secure the future economic competitiveness of Canada. The Schulich Leader Scholarships are available to support and encourage young people to embrace science and technology in their future careers. When selecting Schulich Leaders consideration will be given to at least two of the following criteria: academic excellence; demonstrated leadership in school or community or evidence of entrepreneurial talent; or financial need. The scholarships are renewable for an additional three years, or until the first undergraduate degree is obtained, whichever is the shorter period. Schulich Leaders must continue to be enrolled in one of the University's S.T.E.M Faculties to remain eligible for this scholarship. Students must be nominated by their high school, secondary school or CEGEP to be considered. The scholarships are awarded on the recommendation of Student Financial Assistance & Awards. (First Award is Available in the 2012/13 Winter Session)

Note: Two new renewable scholarships will be offered for the 2012/13 inaugural year and three new renewable scholarships are to be offered to incoming undergraduate students each year starting 2013/14. The description will be updated for 2013/14 to reflect the availability of three renewable scholarships.

Carol Lynn SMITH Memorial Award in Engineering – An award of \$1,000 is offered by family, friends and colleagues of Carol Lynn Smith to a third year female undergraduate engineering student to recognize high academic achievement with demonstrated leadership and service to the community. Carol was a proud alumnus of the Department of Civil Engineering Class of 1984 and a professional traffic engineer for 23 years, leading the way as a woman in engineering long before this was common. Well-respected by her peers, she was genuine, good-natured, loyal, kind and deeply committed to her field. Preference is given to Civil Engineering students. Recommendations are made by the Faculty of Applied Science. (First Award Available in the 2012/13 Winter Session)

Marcel ST. JEAN Award in Pharmaceutical Sciences – Two awards of \$500 each are offered by UniPHARM Wholesale Drugs Ltd in memory of Marcel St. Jean, a long-time friend and respected industry colleague of the company. These awards are for fourth year students graduating from the Faculty of Pharmaceutical Sciences who display exceptional professionalism and have high academic standing. The awards are made on the recommendation of the Faculty. (First Award Available in the 2011/12 Winter Session)

UNDERGRADUATE Bursary in Psychology, Anthropology and Commerce – Bursaries totalling \$3,000 are offered by an anonymous donor to undergraduate students in any year of study majoring in Psychology or Anthropology, or who are pursuing a Bachelor of Commerce degree. The amount is to be split evenly between the three disciplines. Bursaries are adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012/13 Winter Session)

Andrew WADE Memorial Award in Visual Analytics – Awards totalling \$2,500 have been endowed in memory of Andrew Wade, a 2003 UBC graduate from Denver, Colorado. After being introduced to the new field of Visual Analytics while at UBC, Andrew continued his education at SFU where he became their first Master's graduate in Visual Analytics. He was killed in an air crash in Nepal in September 2011 along with 18 others. At the time, he was working in India using Visual Analytics to solve data set problems in software from SFU, Boeing Co. and Optimus Information Systems. During an earlier internship with Boeing, while working with their safety engineers, he used Visual Analytics to find ways to minimize damage to aircraft from bird strikes. This 'paired analysis' method precipitated changes in five Boeing aircraft and their pilot safety manual. He was to begin working in a full time position with Boeing in November 2011. The award is for undergraduate students who demonstrate an interest and acumen in Visual Analytics techniques and tools using real world data provided by industry or academic partners. The award has been created by family, friends and colleagues in memory of Andrew Wade who was passionate about this growing field and excelled at finding solutions to real world problems using Visual Analytics. Recommendations are made by the Department Head of the Cognitive Systems Program. (First Award Available in the 2012/13 Winter Session)

PREVIOUSLY-APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE:

#6489 ELDORADO International Graduate Award in Mining Engineering – Awards totalling \$40,000 are offered by Eldorado to international students from China, Brazil, Turkey or Greece. To be considered candidates must be enrolled in the Master of Engineering in Mining Engineering program. Candidates may have the opportunity to undertake a co-op work placement with Eldorado during their degree through the UBC Engineering Co-op Office. The nominating committee will take into account not only the student's academic record, but also other qualities which may lead to a successful career in mining. The award is made on the recommendation of the Norman B Keevil Institute of Mining Engineering. (First Award Available in the 2012/2013 Winter Session)

How Amended: Specified that only M.Eng. students are eligible for the award.

#936 Ray COLE Architecture Scholarship – A \$1,000 scholarship has been endowed by Busby & Associates Architects for students in architecture, with preference given to students demonstrating commitment to sustainable design principles. The award is made on the recommendation of the School of Architecture in consultation with the Faculty of Graduate Studies.

How Amended: This scholarship has moved from being an annually funded scholarship to an endowed scholarship.

INTERNATIONAL Tuition Award – Tuition awards of up to \$3,200 are offered by the Faculty of Graduate Studies to international graduate students in research-oriented programs. The awards are made by the Faculty of Graduate Studies.

How Amended: A name change (from “International Partial Tuition Scholarship” to “International Tuition Award”) was approved by the Senate Awards Committee at the November 2011 meeting. We inadvertently requested that the name change take effect as of the 2012 Winter Session, but had meant for the name change to take effect as of 2011W.

#7976 UNIVERSITY Publishers Marketplace Scholarship in Engineering – A \$1,000 scholarship is offered by University Publishers to assist an Engineering student in the first to third year of studies at The University of British Columbia. Candidates must have high academic standing to be considered eligible for this award. Recommendation is made by the Faculty of Applied Science.

How Amended: Award has been changed to recognize academic merit (scholarship) and not leadership (award). The donor has also specified that the scholarship should go to students in first through third year and references to leadership and participation in the Engineering Undergraduate Society have been omitted. The inclusion of the word ‘marketplace’ in the title and the removal of financial need criteria are as per the donor’s wish.

Appendix C

REGALIA COLOURS

Master of International Forestry [M.I.F.]

Fully lined brown with green and yellow cord

Master of Sustainable Forest Management [M.S.F.M.]

Fully lined brown with green and blue cord

Master of Museum Education [M.M.Ed.]

Fully lined white with university blue and red cord

Bachelor of Applied Biology [B.Sc. (Applied Biology)]

Maize with gold and green cord

Master of Public Health [M.P.H.]

Fully lined scarlet with blue cord

Honorary Degree for Japanese Canadian students

Red shell, royal satin lining with an old gold satin chevron, old gold satin trim, with a white soutache along the trim.

**The University of British Columbia
Senate Academic Building Needs Committee**

**Annual Report to Senate (Information)
September 2011 – May 2012**

Members: Ken Baimbridge (Medicine), Thomas Brennan (Student Member), Imran Habib (Student Member), Stanley Knight (Convocation), Stephanie Oldford (Secretary), Nancy Perry (Education), Andrew Risemann (Land & Food Systems), Lance Rucker (Dentistry), Aaron Sihota (Student Member), Paul Smith (Vice-Provost and AVP, Academic Facilities and Enrolment), Bob Sparks (Joint Faculties, Chair), Mark Vessey (Arts)

Committee work plan for 2011-12

The Committee agreed to the following the priorities:

1. To participate actively on the Property and Planning Advisory Committee (PPAC)
2. To engage in consultations and assist with policy development in four targeted areas relating to the Vancouver campus:
 - a. Learning spaces, specifically classroom maintenance and upgrades, and developments following the loss of the majority of the Annual Capital Allowance funding from the province;
 - b. Promoting better communication among university committees involved in capital and infrastructure development;
 - c. Liaising with the Vancouver Sub-Committee of the Council of Senates Budget Committee and establishing a schedule of joint meetings; and,
 - d. Reviewing the Committee's Terms of Reference going forward.
3. To address issues such as those of heritage policy, accessibility, and academic green space, in the next two years of the Triennium.

Activities in 2011-12

In addition to hosting 7 Committee meetings, 5 with consultations, the Chair of the Committee has met with Pierre Ouillet, Vice-President, Finance, Resource and Operations on December 2, 2011 regarding the budget and funding for classroom maintenance and upgrades, and with the John Metras, Managing Director, Infrastructure Development on April 4, 2012 regarding the Aquatic Centre and Gage South and environs development plan.

SABNC members also participated in 4 PPAC meetings and reviewed 5 presentations, 4 that led to recommendations for capital projects, and one for information.

Senate Academic Building Needs Committee (SABNC) Meetings

- 17 Oct 2011, Introduction of new members; SABNC TOR & relationship with PPAC
- 21 Nov 2011, Presentation and dialogue with Justin Marples, Director, Classroom Services

- 15 Dec 2011, Discussion of dialogue with Justin Marples, Chair's report on discussion with Vice-President, Finance, Resource and Operations
- 26 Jan 2012, Dialogue with Andrew Irvine (Past Chair, Board of Governors Property and Planning Committee)
- 16 Feb 2012, Consultation with Catherine Alkenbrack and Peter Jia of Infrastructure Development concerning classroom facilities and the University classroom use audit.
- 15 Mar 2012, Report of response to joint memorandum sent to central administration on behalf of the SABNC and the Vancouver Sub-committee of the Council of Senates Budget Committee requesting information regarding funding for classroom upgrades.
- 26 April 2012, Report from the Registrar; Presentation, *Capital Plan*, John Metras, Managing Director of Infrastructure Development; Chair of Vancouver Sub-committee of the Council of Senates Budget Committee, guest

Property and Planning Advisory Committee (PPAC) Meetings

Recommendation: (Presenters)

- 21 Feb 2012, *Skateboard Park*, (Adam Cooper, Transportation Planner, Transportation Planning); *BC Integrated Research Library - BC IRL*, (Ingrid Parent, University Librarian & John Metras, Managing Director, Infrastructure Development)
- 20 Mar 2012, *UBC Vancouver Bookstore Renovation and Expansion*, (Debbie Harvie, Managing Director, University Community Services)
- 17 Apr 2012, *UBC Aquatic Centre*, (John Metras, Managing Director Infrastructure Development)

Information: (Presenters)

- 17 Jan 2012, *UBC Dairy Centre Researcher Housing Project*, (Jim Thompson, Director, UBC Dairy Education & Research Centre, Faculty of Land and Food Systems)

Comments:

- The Committee Chair will wrap up this Senate year by establishing an annual meeting agenda, in consultation with the Chair of the Vancouver Sub-committee of the Council of Senates Budget Committee, establishing joint meetings on matters of common interest, with the aim of both Committees providing more meaningful input in the development and planning of capital and infrastructure projects involving academic buildings.

THE UNIVERSITY OF BRITISH COLUMBIA



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

02 May 2012

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Transfer of 1) the Human Early Learning Partnership; and, 2) the W. Maurice Young Centre for Applied Ethics, from the College for Interdisciplinary Studies to the School of Population and Public Health in the Faculty of Medicine

Preamble:

The following proposal concerns the transfer of the Human Early Learning Partnership (HELP) and the W. Maurice Young centre for Applied Ethics (CAE) from the College for Interdisciplinary Studies (CfIS) to the School of Population and Public Health (SPPH) in the Faculty of Medicine.

At the 15 February 2012 meeting of the Vancouver Senate, a change to the mandate and structure of CfIS as well as the transfer of a number of CfIS units to the faculties were approved. It was indicated that a number of units were to remain with CfIS for the time being and proposals to transfer those units would come forward at a later date. At the 14 March 2012 meeting of the Vancouver Senate, motions were approved to transfer the Institute of Asian Research to the Faculty of Arts and the School of Community and Regional Planning to the Faculty of Applied Science. The motions below propose the transfer of the remaining two units from CfIS to the Faculty of Medicine. At the present time, CfIS will retain oversight of its stand-alone interdisciplinary graduate programs.

The Senate Academic Policy Committee has reviewed these proposals and therefore recommends the following to Senate:

“That Senate approve the transfer of the Human Early Learning Partnership from the College for Interdisciplinary Studies to the School of Population and Public Health in the Faculty of Medicine, effective June 1, 2012; and

That Senate approve and recommend to the Board of Governors the transfer of the W. Maurice Young Centre for Applied Ethics from the College for Interdisciplinary Studies to the School of Population and Public Health in the Faculty of Medicine, effective June 1, 2012.”



Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Enclosed:

Appendix A	Proposal to Transfer the Human Early Learning Partnership
Appendix B	Proposal to Transfer the W. Maurice Young Centre for Applied Ethics



Appendix A:

Proposal to transfer the Human Early Learning Partnership (HELP) to the School of Population and Public Health (SPPH) in the Faculty of Medicine for administrative support and reporting relationships

Review of Consultative Process

After considering several options and consulting with the Dean of Medicine and the Director of the School of Population and Public Health, the decision was made by HELP faculty that academically the best fit was SPPH. HELP faculty were unanimous in this decision.

There are many tangible links between HELP and SPPH. The foundation of HELP's research -- the population level measurement of children's development -- is grounded in the intellectual traditions of population and public health. HELP is already housed in the new SPPH building. This co-location facilitates a variety of opportunities for collaborative work in research, service and teaching. HELP's Director, Dr. Clyde Hertzman is a Professor in SPPH and has a long history of research and service relationships with many of the SPPH Faculty.

Executive Summary

Established in 2001, HELP is a unique child development research centre both within the University of British Columbia as well as internationally. Using the Early Development Instrument (EDI), HELP has collected information about the population of children in BC over the last ten years. The EDI data now anchors many of HELP's research initiatives and a Middle Childhood Development Instrument (MDI) has recently been developed.

HELP's mission is to conduct interdisciplinary research towards helping children and families thrive. HELP strives to create positive social change by:

- Highlighting the importance of the early years on children's lifelong health and development;
- Utilizing a longitudinal, life-course perspective;
- Facilitating "cell through society" research collaborations and discourse;
- Fostering interdisciplinary, inter-institutional, inter-cultural and inter-sectoral partnerships; and
- Facilitating knowledge exchange capable of transforming children, families and communities.

In the last five years, HELP's faculty members have led prominent research initiatives in: population level developmental trajectories, neurogenomics, evaluation of child health



screening initiatives, smart family policy, and international child rights and developmental monitoring initiatives.

We propose the following, effective June 1, 2012:

- HELP be transferred from CfIS to the School of Population and Public Health in the Faculty of Medicine;
- All existing resources, including budget, faculty appointments or share of joint appointments, research post-doctoral and student appointments, endowed or externally-funded chairs or endowments will be transferred with HELP;
- Name of HELP will remain and HELP will remain an autonomous research centre with its own Director;
- The HELP Director will report as with all research centres to the Executive Associate Dean of Research in the Faculty of Medicine.
- The HELP Director will be a member of the Executive Committee of the School of Population and Public Health
- All HELP faculty, including the Director, will be fully or jointly appointed to SPPH and as such will have the same reporting and teaching responsibilities of other SPPH faculty.
- HELP faculty will participate in the SPPH Appointments, Reappointments, Promotion and Tenure processes.
- HELP staff will continue to be managed within HELP, reporting through the existing HELP management structure.
- All budget and human resources information will be shared with SPPH administration for the purposes of roll up and forecasting.
- HELP will receive advice from a pan-university Interdisciplinary Advisory Committee;
- HELP staff and faculty will remain in the space currently occupied at 2206 East Mall. HELP will continue to manage the use of this space.

All elements specific to this proposal are described below.

Rationale

1. Benefits to the academic mission and organization of HELP

HELP will benefit from informal interaction with disciplinary units, and vice versa. Faculty members, especially in the maternal-child theme in the School of Population and Public Health, as well as the social and lifecourse theme, are likely to welcome increased interaction with HELP. In turn, this will increase the possibilities for research collaboration and group grants for HELP with faculty members in the Faculty of Medicine.

The External Reviewers' Report on HELP, written in June 2011, expressed concern about the dependency of HELP on the Provincial Government for its core operations. The



review report states: “There are many other potential funders that could enormously benefit HELP. A closer relationship with the BC Children’s Hospital and a wider range of other government units should be explored.” After the move to the Faculty of Medicine, HELP will benefit from the Faculty’s long-standing relationships with the Vancouver Coastal Health Authority, the Child and Family Research Institute, and the Children’s Hospital Foundation.

The External Reviewers’ Report also noted that: “The unique value and strategic importance of the HELP portfolio has not been well communicated to key audiences.... Better communication will help solidify HELP’s brand identity and will firmly place HELP among the very best cutting edge programs in Canada and the world.” After attachment to the Faculty of Medicine, HELP will be able to access the expertise of the Faculty’s communications team and develop a communication strategy.

2. Benefits to the academic mission and organization of the Faculty of Medicine

HELP has excelled in five of the key objectives in *Place and Promise*: research excellence, community engagement, aboriginal engagement, community engagement, international engagement and outstanding work environment.

HELP’s research is leading edge. Under HELP’s leadership, B.C. was the first Canadian province to monitor early child development at the population level. The amount of research grants awarded to HELP faculty in 2009/10 was the highest at UBC at \$724,284 per faculty FTE, compared with the UBC average of \$162,125. HELP’s researchers have received numerous awards. Most notably, Clyde Hertzman received the CIHR Researcher of the Year Award in 2010.

Community engagement is at the core of HELP’s activities. HELP has a network of 120 designated affiliates trained to disseminate and use HELP research throughout communities in BC. There are additional linkages to municipal councils, business and cultural leaders and social policy organizations. HELP has also established dialogue sessions with the Provincial Ministries of Health, Children and Family Development and Education regarding early child development research, policy and performance measures.

HELP’s Aboriginal Steering Committee, with representatives from 12 First Nations bands, participates in setting the Aboriginal research agenda and providing a venue for dialogue with Aboriginal communities on significant issues. Research reflects aboriginal cultures, histories, systems of knowledge and is grounded in significant community collaboration and consultation. The Steering Committee and Aboriginal Liaison Coordinator also increase service learning opportunities with Aboriginal organizations and schools with significant Aboriginal populations. The External Review Report mentioned: “The engagement of Aboriginal leaders and uptake of HELP strategies within the Aboriginal community was one of the most striking examples of HELP’s remarkable achievements to translate from ‘principles to practice’.”



HELP's international engagement is evident in their work with early childhood development experts from the World Health Organization, UNICEF, and governments in Shanghai, Tanzania and Chile on issues pertaining to child rights monitoring and early childhood development.

UBC strives to be the place of choice for outstanding faculty and staff. The recruitment of Dr. Thomas Boyce in 2006 from the University of California, Berkley to take up the first B.C Leadership Chair in Early Child Development was an example of HELP's ability to attract first choice applicants with appropriate supports and processes.

Following the attachment, the Faculty of Medicine will be in an even stronger position to achieve the goals of *Place and Promise*.

3. Benefits to the student and teaching experience

Students currently in the Faculty of Medicine will gain enormously from access to the faculty members in HELP. Faculty in HELP already teach in courses such as *SPPH 544 Social and Life Course Perspectives on Public Health* in the School of Population and Public Health. HELP faculty are well-placed to help students gain an interdisciplinary outlook to health care as well as learn about the theory and practice of interdisciplinarity in various contexts.

By the attachment of HELP to the Faculty of Medicine, students already in the Faculty will gain exposure to community engagement through problem-solving activities, fulfilling one of the goals in *Place and Promise*.

4. Strategic Opportunities

The major opportunities available to HELP after attachment to the Faculty of Medicine will be the ability to design and contribute to degree granting programs in partnership with the Faculty of Medicine. This will extend their integration within the Faculty and the university, and give them access to greater resources. Conversely, the major strategic opportunity for the Faculty of Medicine is to increase the access of their students to teaching and learning experiences in interdisciplinary, problem-based and community-focused research.

Physical Context

HELP is housed in the Library Processing Centre at 2206 East Mall. After the transfer, the Faculty of Medicine will acquire 8,892 sq. ft. of space.



Appendix B:

Proposal to transfer the W. Maurice Young Centre for Applied Ethics (CAE) to the School of Population and Public Health (SPPH) in the Faculty of Medicine for administrative support and reporting relationships

Review of Consultative Process

After considering several options and consulting with the Dean of Medicine and the Director of the School of Population and Public Health, the decision was made by the Centre for Applied Ethics (CAE) faculty that academically the best fit was SPPH. This decision was reached consensually after considering a variety of other options. This included moving the Centre to the Faculty of Arts, as well as options that involved distributing the CAE faculty to different colleges. As part of this deliberative process CAE faculty met with other units within Medicine and SPPH to discuss how CAE would fit within the academic culture of Medicine and SPPH.

Executive Summary

The W. Maurice Young Centre for Applied Ethics (CAE) was created in 1993 with endowments by W. Maurice Young (LLD) and the Bentall Foundation. CAE's affairs are managed by a Coordinating Committee representing faculty, students and research associates, chaired by the Director of the Centre.

CAE is an interdisciplinary group of philosophers and social scientists who employ diverse methodologies to a wide range of problems, including healthcare practices, business and professional procedures, new technologies and environmental issues.

CAE's mission is to advance research and teaching of applied ethics, conceived as the application of normative methods to core issues in science and technology ethics and policy, organizational ethics, animal welfare, health, the environment and research ethics.

Current CAE research projects include: Centring the Human Subject in Health Research; Understanding the Meaning and Experience of Research Participation; CAE/BC BioLibrary Project: Guidelines, Protocols and Policies; Genomic Approaches to Microbial Community Monitoring as a Forest Management Tool and Developing Ethical and Regulatory Guidelines for Research on the Human Microbiome and its Applications.

We propose the following, effective June 1, 2012:

- CAE be transferred from CfIS to the School of Population and Public Health in the Faculty of Medicine;



- All existing resources, including budget, faculty appointments or share of joint appointments, research post-doctoral and student appointments, endowed or externally-funded chairs or endowments will be transferred with CAE;
- Name of CAE will remain and CAE will remain autonomous with its own Director;
- CAE will report to the Director of the School of Population and Public Health;
- CAE will receive advice from a pan-university Interdisciplinary Advisory Committee;
- Promotion and tenure cases will be reviewed according to University policy and procedure with assurance that members versed in interdisciplinarity will be represented on the faculty-level committee. Individual faculty members' offer letters will contain specific details about promotion and tenure;
- Faculty in CAE will contribute to undergraduate teaching;
- Space currently occupied by CAE at 6356 Agricultural Road will continue and become part of the Faculty of Medicine.

All elements specific to this proposal are described below.

Rationale

1. Benefits to the academic mission and organization of CAE

CAE will benefit from informal interaction with disciplinary units, and vice versa. Faculty members in Medicine will welcome increased interaction with CAE. In turn, this will increase the possibilities for research collaboration and group grants for CAE with faculty members in the Faculty of Medicine. This includes working with, among other units, the National Core for Neuroethics in Medicine and the Centre for Health Services & Policy Research (CHSPR) in SPPH.

2. Benefits to the academic mission and organization of the Faculty of Medicine

The Centre for Applied Ethics comprises an interdisciplinary group of philosophers and social scientists who employ diverse methodologies to a wide range of problems, including healthcare practices, business and professional procedures, new technologies and environmental issues.

These issues affect and invite collaboration broadly across disciplines representing an interdisciplinary resource that will increase outreach from the Faculty of Medicine and forge greater connections with the rest of campus. The Centre's approach to other UBC academic and research units follows from its position as an interdisciplinary academic centre, and from its mission to advance the research agenda of applied ethics. A number of departments and units, including Animal Welfare, the Institute for Resources, Environment & Sustainability and Philosophy, have contributed outstanding students to the Centre; while research, teaching and supervision now ties faculty members to Law,



Political Science, Journalism, Forestry, Botany and Computing Sciences outside the Faculty and Medical Genetics within.

The Centre for Applied Ethics contributes substantially to the Place and Promise goals of intercultural understanding, international engagement and sustainability. More broadly the Centre contributes to the broader understanding of UBC's plan to work towards "global citizenship and a civil and sustainable society".

3. Benefits to the student and teaching experience

Students currently in the Faculty of Medicine will gain enormously from access to the faculty members in CAE, who are well-placed to help students gain an interdisciplinary outlook to health care as well as learn about the theory and practice of interdisciplinarity in various contexts.

4. Strategic Opportunities

The major opportunities available to CAE after attachment to the Faculty of Medicine will be the ability to design and contribute to degree granting programs in partnership with the Faculty of Medicine. This will extend their integration within the Faculty and the university, and give them access to greater resources. Conversely, the major strategic opportunity for the Faculty of Medicine is to increase the access of their students to teaching and learning experiences in interdisciplinary, problem-based and community-focused research.

Physical Context

CAE is housed in the Leonard S. Klinck Building Addition at 6356 Agricultural Road. After the transfer, the Faculty of Medicine will acquire 5,231 sq. ft. of space.

THE UNIVERSITY OF BRITISH COLUMBIA



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

02 May 2012

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Pharmacy Resident Status

The Academic Policy Committee has received a proposal from the Faculty of Pharmaceutical Sciences to remove pharmacy residents from the Classification of Students. Much like a previous proposal from the Faculty of Medicine, the relationship between a resident and the University is significantly different from the relationship between a student and the University in the case of Pharmaceutical Sciences as well. The Faculty does not feel it appropriate that pharmacy residents remain classified as students. Removing them from this classification will not affect the residents nor will it affect the University's central allocation of funding. The rationale for the proposal is expanded further in the attached document.

Proposed Motion: *“That ‘pharmacy resident’ be removed from the Classification of Students as laid out in the UBC Vancouver Academic Calendar.”*

This would leave only dental residents as students under the classification of students.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



Joint Brief to Senate Regarding Status of Pharmacy Residents

Classification of Pharmacy Residents as Students

The *University Act* defines a student as a person who is presently enrolled at a university in a credit course or who is designated by resolution of the Senate as a student.

In 1992 a Senate resolution classified residents in postgraduate residency training programs in the Faculty of Pharmaceutical Sciences as students. The resolution, “that the proposed changes to the “General Information” section of the Calendar be approved” was responsive to recommendations in the report of the Academic Policy Committee regarding classification of students. The minutes of the Senate meeting record that the report made the following observations: “although Residents are not in UBC degree programs they are considered UBC students and are required to register; they are listed in the calendar by the Registrar’s Office under the student category “Resident”; they are not adequately covered by any existing student category”.

It is not clear why the Academic Policy Committee determined that pharmacy residents should be classified as students other than the fact that they are registered at the University and are “considered UBC students”. The limited information available does not indicate that there would be any particular benefit to classifying pharmacy residents as students. There does not seem to have been widespread consultation regarding the recommendation and it seems likely that the ramifications of making such a designation were not fully considered.

While pharmacy residents may have been “considered UBC students” there are significant differences in the relationship between the resident and the University and between a student and the University, and classification of residents as students is not appropriate given these differences and the nature of the relationship between pharmacy residents and the University.

On behalf of the Faculty of Pharmaceutical Sciences and the Office of the Registrar, Dean Robert Sindelar and Registrar James Ridge make this joint request to the Senate to revoke the 1992 resolution and to remove “pharmacy resident” from the student category “Resident” in the Admissions: Classification of Students section of the University Calendar. Item 8 in the list of classes of students would then read:

“Resident. A dental resident registered in a postgraduate training program in the Faculty of Dentistry.”

This issue as it pertains to medical residents was recently presented to Senate and this proposed change to pharmacy residents would leave only dental residents in the “Resident” category. There are differences in the nature of a residency program among the Faculties of Medicine, Dentistry and Pharmaceutical Sciences. The reasons why we believe it is appropriate to revoke the classification of pharmacy residents as students are outlined below.



Postgraduate Pharmacy Residency Training Programs

Pharmacy residents are licensed pharmacists who are furthering their pharmacy training, normally in a Canadian Hospital Pharmacy Residency Board (CHPRB)-accredited residency program. The CHPRB is responsible for the setting of training standards, evaluation, and certification of residents in pharmacy. The CHPRB has developed national standards for the training, evaluation and accreditation of postgraduate residency training programs. The CHPRB assesses postgraduate pharmacy residency training programs based on compliance with these standards. Every postgraduate pharmacy residency program must be accredited by the CHPRB at least every 4 years in order to continue conferring the recognized credential of “Accredited Canadian Pharmacy Residency (ACPR)”.

In British Columbia there are five Health Authority-based pharmacy practice residency programs (Lower Mainland Pharmacy Services (23 residents), Interior Health Authority (4 residents), Northern Health Authority (3 residents), Vancouver Island Health Authority (2 residents), and BC Cancer Agency (1 resident). Each program is administered by a Program Director and a Program Coordinator. The Program Coordinators, along with the Associate Dean, Practice Innovation from the UBC Faculty of Pharmaceutical Sciences comprise the BC Pharmacy Practice Residency Committee (PPRC).

Pharmacy residents in postgraduate training programs are not registered in a university degree-granting program. They receive no official designation from the University at the completion of their postgraduate residency training. Completion of the postgraduate residency training program allows the graduate to be recognized with “Accredited Canadian Pharmacy Residency” (ACPR), which is conferred by CHPRB-accredited programs.

At present, postgraduate pharmacy residency training positions are funded by their respective Health Authorities. As an integral component of the postgraduate training process residents are employed by the various Health Authorities in the Province and in their capacity as employees, but are not members of a trade union. The employment and training components create a hybrid relationship amongst the residents, the employers, and the University which is unlike either a regular employment or a regular student relationship. This creates unique challenges in managing the relationship amongst these entities.

Pharmacy Resident Evaluation Process

Residents are fundamentally different from students and their training programs are unlike those in University degree granting programs. The CHPRB have outlined the essential competencies for a pharmacy resident. These competencies form the foundation for training and evaluation in postgraduate residency training programs. In addition to establishing competencies in academic and clinical roles the resident must demonstrate competency in the role of professional. This requires the trainee to demonstrate the ability



to deliver the highest quality care with integrity, honesty and compassion; to exhibit appropriate personal and interpersonal professional behaviours and to practice pharmacy in a manner ethically consistent with the obligations of a pharmacist. The standards to which a resident is held accountable even during his or her period of training differs qualitatively and quantitatively from the standards to which a student in a university program is normally held. The process for evaluation of a resident's ability to meet these standards and to demonstrate competencies also differs in significant ways from the evaluation processes routinely employed in the university setting.

The BC pharmacy practice residency programs have processes to provide a fair system of evaluation and appeal, as required by the CHPRB accreditation standards. These policies and processes are overseen by the BC PPRC. These policies define, for example, specific program completion requirements and remediation processes when resident performance issues arise. The BC PPRC also employs an Ombudsperson, who is available to support residents when performance-related issues arise or perform impartial mediation between residents and their program becomes necessary. Per the CHPRB Standards, each program's Director and Coordinator has overall responsibility for resident training and evaluation. Each program has a Residency Advisory Committee/Council to assist the Program's leadership and to advise on issues related to residency training and evaluation.

Classifying Pharmacy Residents and Students

Residents pay a registration fee to the University and can continue to do so even if they are no longer classified as students. The registration fee is set by the Board of Governors and the fee for 2011-2012 is \$78.84. In exchange for this fee the resident receives liability insurance coverage under the University's Liability Insurance Program and a UBCcard to allow access to the University libraries and facilities. The insurance plan specifically identifies residents as a distinct category; they are not required to be students to obtain coverage.

As previously noted, the reasons for seeking the 1992 resolution are not clear. After careful consideration neither the Faculty of Pharmaceutical Sciences nor the Office of the Registrar can identify any reason to continue to classify residents as students.

We submit that there is no detriment to residents if they are de-classified as students by a Senate resolution. There is no discernible benefit to having residents classified as students and in many ways such a classification is inappropriate given the marked differences between residents and students. As previously noted there are many significant ways in which residents differ from students including: the hybrid nature of their training; the relationship amongst the residents, the University and the Health Authorities; and the fact that residents do not pay tuition and pay only nominal registration fees to the University. The following summarizes the relevant ways in which residents are distinguishable from students:

1. Pharmacy residencies are not credit or degree granting programs but are training programs to prepare pharmacists to meet the CHPRB certification requirements.



- Residents do not receive any degree, diploma or other recognition from the University for their participation in, or completion of, postgraduate training.
2. The postgraduate training programs are funded by the Health Authorities and administered by the Program Director and Program Coordinator in each respective program. Although the Associate Dean, Practice Innovation in the Faculty of Pharmaceutical Sciences sits on the BC PPRC, the residency programs operate independently of the Faculty of Pharmaceutical Sciences. Decisions related to the programs are made by their Program Directors and Coordinators. The Dean and the rest of the Faculty are not involved in such decision-making.
 3. The postgraduate training programs must meet CHPRB accreditation standards and not any degree or standards outlined by the UBC Faculty of Pharmaceutical Sciences.
 4. Dismissal or withdrawal from a pharmacy practice residency program is governed by the CHPRB Standards, the BC PPRC, and Program Directors/Coordinators. They are not governed by UBC in any way. Residents who accept positions in residency programs are employed by the Health Authorities who operate the programs. A resident's position and progress in his or her postgraduate training program is dependent upon the maintenance of his or her standing in relation to the CHPRB Standards, the BC Residency Program Standards, as an employee with the Health Authority and as a licensed pharmacist with the BC College of Pharmacists.

Consultations

Consultation was requested from the Program Director and Program Coordinator from each of the five BC pharmacy practice residency programs. There were no issues raised and this change received unanimous support from all involved in the consultation process.

Summary

Pharmacy residency programs are offered in compliance with the CHPRB accreditation standards. These programs provide training to pharmacy graduates who wish to complete this additional training in one of five health authority-based residency programs in BC. The Health Authorities administer these programs and are uniquely qualified to address the needs of residents in the postgraduate residency training programs. While registration with the University provides certain benefits, such as liability coverage and library access, classification of the resident as a student under the *University Act* is not necessary to secure those benefits and the classification itself does not provide any benefits to the residents. Classifying residents as students under the *University Act* is not only unnecessary but inappropriate given the true nature of the relationship between the University and the resident and the significant differences between residents and students.



We ask that Senate revoke the 1992 resolution and eliminate “pharmacy resident” from the student category “Resident” in the Admissions: Classification of Students section of the University Calendar.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Admissions Committee
c/o
Enrolment Services | Senate & Curriculum Services
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Vancouver BC V6T 1Z1
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4 May 2012

To: Vancouver Senate

From: Senate Admissions Committee

Re: **a) Ph.D., M.A., and M.Ed. in School Psychology (approval)**
b) Bachelor of Medical Laboratory Science (approval)
c) Bachelor of Education (approval)

a) Ph.D., M.A., and M.Ed. in School Psychology (approval)

The Senate Admissions Committee has reviewed and recommends for approval to Senate changes in admission requirements for applicants to the Ph.D., M.A. and M.Ed. in School Psychology programs. As outlined in the circulated calendar entry, for Ph.D. applicants the Human Development admission prerequisite requirement can be met by completion of a broad graduate or senior undergraduate course in Human Development. For Ph.D., M.A. and M.Ed. applicants, the change in GRE requirements reflects a change in the scaling and reporting of GRE scores, which are concordant with prior minimum scores.

Motion: That Senate approve changes in admission requirements for applicants to the Ph.D., M.A., and M.Ed. in School Psychology programs, effective for the 2012 Summer Session and thereafter.

b) Bachelor of Medical Laboratory Science (approval)

The Senate Admissions Committee has reviewed and recommends for approval to Senate changes in admission requirements for applicants to the Bachelor of Medical Laboratory Science program. As outlined in the circulated calendar entry, editorial changes are made to align the BMLSc entrance requirements (i.e. course numbers) with Senate-approved curriculum changes that have occurred in program prerequisite courses offered by other Faculties/Departments.

Motion: That Senate approve changes in admission requirements for applicants to the Bachelor of Medical Laboratory Science program, effective for the 2012 Summer Session and thereafter.

c) Bachelor of Education (approval)

The Senate Admissions Committee has reviewed and recommends for approval to Senate changes in admission requirements for applicants to the Bachelor of Education program. As outlined in the circulated calendar entry, the program application deadline is changing to

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reflect the application cycle changing to October 1 – January 15, beginning with the 2012-13 academic session.

Motion: *That Senate approve changes in admission requirements for applicants to the Bachelor of Education program, effective for the 2012 Summer Session and thereafter.*

Respectfully submitted,

Dr. Richard Anstee,
Chair, Senate Admissions Committee



UBC Admissions Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: Educational and Counselling Psychology, and Special Education Faculty Approval Date: March 21, 2012 Effective Session Summer 2012	Date: January 04, 2012 Contact Person: William McKee Phone: 2-6572 Email: william.mckee@ubc.ca
Proposed Calendar Entry: Doctor of Philosophy The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology. Admissions Requirements In addition to the minimum admission requirements set by the Faculty of Graduate Studies, students admitted to the Ph.D. degree program normally possess an M.A. in School Psychology equivalent to the requirements of the UBC M.A. program and graduate or senior undergraduate preparation in Human Development . Prerequisites not met prior to entry may be included in the doctoral program of study. Transfer from the M.A. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Students are required to complete the GRE with a minimum score of 153 on verbal and 144 on quantitative categories . Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based), or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking). Program Requirements	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226 Present Calendar Entry: Doctor of Philosophy The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology. Admissions Requirements In addition to the minimum admission requirements set by the Faculty of Graduate Studies, students admitted to the Ph.D. degree program normally possess an M.A. in School Psychology equivalent to the requirements of the UBC M.A. program. Prerequisites not met prior to entry may be included in the doctoral program of study. Transfer from the M.A. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies. Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories . Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based), or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking). Program Requirements



<p>...</p>	<p>...</p> <p>Type of Action: Change admission requirements</p> <p>Rationale for Proposed Change: The Human Development admission prerequisite requirement can be met by completion of a broad graduate or senior undergraduate course in Human Development.</p> <p>The change in GRE requirements reflects a change in the scaling and reporting of GRE scores. The new scores are concordant with prior minimum scores.</p>
<p>Proposed Calendar Entry: Master of Arts Admission Requirements</p> <p>In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third- and fourth-year level coursework) in a relevant area of study, students are required to meet the following pre-requisite requirements:</p> <ul style="list-style-type: none"> • a minimum of 18 credits in psychology, educational psychology, or special education and related disciplines • senior-level coursework in measurement, statistics, and research methodology • evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience, and/or teacher certification <p>Students are required to complete the GRE with a minimum score of 153 on verbal and 144 on quantitative categories. Applicants for whom</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226</p> <p>Present Calendar Entry: Master of Arts Admission Requirements</p> <p>In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third- and fourth-year level coursework) in a relevant area of study, students are required to meet the following pre-requisite requirements:</p> <ul style="list-style-type: none"> • a minimum of 18 credits in psychology, educational psychology, or special education and related disciplines • senior-level coursework in measurement, statistics, and research methodology • evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience, and/or teacher certification <p>Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom</p>



<p>English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements ...</p>	<p>English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements ...</p> <p>Type of Action: Change admission requirements</p> <p>Rationale for Proposed Change: The change in GRE requirements reflects a change in the scaling and reporting of GRE scores. The new scores are concordant with prior minimum scores.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Education Admission Requirements</p> <p>In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third- and fourth-year level coursework) in a relevant area of study, students are required to meet the following pre-requisite requirements:</p> <ul style="list-style-type: none"> • a minimum of 18 credits in psychology, educational psychology, or special education and related disciplines • senior-level coursework in measurement, statistics, and research methodology • evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience, and/or teacher certification 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226</p> <p>Present Calendar Entry:</p> <p>Master of Education Admission Requirements</p> <p>In addition to the minimum admission requirements set by the Faculty of Graduate Studies (normally, a four-year bachelor's degree with a B+ average in third- and fourth-year level coursework) in a relevant area of study, students are required to meet the following pre-requisite requirements:</p> <ul style="list-style-type: none"> • a minimum of 18 credits in psychology, educational psychology, or special education and related disciplines • senior-level coursework in measurement, statistics, and research methodology • evidence of suitability for professional work with school-aged populations, including successful work experience with school-aged populations, school-based experience, and/or teacher certification



<p>Students are required to complete the GRE with a minimum score of 153 on verbal and 144 on quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements</p> <p>...</p>	<p>Students are required to complete the GRE with a minimum score of 500 in both verbal and quantitative categories. Applicants for whom English is not their primary language should write the GRE but inform the admissions committee of this fact. Minimum TOEFL scores are 600 (paper), 250 (computer-based) or 100 (internet-based: 22 Reading, 22 Writing, 25 Listening, 25 Speaking).</p> <p>Program Requirements</p> <p>...</p> <p>Type of Action: Change admission requirements.</p> <p>Rationale for Proposed Change: The change in GRE requirements reflects a change in the scaling and reporting of GRE scores. The new scores are concordant with prior minimum scores.</p>
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UBC Admissions Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Medicine Department: Pathology & Lab. Medicine Faculty Approval Date: 2 April 2012 Effective Session Summer 2012</p>	<p>Date: Contact Person: Dr. Carol Park Phone: 822-8159 Email: parkc@interchange.ubc.ca</p>
<p>Proposed Calendar Entry: Admission Requirements</p> <p>Application for admission to the B.M.L.Sc. program must be made through the Department of Pathology and Laboratory Medicine. University procedures, policies, and admission requirements are specified in Admissions.</p> <p>Applicants for admission must meet the requirements of either Set A or B (not both).</p> <p>Set A, RT Route</p> <p>Applicants must have the following:</p> <ol style="list-style-type: none"> 1. completion of the RT (general) diploma of the Canadian Society of Medical Laboratory Science (CSMLS) or an equivalent diploma, plus 2. completion of CHEM 233 and 235 (or 203 and either 204 or the combined CHEM 213 and CHEM 245) (Organic Chemistry), plus 3. CHEM 205 (or 201) and 211 (Physical Chemistry and Analytical Chemistry). <p>Set B, Science Route</p> <p>Science undergraduates and graduates must</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,1280</p> <p>Present Calendar Entry: Admission Requirements</p> <p>Application for admission to the B.M.L.Sc. program must be made through the Department of Pathology and Laboratory Medicine. University procedures, policies, and admission requirements are specified in Admissions.</p> <p>Applicants for admission must meet the requirements of either Set A or B (not both).</p> <p>Set A, RT Route</p> <p>Applicants must have the following:</p> <ol style="list-style-type: none"> 1. completion of the RT (general) diploma of the Canadian Society of Medical Laboratory Science (CSMLS) or an equivalent diploma, plus 2. completion of CHEM 231 and 232 (Organic Chemistry), plus 3. CHEM 205 and 211 (Physical Chemistry and Analytical Chemistry). <p>Set B, Science Route</p> <p>Science undergraduates and graduates must</p>

<p>complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:</p> <p>First Year CHEM 121 and 123 or 111 and 113¹ BIOL 112, 121 and 140¹ English: 6 credits first-year level Mathematics: 6 credits first-year level¹ Physics: 6 credits first-year level¹</p> <p>Plus the following second-year level courses: BIOL 200 BIOL 201 CHEM 205 or 201 CHEM 211 CHEM 123, 233, and 235, or 231 and 232, or 203 and 204 MICB 202 Arts Elective: 6 credits, any year level</p> <p>Students applying for admission directly from secondary schools are not eligible for admission to the B.M.L.Sc. program. Secondary school students should first apply through the Faculty of Science, completing the requirements in Set B, then apply to the B.M.L.Sc. program during their second year of studies.</p> <p><u>¹The chemistry, biology, mathematics and physics requirements may be fulfilled with SCIE 001.</u></p>	<p>complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:</p> <p>First Year CHEM 121 and 123 or 111 and 113 BIOL 112, 121 and 140 English: 6 credits first-year level Mathematics: 6 credits first-year level Physics: 6 credits first-year level</p> <p>Plus the following second-year level courses: BIOL 200 BIOL 201 CHEM 205 or 201 CHEM 211 CHEM 123, 233, and 235, or 231 and 232, or 203 and 204 MICB 202 Arts Elective: 6 credits, any year level</p> <p>Students applying for admission directly from secondary schools are not eligible for admission to the B.M.L.Sc. program. Secondary school students should first apply through the Faculty of Science, completing the requirements in Set B, then apply to the B.M.L.Sc. program during their second year of studies.</p> <p>Type of Action: update entry</p> <p>Rationale: To align the BMLSc entrance requirements (i.e. course numbers) with Senate approved curriculum changes that have occurred in program prerequisite courses offered by other Faculties/Departments.</p>
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UBC Admission Proposal Form Change to Course or Program

Category: (1 or 2)

Faculty: EDUCATION Department: Teacher Education Office Faculty Approval Date: April 23, 2012 Effective Session Summer 2012 Term 2 Year 2012 for Change	Date: April 19, 2012 Contact Person: Sydney Craig Phone: 2-4568 Email: sydney.craig@ubc.ca
Proposed Calendar Entry: (40 word limit.) Application Deadline: Education: B.Ed.: January 15	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,295,0,0 Present Calendar Entry: Application Deadline: Education: B.Ed.: February 15 Type of Action: Change of B.Ed. program application date currently posted in the calendar from February 15 to January 15 Rationale for Proposed Change: The B.Ed. program application deadline is changing to January 15 to reflect the application cycle changing to October 1 – January 15, beginning with the 2012-13 academic session. This will allow for the application period to open earlier than its previous opening date of December 1.

THE UNIVERSITY OF BRITISH COLUMBIA



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4 May 2012

To: Vancouver Senate

From: Senate Admissions Committee

Re: **d) Matters of Delegated Authority – Criteria for Including Secondary School Courses in an Admission Average and Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University* (information)**

e) Student Mobility Agreements Approved under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning* (information)

f) Annual Report – Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

d) Matters of Delegated Authority

Criteria for Including Secondary School Courses in an Admission Average

In December 2009, Senate approved the *Criteria for Including Secondary School Courses in an Admission Average*. Senate also delegated to the Committee the authority to grant final approval of courses to be used in the calculation of an admission average and published in the Calendar, with the proviso that all courses so approved meet the criteria specified by Senate.

For applicants following the BC/Yukon secondary school curriculum, an admission average is calculated on English 12 (or English 12 First Peoples) and three additional approved Grade 12 courses or equivalent. Since its last report to Senate, the Committee has approved the following courses for inclusion in the calculation of an admission average, effective for admission to the 2012 Winter Session and thereafter:

- *American Sign Language 12* (effective for admission to the 2013 Winter Session and thereafter)
- *Halq'eméylem 12*
- *Heiltsuk 12*
- *Hul'q'umi'num' 12*
- *Kwak'wala 12*
- *Liqwala/Kwakwala 12*
- *nsíylxcən 12*

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- *Nte?kepmxcin 12*
- *Nuu-chah-nulth 12*
- *Secwepemctsin (Shuswap Language) 12*
- *Shashishalhem (Sechelt Language) 12*
- *Sim'algaxhl Nisga'a 12*
- *Sm'algyax 12,*
- *Tsek'ene 12*
- *Upper St'at'imcets 12*

Policy J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2012 Winter Session, grades presented for admission were adjusted upwards by 4%.

e) Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

Since its last report to Senate, the Admissions Committee has approved student mobility agreements with the following institutions:

- Beijing Forestry University
- Free University of Berlin
- University of Strasbourg
- Technical University of Darmstadt
- Indian Institute of Management, Bangalore
- Indian Institute of Technology, Madras (Department of Management Studies)
- Transatlantic Partnership for Excellence in Engineering (TEE Partnership)
- Stellenbosch University (specific to students at UBC V Faculty of Forestry Co-op students)

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- Stockholm University (specific to undergraduate students at UBC V Faculty of Commerce and Business Administration)
- Hokkaido University
- City University London (specific to undergraduate students at UBC V Faculty of Commerce and Business Administration)
- Fujian Agriculture and Forestry University (specific to UBC students in the Faculty of Forestry)
- Zhejiang Agriculture and Forestry University (specific to UBC students in the Faculty of Forestry)
- Central South University of Forestry and Technology (specific to UBC students in the Faculty of Forestry)

Detailed information for each student mobility agreement listed herein is available at:
<https://secure.students.ubc.ca/global/where.cfm>

f) Annual Report – Appeals on Applications for Admission, Re-admission and Transfer to Programs (information)

Pursuant to section 37(1)(b) of the *University Act*, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between April 1, 2011 and April 30, 2012, the Admissions Committee heard 29 appeals:

- 26 were for admission to the University
- 1 was for re-admission to the University
- 2 were for transfer/admission of an existing UBC student to a Degree or Program

Of the appeals heard by the Committee, 12 were allowed and 17 were dismissed.

Respectfully submitted,

Dr. Richard Anstee,
Chair, Senate Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Appeals on Academic Standing
c/o
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4 May 2012

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2011 – 30 April 2012) (information)

Senate has delegated to the *Senate Committee on Appeals on Academic Standing* the authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing. The Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing, sub-section 2.2*).

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

As per section 40(a) of the Rules and Procedures of the Vancouver Senate, the Committee is required to make an annual report to Senate, including the number of appeals heard, their disposition, and the general nature of the appeals.

Since last reporting to Senate in May 2011, eight (8) appeals proceeded to Committee hearings (as compared with 14 in the prior year), of which two (2) were allowed and six (6) were dismissed.

In addition to the eight (8) appeals concluded, which are summarized below, the Committee has been advised that in the past year an additional nine (9) appeals were presented to the Registrar, of which one (1) was resolved prior to a Committee hearing; one (1) was withdrawn by the appellant prior to a Committee hearing; two (2) were dismissed by the Registrar due to lack of timely prosecution and five (5) are in progress and are expected to be heard by the Committee in the upcoming weeks.

To provide for more hearing scheduling options for Appellants and Faculty, the Committee appointed a Co-Chair.

Appeals Allowed

- The student appealed a decision of the Faculty concerning failed standing in a course. The Committee held that in following its usual review process, which was subject to concerns of bias, the Faculty had rendered an unfair decision. The Committee overturned the Faculty's decision, and, having substituted a new mark for the mark awarded by the Faculty under its flawed review process, sent the matter back to the Faculty for calculation and assignment of a passing grade per the course rubric.

- The student appealed a decision of the Faculty to deny a request for Deferred Standing in two courses. The Committee allowed the appeal on the basis of additional medical evidence presented by the student in the appeal, which ought properly to have been considered. The Committee overturned the Faculty's decision, and directed the Faculty to grant the student Academic Concession in the form of Withdrawal from all of the student's courses in the relevant term.

Appeals Dismissed

- The student appealed a decision of the Faculty not to re-confer a degree. The Committee declined jurisdiction of the appeal on the basis that the appeal did not relate to a matter of academic standing, but rather to an administrative request for a change of records related to a successfully completed academic program for which a degree was duly and appropriately conferred.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty requiring the student's withdrawal due to the student's failure to meet program requirements. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty to deny a request for academic concession for personal issues in connection with a final examination. The Committee dismissed the appeal on the basis that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty to deny a request for Deferred Standing in connection with a final exam. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.
- The student appealed a decision of the Faculty to deny a request for Deferred Standing in two courses. The Committee held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

General Observations of Special Interest to UBC Vancouver Faculty

1. The Committee continues to draw to the attention of Faculties and Departments the importance of following due process in all matters relating to student assessment, promotion and appeals. In particular, the Committee notes the importance of Faculties and Departments responding to requests for information within the required timeframes, in order to ensure that appeals proceed in a timely and efficient manner.

In order to address this issue, the Committee is in the process of considering specific concerns relating to the current Review of Assigned Standing policy, and may refer the

matter to Senate with a recommendation for further action to the Academic Policy Committee, as appropriate.

2. Another issue of concern was brought to the attention of the Committee in the past months during deliberations related to appeals, relating to the University requirement for preservation of final examinations. **A final examination becomes the property of the University and must remain in the possession of the University for one year from the date of the examination, after which it should be destroyed or otherwise disposed of in accordance with [UBC Policy 117](#).** Members of the Committee have discovered that archived examinations for certain courses have been destroyed prior to the one year prescribed term.

Special thanks are due the well-organized, expeditious, and generally unheralded staff at Enrolment Services and Senate and Curriculum Services, who continue to assist the Committee in its valuable and confidential work.

Respectfully submitted,

Dr. Lance Rucker and Dr. William Dunford, Co-Chairs
Senate Committee on Appeals on Academic Standing

Members of the Committee, 2011-2012:

Dr. Lance Rucker (Co-Chair)
Dr. William Dunford (Co-Chair)
Dr. Joe Belanger
Mr. Ryan Bredin
Dr. Gwen Chapman
Mr. Brendan Craig
Dr. Bikkar S. Lalli
Dr. Peter Leung
Ms. Saba Marzara
Dr. Dan Simunic
Dr. Lawrence Walker

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee

c/o

Enrolment Services | Senate & Curriculum Services

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

lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

02 May 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: April 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 courses, changed courses, and program changes brought forward by the Faculties of Applied Science, Arts, Commerce and Business Administration, Education, Graduate Studies (Applied Science, College for Interdisciplinary Studies, Commerce and Business Administration, Dentistry, Education, and Medicine), Law, and Pharmaceutical Sciences be approved.*

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee

c/o

Enrolment Services | Senate & Curriculum Services

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30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **CURRICULUM PROPOSALS FROM THE FACULTY OF
APPLIED SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Applied Science and is pleased to submit them for your consideration.

Program changes:

Bachelor of Applied Science > Electrical and Computer Engineering > Second Year
Computer Engineering

Bachelor of Applied Science > Electrical and Computer Engineering > Third Year
Computer Engineering

Bachelor of Applied Science > Electrical and Computer Engineering > Third Year
Software Engineering Option

New course:

CHBE 470 (3)

School of Architecture and Landscape Architecture

Program changes:

Bachelor of Environmental Design > Academic Regulations



THE UNIVERSITY OF BRITISH COLUMBIA

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

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 1, 2012 Effective : September 2012	Date: January 2012 Contact Person: Nicolas Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca																																																		
Proposed Calendar Entry: Second Year – Computer Engineering <table border="1" style="margin-left: 40px;"> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>CPSC 260</td><td>3</td></tr> <tr><td>EECE 251</td><td>3</td></tr> <tr><td>EECE 253</td><td>4</td></tr> <tr><td>EECE 259</td><td>4</td></tr> <tr><td>CPSC 261</td><td>4</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>EECE 281</td><td>4</td></tr> <tr><td>MATH 253</td><td>3</td></tr> <tr><td>MATH 265</td><td>2</td></tr> <tr><td>MATH 267</td><td>3</td></tr> <tr><td>Total Credits</td><td>37</td></tr> </table>	APSC 201	3	CPSC 260	3	EECE 251	3	EECE 253	4	EECE 259	4	CPSC 261	4	EECE 280	4	EECE 281	4	MATH 253	3	MATH 265	2	MATH 267	3	Total Credits	37	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 Present Calendar Entry: Second Year – Computer Engineering <table border="1" style="margin-left: 40px;"> <tr><td>APSC 201</td><td>3</td></tr> <tr><td>CPSC 260</td><td>4</td></tr> <tr><td>EECE 251</td><td>3</td></tr> <tr><td>EECE 253</td><td>4</td></tr> <tr><td>EECE 259</td><td>4</td></tr> <tr><td>EECE 261</td><td>2</td></tr> <tr><td>EECE 280</td><td>4</td></tr> <tr><td>EECE 281</td><td>4</td></tr> <tr><td>MATH 253</td><td>3</td></tr> <tr><td>MATH 264</td><td>1</td></tr> <tr><td>MATH 265</td><td>2</td></tr> <tr><td>MATH 267</td><td>3</td></tr> <tr><td>Total Credits</td><td>37</td></tr> </table> Type of Action: Change of credits for CPSC 260 to align with changes in CS. Removal of EECE 261 and MATH 264 for Computer Engineering. Inclusion of CPSC 261. Rationale for Proposed Change: The program changes reflect the evolution of the department's offerings for Computer Engineering. The change is to emphasize computer systems issues in second year.	APSC 201	3	CPSC 260	4	EECE 251	3	EECE 253	4	EECE 259	4	EECE 261	2	EECE 280	4	EECE 281	4	MATH 253	3	MATH 264	1	MATH 265	2	MATH 267	3	Total Credits	37
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Proposed Calendar Entry:		URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39	
Computer Engineering		Present Calendar Entry:	
Third Year		Computer Engineering	
		Third Year	
EECE 309	4	EECE 309	4
EECE 315	4	EECE 315	4
EECE 320	4	EECE 320	4
EECE 353	3	EECE 353	3
EECE 369	3	EECE 369	3
EECE 381	5	EECE 381	5
One of MATH 318, STAT 251	3	MATH 318	3
Computer Eng. Elective	3	Computer Eng. Elective	3
Complementary Studies electives ¹	6	Complementary Studies electives ¹	6
Total Credits	35	Total Credits	35
		Type of Action: Include STAT 251 and MATH 318 as courses that provide students with a background in statistics and probability.	
		Rationale: MATH 318 and STAT 251 include material concerning probability and statistics that are appropriate for Computer Engineering students (and for students in the Software Engineering Option). MATH 318 covers advanced probabilistic models but students were not able to register for this course because they lacked co-requisites and this situation has now been addressed. ECE and MATH will monitor the outcomes from the two courses, particularly focusing on enrolment numbers and performance,	

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	before making MATH 318 mandatory.		
	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39		
Proposed Calendar Entry:	Present Calendar Entry:		
Software Engineering Option	Software Engineering Option		
Third Year	Third Year		
CPSC 304	3	CPSC 304	3
EECE 309	4	EECE 309	4
EECE 310	3	EECE 310	3
EECE 315	4	EECE 315	4
EECE 320	4	EECE 320	4
EECE 353	3	EECE 353	3
EECE 381	5	EECE 381	5
One of MATH 318, STAT 251	3	MATH 318	3
Complementary Studies electives ¹	6	Complementary Studies electives ¹	6
Total Credits	35	Total Credits	35
	Type of Action: Include STAT 251 and MATH 318 as courses that provide students with a background in statistics and probability.		
	Rationale: MATH 318 and STAT 251 include material concerning probability and statistics that are appropriate for Computer Engineering students (and for students in the Software Engineering Option). MATH 318 covers advanced probabilistic models but students were not able to register for this course because they lacked co-requisites and this situation		



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	has now been addressed. ECE and MATH will monitor the outcomes from the two courses, particularly focusing on enrolment numbers and performance, before making MATH 318 mandatory.
Faculty: Applied Science Department: Chemical and Biological Engineering Faculty Approval Date: March 1, 2012 Effective Session: 2012W	Date: January 20, 2012 Contact Person: James Piret Phone: 822 - 5835 Email: jpiret@chbe.ubc.ca
Proposed Calendar Entry: CHBE 470 (3) Transport in Biological Systems Mass transport and fluid flow, including physiological tissues and tissue constructs. Mass transport deficiencies that lead to the development of pathological tissue and drug delivery to these tissues. Biological engineering for the design of tissue constructs and artificial organs. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-2*] Prerequisite: BIOL 112.	URL: CHBE Type of Action: New course Rationale for Proposed Change: This is a new course addressing the needs of students with an interest in bridging engineering and biological sciences for medical applications. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The Faculty of Applied Science has opted out of the Credit/D/Fail grading option



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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Environmental Design Faculty Approval Date: January 13, 2012</p> <p>Effective Session 2012 Winter Term 1 Year 2012 for Change</p>	<p>Date: March 22, 2012 Contact Person: Dorothy Tran Phone: 604-822-3445 Email: dtran@sala.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Bachelor of Environmental Design</p> <p>Contents</p> <p>Introduction Admission Degree Requirements Academic Regulations</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0</p> <p>Present Calendar Entry:</p> <p>Bachelor of Environmental Design</p> <p>Contents</p> <p>Introduction Admission Degree Requirements</p> <p>Type of Action: Index page – to add an additional category ‘Academic Regulations’</p> <p>Rationale for Proposed Change: See below.</p>
<p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>Dean's Honour List Students with a sessional average of at least 80% while taking 30 credits in any Winter Session will receive the notation 'Dean's Honour List' on their record.</p> <p>Degree with Distinction A student will be granted a degree with</p>	<p>URL: No current URL</p> <p>Present Calendar Entry: No entry at present.</p> <p>Type of Action: New entry. Add Dean's Honour List to transcript. Add Degree with Distinction to parchment.</p> <p>Rationale for Proposed Change: To define a set of academic regulations for the Bachelor of Environmental Design program to reflect the expectations of this</p>



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distinction upon graduation if he or she achieves an overall average of at least 80% on all 300-level and 400-level courses while registered in the program.

Studio Grade

A grade of 60% is required as a passing grade for all design studio courses [ENDS 301, ENDS 302, ENDS 401, ENDS 402] or any substituting classes. Students must register in a studio course in each term of the Winter Session.

Academic Standings

Academic performance evaluations are performed for each student up to three times per year: at the end of each term of the Winter Session and at the end of the Summer Session. One of three academic standings will be assigned to a student at the end of each academic performance evaluation: Good Standing, Academic Probation, or Failed Standing. No evaluation is performed if a student has taken less than 9 credits since the last evaluation.

Good Standing

A student first admitted to the program is in Good Standing. To remain in Good Standing, a student will need to achieve a term average **and** studio grade of 60% or higher. A student in Good Standing will be eligible to continue.

Academic Probation

A student will be placed on Academic Probation if they achieve a term average **or** studio grade between 50% and 59%. A student on Academic Probation may be eligible to continue on a reduced course load of 9 credits, but must register in studio each term.

A student on Academic Probation who achieves a term average **and** studio grade

honours degree program.

Prior to this the Bachelor of Environmental Design program adopted the academic regulations of the Bachelor of Applied Science when the program moved to the Faculty of Applied Science, under the School of Architecture and Landscape Architecture in 2005.



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of at least 60% **and** passes all courses will be placed back in Good Standing. Otherwise, a Failed Standing will be assigned to the student.

A student may only be placed on Academic Probation for a single term while in the program.

Failed Standing

A student with a term average **or** studio grade of less than 50% will be assigned a Failed Standing and will be required to withdraw from the program. An appeal for re-admission in a subsequent academic year will require the submission of a new application, a letter of appeal and documentation of ENDS work to date.

Promotion Requirements

A student will be promoted from third to fourth year if they are in Good Standing or on Academic Probation and have successfully completed 90 credits. A student must also have completed all required first and second year courses.

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Vancouver Senate Curriculum Committee
c/o

Enrolment Services | Senate & Curriculum Services

Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1
lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

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

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Arts and is pleased to submit them for your consideration.

New and changed courses:

ARTH 435 (3)
ARTH 437 (3)
ASIA 370 (3)
ASIA 385 (3)
ASIA 386 (3)
ASIA 396 (3)
SCAN 335 (3)
FREN 328 (3)
FREN 329 (3)
FREN 371 (3)
ITAL 406 (3/6) D
ITAL 407 (3/6) D
ITST 333 (3)
ITST 416 (3)
ITST 417 (3)
SPAN 221 (3)
SPAN 222 (3)
HIST 309 (3)
HIST 413 (3)
LING 313 (3)
LING 314 (3)
LING 405 (3)
PHIL 150 (3)
PHIL 455 (3/6) D
FIST 230 (3)
FIST 240 (3)
FIST 340 (3)



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

Category: (1)

Faculty: Arts Department: AHVAT Faculty Approval Date: February 14, 2012 Effective Session 2012S	Date: October 2011 Contact Person: Catherine M. Soussloff Phone: 604 822 5650 Email: catherine.soussloff@ubc.ca
Proposed Calendar Entry: ARTH 435 (3) Seminar in Early Modern: Renaissance Not eligible for Credit D/Fail grading.	URL: ARTH Present Calendar Entry: N/A Type of Action: Re-activate course with adjusted title and description. Rationale: Early Modern is the commonly accepted nomenclature in ARTH for the Renaissance. Re-activating this course with an updated title will allow us to extend and improve our undergraduate seminar course offerings. X Not eligible for Cr/D/F. Cr/D/F Rationale: The Department of Art History, Visual Art and Theory's 400 level ARTH courses are intensive seminar courses that are fundamental program requirements for our dedicated Honours, Major and Diploma students. These courses offer only 18-20 seats per section, so it is important that these courses remain for such students and thus for percentage credit only.
Proposed Calendar Entry: ARTH 437 (3) Seminar in Early Modern: 17th Century	URL: ARTH Present Calendar Entry: N/A Type of Action: Re-activate course with adjusted title and



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<p>Not eligible for Credit D/Fail grading.</p>	<p>description</p> <p>Rationale: Early Modern is the commonly accepted nomenclature in ARTH for 17th century studies. Re-activating this course with an updated title will allow us to extend and improve our undergraduate seminar course offerings.</p> <p>X Not eligible for Cr/D/F.</p> <p>Cr/D/F Rationale: The Department of Art History, Visual Art and Theory's 400 level ARTH courses are intensive seminar courses that are fundamental program requirements for our dedicated Honours, Major and Diploma students. These courses offer only 18-20 seats per section, so it is important that these courses remain for such students and thus for percentage credit only.</p>
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<p>Faculty: Arts Department: Asian Studies Faculty Approval Date: February 14, 2012</p> <p>Effective Session 2012W</p>	<p>Date: November 3, 2011 Contact Person: Lonnie Chase Phone: 604-822-9266 Email: Lonnie.chase@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 370 (3) The Sanskrit Cosmopolis: India and the World, 200-1500 CE Languages, religions, art forms and political structures of Asian societies shaped by creative encounters with Sanskrit.</p>	<p>URL: ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: This course will augment the offerings of the department by providing a broad overview of the history of South Asia seen</p>



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	<p>in terms of the way that the spread of knowledge systems based on the language, literature and mythology in Sanskrit worked together with related socioeconomic and political innovations to underwrite the rise of locally organized states, first in South India, then in mainland and insular Southeast Asia. The course will also provide links to studies of the spread of Buddhism in the Far East, and will provide insights into the ancient trade and pilgrimage networks that linked the Middle East with Southeast Asia and the Far East by way of the Indian subcontinent.</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 385 (3) Chan/Zen Buddhism: Doctrine and Practice The history, doctrines and practices of Chan Buddhism, particularly the profound influence of Chan Buddhism on various aspects of East Asian culture.</p>	<p>URL: ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: Although it originated in China, Chan Buddhism spread to other parts of East Asia where it played a critically important role in both religious and intellectual worlds. This Buddhist tradition has also been gaining an increasingly significant presence in the West since the 19th century. An adequate understanding of Chan Buddhism is essential for a solid grasp of some basic aspects of East Asian culture, which has been closely related to Chan Buddhism, and of Buddhism in particular. This course will be of interest to an increasing number of UBC students who are either of Asian backgrounds or are gaining increasing interest in East Asian cultures and religions. This course will also make a desirable addition to UBC's new program</p>



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	in religious studies.
<p>Proposed Calendar Entry:</p> <p>ASIA 386 (3) Chinese Grammar and Usage (I)</p> <p>In-depth examination of modern Chinese grammar and its usage including word formation, syntactic constructions, discourse cohesions, semantics, and stylistic considerations.</p> <p>Prerequisite: CHIN207/208 (non-heritage) or CHIN217/218 (heritage), or higher level of Chinese language proficiency.</p>	<p>URL: ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: There are thousands of students learning the Chinese language every year at UBC but there haven't been any courses dedicated to teaching Chinese grammar in a systematic way. A good knowledge of the structure of modern Mandarin Chinese will benefit:</p> <ul style="list-style-type: none"> • Non-heritage learners to enable them to further develop their language skills and proficiency • Heritage learners to enhance their understanding of their heritage language in a more systematic way • Any students (undergraduate or graduate) thinking of becoming Chinese language educators
<p>Proposed Calendar Entry:</p> <p>ASIA 396 (3) Chinese Grammar and Usage (II)</p> <p>In-depth examination of modern Chinese grammar and its usage including word formation, syntactic constructions, discourse cohesions, semantics, and stylistic considerations. Continuation of ASIA 386.</p> <p>Prerequisite: ASIA 386.</p>	<p>URL: ASIA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale: There are thousands of students learning the Chinese language every year at UBC but there haven't been any courses dedicated to teaching Chinese grammar in a systematic way. A good knowledge of the structure of modern</p>



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	<p>Mandarin Chinese will benefit:</p> <ul style="list-style-type: none"> • Non-heritage learners to enable them to further develop their language skills and proficiency • Heritage learners to enhance their understanding of their heritage language in a more systematic way • Any students (undergraduate or graduate) thinking of becoming Chinese language educators
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<p>Faculty: ARTS Department: CENES Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: 18 September 2011 Contact Person: G. Winthrop-Young Phone: 2-6403 Email: winthrop@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SCAN 335 (3) Vikings and Norse Mythology (in English) History, literature and mythology of early Scandinavian societies</p>	<p>URL: SCAN</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New Course</p> <p>Rationale: Following the recent introduction of the Scandinavian Minor (2011W), it is advisable to increase the number of upper-level SCAN courses in order to ensure greater flexibility with regard to course offerings and teaching assignments. The course topic was developed in accordance with student interest.</p>



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<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: October 4th 2011 Contact Person: Dr. Ralph Sarkonak Phone: 2 - 4005 Email: ralph.sarkonak@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FREN 328 (3) Selected Works of African and Caribbean Literature</p> <p>Representative works from different genres, viewed in their historical, social and cultural contexts.</p> <p>Prerequisite: One of FREN 220 or FREN 221.</p>	<p>URL: FREN</p> <p>Present Calendar Entry: None (new course)</p> <p>Type of Action: Establish a new course</p> <p>Rationale for Proposed Change: The first and second year French language and literature courses presently offered provide students with limited exposure to the cultures and literatures of French speaking countries/regions outside France or Québec. The fourth-year curriculum however includes advanced, research intensive courses in francophone literatures, specifically in Africa and the Caribbean. Students will be more fully equipped to absorb the greatest possible benefit from these advanced courses if they are able to acquire a stronger background at the third-year level. The aim of such a three-hundred level course will be to ensure that students have adequate awareness and command of the historical and cultural issues, contexts and topics specific to literatures in French outside France and Québec. It is also important for students to be exposed to the evolution of francophone literatures through the study of works by established as well as up-and-coming authors, and to learn to analyze texts of these literatures in an informed and thoughtful way.</p>



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<p>Proposed Calendar Entry:</p> <p>FREN 329 (3) Selected Works of European French Literature.</p> <p>Representative works viewed in their historical, social and cultural contexts.</p> <p>Prerequisite: One of FREN 220 or FREN 221.</p>	<p>URL: FREN</p> <p>Present Calendar Entry: None (new course)</p> <p>Type of Action: Establish a new course</p> <p>Rationale for Proposed Change: FREN 320 and FREN 321, the chronologically arranged survey courses in the literature of France currently offered to students at the 300-level, have been found to overlap excessively with the similarly organized survey courses FREN 220 and FREN 221.</p> <p>The department proposes, therefore, to abolish FREN 320 and 321 and to reorganize the study of Literature in French at the 300-level around three courses, each of which will focus on major works written in a variety of historical periods in three different parts of the francophone world.</p> <p>For this purpose two new courses will have to be added to the already existing course in Québécois Literature, FREN 330.</p> <p><i>FREN 328, Selected Works of African and Caribbean Literature in French</i>, appears elsewhere among our proposals. Its proposed counterpart in European Literature is presented here.</p>
<p>Proposed Calendar Entry:</p> <p>FREN 371 (3) Introduction to French Literary Theory and Methodology</p> <p>A survey of basic terminology, methods, problems and theoretical trends in French literary criticism, specifically designed to</p>	<p>URL: FREN</p> <p>Present Calendar Entry: None (new course)</p> <p>Type of Action: Establish a new course</p>



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<p>provide students with a foundation for advanced study of literature in French.</p> <p>Pre-requisite: One of FREN 220 or FREN 221.</p>	<p>Rationale for Proposed Change:</p> <p>The purpose of this course is to prepare students for the advanced study of French literature in fourth year in the same way in which FREN 370 has, for many years now, prepared them for the advanced study of French linguistics.</p> <p>The lack of a course that would provide students of French literature entering their fourth year with a common background in the theory and methods of literary criticism has proven a serious handicap to the effective planning and teaching of 400-level seminars in literature, as newly appointed colleagues teaching such courses for the first time have regularly pointed out.</p>
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<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: November 01, 2011 Contact Person: Prof. R. Sarkonak Phone: 2-4005 E-Mail: ralph.sarkonak@ubc.ca Proponent: C. Testa</p>
<p>Proposed Calendar Entry: ITAL 406 (3/6)D Topics in Seventeenth-Century Italian Literature and Culture</p> <p>Classics of the Italian literature of the Mannerist and Baroque age in their intellectual, socio-political and cultural context.</p> <p>Credit will be granted for only one of ITAL 406 or ITST 416.</p>	<p>URL: ITAL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course (twin course to ITST 416).</p> <p>Rationale: Programs in literature traditionally offer to their students, along with more narrowly focused seminars, a range of broader courses that will allow them to study literary trends and individual works of major importance within their historical and cultural context.</p> <p>With only two professors regularly</p>



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	<p>available to teach Italian literature at a senior level and with only a Minor program in Italian to be supported, the department has offered a variety of courses in mediaeval and renaissance literature on the one hand, and in the literature of the nineteenth and twentieth centuries on the other, but has been unable to introduce students regularly to the flourishing Italian literature of the baroque and mannerist age or of the enlightenment.</p> <p>With the anticipated appointment to the department of a colleague with expertise in these periods, it will become possible to remedy this serious deficiency in our current course offerings, and it is for this purpose that the establishment of ITAL406 and of ITAL407 is proposed.</p>
<p>Proposed Calendar Entry: ITAL 407 (3/6) D Topics in Eighteenth-Century Italian Literature and Culture</p> <p>Classics of the Italian literature of the age of the Enlightenment in its intellectual, socio-political and cultural context.</p> <p>Credit will be granted for only one of ITAL 407 or ITST 417.</p>	<p>URL: ITAL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course (twin course to ITST 417).</p> <p>Rationale: Programs in literature traditionally offer to their students, along with more narrowly focused seminars, a range of broader courses that will allow them to study literary trends and individual works of major importance within their historical and cultural context.</p> <p>With only two professors regularly available to teach Italian literature at a senior level and with only a Minor program in Italian to be supported, the department has offered a variety of courses in mediaeval and renaissance literature on the one hand, and in the literature of the nineteenth and twentieth centuries on the</p>



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	<p>other, but has been unable to introduce students regularly to the flourishing Italian literature of the baroque and mannerist age or of the enlightenment.</p> <p>With the anticipated appointment to the department of a colleague with expertise in these periods, it will become possible to remedy this serious deficiency in our current course offerings, and it is for this purpose that the establishment of ITAL406 and of ITAL407 is proposed.</p>
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<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: November 01, 2011 Contact Person: Prof. R. Sarkonak Phone: 2-4005 E-Mail: ralph.sarkonak@ubc.ca Proponent: D. Boccassini</p>
<p>Proposed Calendar Entry:</p> <p>ITST 333 (3) Masterpieces of the Novella in Italian Literature</p> <p>A study of the genre of the novella as an expression of social and political contexts within and across cultures from its inception in feudal times to the post-modern age.</p>	<p>URL: ITST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course</p> <p>Rationale: While there is neither a Major nor a Minor program in Italian Studies, it is not uncommon for students in certain programs to take a number of courses in this field over several years as a significant adjunct to their primary specialization rather than just as an elective course or two.</p> <p>For such students the transition from ITST 231/232, which are very basic introductions to Italian culture and civilization, to the 400- level ITST courses in Italian literature that are taught jointly with 400-level ITAL courses taken by specialists in Italian, has proven to be unduly challenging.</p>



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	<p>A 300-level course that is limited by genre, but that includes the works of important authors from a variety of periods, will permit students to gain some familiarity with the methods of literary study and with developments in Italian literature and its social and political contexts before moving on to the more specifically focused courses available at the 400-level.</p> <p>It is to facilitate this transition that the creation of ITST 333 is proposed</p>
<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: November 01, 2011 Contact Person: Prof. R. Sarkonak Phone: 2-4005 E-Mail: ralph.sarkonak@ubc.ca Proponent: C. Testa</p>
<p>Proposed Calendar Entry: ITST 416 (3) Classics of Seventeenth-Century Italian Literature and Culture</p> <p>Classics of the Italian literature of the Mannerist and Baroque age in their intellectual, socio-political and cultural context.</p> <p>Credit will be granted for only one of ITST 416 or ITAL 406.</p>	<p>URL: ITST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course (twin course to ITAL 406).</p> <p>Rationale: 1. With only two professors regularly available to teach Italian literature at a senior level and with only a Minor program in Italian to be supported, the department has previously been unable to introduce students regularly to the flourishing Italian literature of the baroque and mannerist age or of the enlightenment.</p> <p>With the anticipated appointment to the department of a colleague with expertise in these periods, it will become possible to remedy this serious deficiency in our current course offerings, and it is for this</p>



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	<p>purpose that the establishment of ITAL406 and of ITAL407 is proposed, as is explained in more detail in the rationale for those two proposals.</p> <p>2. Because significant numbers of students with no command of the Italian language wish, and in some programs need, to study the literature and culture of Italy at a senior level, the department regularly teaches Italian literature in pairs of courses, in ITAL and in ITST respectively.</p> <p>In keeping with that policy, ITST416 will normally be cross-listed with ITAL 406. ITAL majors or minors will take it as ITAL 406 and will do their reading and assignments in the Italian language; other students will take it in English, as ITST 416.</p>
<p>Proposed Calendar Entry: ITST 417 (3) Classics of Eighteenth-Century Italian Literature and Culture</p> <p>Classics of the Italian literature of the age of the Enlightenment in its intellectual, socio-political and cultural context.</p> <p>Credit will be granted for only one of ITST 417 or ITAL 407.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Introduce new course (twin course to ITAL 407).</p> <p>Rationale: 1. With only two professors regularly available to teach Italian literature at a senior level and with only a Minor program in Italian to be supported, the department has previously been unable to introduce students regularly to the flourishing Italian literature of the baroque and mannerist age or of the enlightenment.</p> <p>With the anticipated appointment to the department of a colleague with expertise in these periods, it will become possible to remedy this serious deficiency in our current course offerings, and it is for this purpose that the establishment of ITAL406 and of ITAL407 is proposed, as is</p>



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	<p>explained in more detail in the rationale for those two proposals.</p> <p>2. Because significant numbers of students with no command of the Italian language wish, and in some programs need, to study the literature and culture of Italy at a senior level, the department regularly teaches Italian literature in pairs of courses, in ITAL and in ITST respectively.</p> <p>In keeping with that policy, ITST417 will normally be cross-listed with ITAL 407. ITAL majors or minors will take it as ITAL 407 and will do their reading and assignments in the Italian language; other students will take it in English, as ITST 417.</p>
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<p>Faculty: Arts Department: FHIS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: November 20th 2011 Contact Person: Dr. Ralph Sarkonak Phone: 2 – 4005 Email: ralph.sarkonak@ubc.ca</p>
<p>Proposed Calendar Entry: SPAN 221 (3) Introduction to Literary Analysis in Spanish</p> <p>Critical analysis (e.g., terminology, analytical concepts) of at least three genres through the study of selected Iberian and Latin American literary texts.</p> <p>This course is required for the Major program and is taught in Spanish.</p> <p><i>Prerequisite:</i> SPAN 202.</p>	<p>URL: SPAN</p> <p>Present Calendar Entry: None (new course)</p> <p>Type of Action: Establish a new course</p> <p>Rationale for Proposed Change: SPAN 220 is a requisite for the Major/Minor in Hispanic studies. This course has traditionally been offered for six credits and students complete it in one year starting in September.</p> <p>The annual structure of the course has proven problematic because if a student does not register for it in Term 1, s/he is to wait until the following academic year to take it. Likewise, if a student participates in an exchange program to another university, s/he is not permitted to register just for</p>



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	<p>Term 1 at UBC and complete Term 2 somewhere else, even though the courses may be equivalent. Both terms must be completed sequentially at UBC.</p> <p>With the aim of adding flexibility to the program, the department has decided to reorganize SPAN 220 in two independent courses: SPAN 221 (Introduction to Literary Analysis in Spanish) and SPAN 222 (Introduction to the Analysis of Hispanic Cultural Texts).</p> <p>These courses will be offered in a non-sequential order and only SPAN 221 will be a requisite for the Major/Minor.</p> <p>A description of SPAN 221 is presented here. SPAN 222 appears elsewhere in this proposal.</p>
<p>Proposed Calendar Entry:</p> <p>SPAN 222 (3) Introduction to the Analysis of Hispanic Cultural Texts</p> <p>Critical analysis of different cultural genres such as music, cinema, art, photography, through the study of selected Iberian and Latin American cultural texts.</p> <p>Not available for credit toward the Major or Minor in Spanish.</p> <p>Taught in Spanish.</p> <p><i>Prerequisite:</i> SPAN 202.</p>	<p>URL: SPAN</p> <p>Present Calendar Entry: None (new course)</p> <p>Type of Action: Establish a new course</p> <p>Rationale for Proposed Change: The annual structure of SPAN 220C (a requisite for the Major/Minor in Hispanic studies) has caused problems. Students must complete this six-credit course in a sequential order that always commences in September. Such rigid structure interferes with students' advancement in the program either at UBC or through exchange programs.</p> <p>With the aim of enriching the flexibility of the program, yet maintaining a cultural component at level 200 (an area of interest to students in Spanish), the department has decided to create SPAN 222.</p>



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	<p>Although SPAN 222 will be an elective course, it will offer the non-literary contents currently studied in SPAN 220. Thus, students will be encouraged to take it, as they will learn basic terminology and techniques for a critical analysis of performative, musical, and visual works.</p> <p>A description of this course is presented here.</p>
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<p>Faculty: Arts Department: History Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: Friday, October 14, 2011 Contact Person: Paul Krause Phone: (604) 822 5168 Email: krause@mail.ubc.ca</p>
<p>Proposed Calendar Entry: HIST 309 (3) Topics in Sub-Saharan African History Examination of a major theme in the history of Sub-Saharan Africa.</p>	<p>URL: HIST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This is a topics course that will expand our offerings in Sub-Saharan African History. There is large and growing student demand for courses in African History at UBC. A topics course with a different theme each year will doubtless will attract significant numbers. The course should be of interest to students in economics, political science, sociology, anthropology, and subaltern and globalization studies.</p>

<p>Faculty: Arts Department: History Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: Friday, October 14, 2011 Contact Person: Michel Ducharme Phone: (604) 822 5642 Email: michel.ducharme@ubc.ca</p>
<p>Proposed Calendar Entry: HIST 413 (3) Imagining the Nation: 19th- and 20th- Century Canada The political and intellectual history of the</p>	<p>URL: HIST</p> <p>Present Calendar Entry: N/A</p>



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<p>concept of the nation in French and English Canada, and the different forms of nationalism it inspired from the middle of the nineteenth century to the 1995 Quebec Referendum.</p>	<p>Type of Action: New Course</p> <p>Rationale: To expand and diversify our offerings in a new area where there is substantial scholarly and student interest. This course has been offered twice since 2007 as a topic course, each time attracting a significant number of students. This new course should be of interest to students in history, political science, and Canadian Studies.</p>
<p>Faculty: ARTS Department: LINGUISTICS Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: 28 November, 2011 Contact Person: Eric Vatikiotis-Bateson Phone: 7-5468 Email: evb@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LING 313 (3) Introduction to Linguistic Phonetics and Speech Science The articulatory and acoustic properties of speech production and perception, including practice in phonetic transcription, instrumental recording and the analysis of normal speech. <i>Prerequisite:</i> LING 200. Recommended: All of LING 100, PSYC 100 (or PSYC 101 and 102), PSYC 217 and 218, PHYS 341.</p>	<p>URL: LING</p> <p>Present Calendar Entry:</p> <p>LING 316 (3) Introduction to Phonetics and Speech Science Introduction to the speech chain, with examples from speech anatomy, physiological phonetics, acoustic phonetics, linguistic phonetics, and speech perception. Introduction to microcomputer acoustic analysis. Examples primarily from normal speech. <i>Prerequisite:</i> LING 200. Recommended: All of PSYC 100 (or PSYC 101 and 102), PSYC 217 and 218, PHYS 341.</p> <p>Type of Action: Renumber Introductory phonetics course (create LING 313, remove LING 316); clarify description of existing syllabus.</p> <p>Rationale: After major curriculum reorganization in 2004, all linguistics and speech science majors were required to take LING 316,</p>



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	<p>with LING 317 positioned as the second, more advanced course. Although course content was explicitly established at that time, it was not implemented uniformly by all instructors, and was discovered recently to have almost reversed. Upon discovering this late last year, the content was reset to its 2004 specification. However, this meant that roughly half the students in the current cohort of 3rd majors needed to take the same course again in order to get the material for both courses. However, since students cannot get credit for the same course number twice, this renumbering resets the sequence so students can get the material for LING 313 (formerly LING 316) that they need. LING 100 is added as a recommended course to reflect its restructuring (in 2004) as a broader based introduction to linguistics as both a theoretical and empirical discipline with well-developed and diverse experimental domains.</p>
<p>Proposed Calendar Entry:</p> <p>LING 314 (3) Instrumental Phonetics Physiological and/or acoustic phonetics. Focus on experimental methods and analysis techniques. Topics may include: source-filter theory; spectral and temporal acoustic analysis, inter-articulator timing and motor coordination.</p> <p><i>Prerequisite:</i> LING 313. Recommended: All of LING 100, PSYC 100 (or PSYC 101 and 102), PSYC 217 and 218, PHYS 341.</p>	<p>URL: LING</p> <p>Present Calendar Entry:</p> <p>LING 317 (3) Instrumental Phonetics Physiological and acoustic phonetics, with limited discussion of the underlying anatomy. Source-filter theory. Acoustic analysis, linked to speech production data. Inter-articulator timing and coordination. Microcomputer acoustic analysis. Examples primarily from normal speech. Prerequisite: All of LING 200, LING 316. Recommended: All of PSYC 100 (or PSYC 101 and 102), PSYC 217 and 218, PHYS 341.</p> <p>Type of Action: Renumber Introductory phonetics course (create LING 314, remove LING 317);</p>



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	<p>clarify description of existing syllabus.</p> <p>Rationale: After major curriculum reorganization in 2004, all linguistics and speech science majors were required to take LING 316, with LING 317 positioned as the second, more advanced course. Although course content was explicitly established at that time, it was not implemented uniformly by all instructors, and was discovered recently to have almost reversed. Upon discovering this late last year, the content was reset to its 2004 specification. This meant that roughly half the students in the current cohort of 3rd year majors would need to take the same course again in order to get the material for both courses. However, students cannot get credit for the same course number twice. This renumbering resets the sequence so students can get the material for LING 314 (formerly LING 317) that they need. Building on the foundation obtained in LING 313, students will examine some combination of the physiological and acoustic aspects of speech production and/or perception in depth and obtain unique practice in designing and carrying out experiments. LING 100 is added as a recommended course to reflect its restructuring (in 2004) as a broader based introduction to linguistics as both a theoretical and empirical discipline with well-developed and diverse experimental domains.</p>
<p>Proposed Calendar Entry:</p> <p>LING 405 (3) Morphology Analytic and theoretical consideration of the interrelation of word formation, sound patterning and meaningful sentence structure. Not offered every</p>	<p>URL: LING</p> <p>Present Calendar Entry:</p> <p>LING 305 (3) Morphology Analytic problem-solving and discussion of theoretical questions concerning the development and present status of morphological theory and the principles</p>



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<p>year. <i>Prerequisite:</i> All of LING 300, 301. Recommended: LING 327.</p>	<p>governing morphosyntax and morphophonology. Not offered every year. <i>Prerequisite:</i> All of LING 200, LING 201.</p> <p>Type of Action: Renummer course from 3rd to 4th year; reword course description.</p> <p>Rationale: Morphology's importance in linguistics is on the rise again, particularly as a means of studying the interface between the sound patterning (phonology) of words, how words are grouped into phrases (syntax), and the effects of this phrasing on meaning (semantics). This warrants recasting it as an advanced undergraduate course, to be taken after students have completed core 3rd year courses in phonology and syntax. The course will also appeal to graduate students working at the boundaries between formal sub-fields such as phonology, syntax, and semantics.</p>
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<p>Faculty: Arts Department: Philosophy Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: November 7, 2011 Contact Person: Nissa Bell, Admin Phone: 2-3292 Email: nbell@exchange.ubc.ca</p>
<p>Proposed Calendar Entry: PHIL 150 (3) Minds and Machines.</p> <p>Philosophical and theoretical issues that pertain to how mental phenomena fit into the material world. Examine questions such as whether a sophisticated enough computer should be deemed a conscious intelligent being. Focus on philosophical literature on consciousness, intelligence, animal minds, and the mind-body relation.</p>	<p>URL: PHIL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: To provide students with an introductory-level course that is dedicated to the topics in the philosophy of mind and in related areas in the cognitive sciences.</p>
	<p>URL: PHIL</p>



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<p>Proposed Calendar Entry: PHIL 455 (3/6) D Topics in the Philosophy of Cognitive Science.</p> <p>Philosophical topics in the cognitive sciences, such as empiricism vs. nativism, consciousness, mental representation, cognitive architecture, language & thought, and situated cognition.</p> <p>Prerequisite: PHIL 240, or COGS 200 if accompanied by 3 credits in PHIL at the 200-level or above; Recommended: PHIL 441A or PHIL 451A</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: To fill the need for a course that covers a wider range of topics and that highlights the immensely productive interaction between philosophy and the cognitive sciences.</p>
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<p>Faculty: Arts Department: Theatre & Film Faculty Approval Date: February 14, 2012 Effective Session 2012W</p>	<p>Date: September 1, 2011 Contact Person: Brian McIlroy Phone: 822 9194 Email: Brian.McIlroy@ubc.ca</p>
<p>Proposed Calendar Entry: FIST 230 (3) Introduction to Asian Cinema Overview of the cinemas of China, India, Japan and Korea.</p>	<p>URL: FIST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: The proposed course broadens the range of courses at the second year level available to fulfill the requirements for entry into the Minor and Major in Film Studies.</p> <p>The course is also designed to attract students from cognate disciplines within the Department of Theatre and Film, other programs in the Faculty of Arts, and other Faculties interested in an overview of Asian Cinema.</p> <p>The course will serve to prepare students for more specialized Asian Cinema courses currently offered at the senior undergraduate level both in The Department of Theatre and Film (e.g. FIST</p>



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	430 on Kurosawa and FIST 338 on South Korean Film) and the Department of Asian Studies (e.g. ASIA 354 Intro to Japanese Cinema; ASIA 355 Chinese Cinema; ASIA 353 Intro to Hindi Film; and ASIA 356 Korean Cinema).
<p>Proposed Calendar Entry:</p> <p>FIST 240 (3) Media Industries Overview of today's film and media industries, and of the concepts governing their practices.</p>	<p>URL: FIST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale The proposed course broadens the range of courses available to fulfill the requirements for entry into the Minor and Major in Film Studies.</p> <p>The course is designed to attract and facilitate students from cognate disciplines in the department of Theatre and Film, other programs in the Faculty of Arts, and other Faculties interested in an overview of the industrial organization of cinema, and contemporary media</p> <p>This course also makes use of the expertise of a faculty member, and reflects current changes in the discipline concerning the connection between film and other media.</p> <p>The proposed course will make use of web-based teaching tools (web CT) for discussions and assignments.</p>
<p>Proposed Calendar Entry:</p> <p>FIST 340 (3) Media Audiences Overview of approaches for studying audiences and receptions of film and contemporary media.</p>	<p>URL: FIST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: The proposed course broadens the range of courses available for the completion of the Minor and Major in Film Studies.</p>



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	<p>The course is designed to attract and facilitate students from cognate disciplines in the department of Theatre and Film, other programs in the Faculty of Arts, and other Faculties interested in an overview of the industrial organization of cinema, and contemporary media</p> <p>This course also makes use of the expertise of a faculty member, and reflects changes in the discipline concerning the study of viewers and consumers of film and media.</p>
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Vancouver Senate Curriculum Committee
c/o

Enrolment Services | Senate & Curriculum Services

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30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **JOINT CURRICULUM PROPOSALS FROM THE FACULTIES OF
ARTS AND EDUCATION**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculties of Arts and Education and is pleased to submit them for your consideration.

Changed program:

Ritsumeikan UBC Global Citizenship Program

New courses:

ASTU/EDUC 210 (3)

ASTU/EDUC 211 (3)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education and Arts (joint proposal)</p> <p>Department: UBC – Ritsumeikan Academic Exchange Program</p> <p>Faculty Approval Dates: Arts: 14 February 2012 Education: March 21, 2012</p> <p>Effective Session: 2012W</p>	<p>Date: Nov. 15, 2011</p> <p>Contact Person: Ken Reeder</p> <p>Phone: 604-827-4283 or 2-8604</p> <p>Email: ken.reeder@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>The Ritsumeikan UBC Global Citizenship Program</p> <p>This program offers 3-credit courses which are available to both UBC and Ritsumeikan students. The 24 credit Program consists of 12 credits of required courses and 12 credits of approved electives. The required courses are:</p> <ul style="list-style-type: none"> • LLED 200 (3 credits) Introduction to Writing in Academic and Professional Registers • LLED 201 (3 credits) Critical Reading and Writing in Academic and Professional Registers • ASTU 210 or EDUC 210 (3 credits) Global Citizenship, Part 1: Introduction • ASTU 211 or EDUC 211 (3 credits) Global Citizenship, Part 2: Community Service Learning and Capstone Conference <p>In addition, all students participate in the Writing Tutorial (non-credit).</p> <p>Electives: 12 credits, determined by</p>	<p>URL: new page following Homepage > Alternative Study Options > Co-operative Education and International Study Options > UBC-Ritsumeikan Academic Exchange Program > Academic Program</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New Ritsumeikan UBC Global Citizenship Program</p> <p>Rationale for Proposed Change: This new program is intended in the future to replace the existing UBC-Ritsumeikan Academic Exchange Program, whose agreement expired at the end of the 2010 session and was extended one year to the end of the 2011 session.</p> <p>An agreement dated effective March 1, 2010 through May 30, 2015 was signed by UBC and Ritsumeikan that sets out the terms of reference for the proposed Ritsumeikan UBC Global Citizenship Program. That agreement is appended: its Schedule A defines the formula for determining costs to Ritsumeikan and Schedule B outlines the academic structure of the proposed new program, including</p>



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program regulations in consultation with the Academic Director.

regulations determining selection of the 12 credits of elective courses set out in the program proposal.

That agreement provides for a 24-credit, two-semester, fully funded program designed for students at second year level from Ritsumeikan, Japan, and open to all UBC students in addition. Because Ritsumeikan bears all program costs, there is a positive rather than a negative budgetary impact of this new program proposal. Additional elective courses taken by Ritsumeikan participants are assessed tuition fees at the ISI rate in effect at the time of registration.

The three new courses being proposed for the revised program are listed as part of the proposed calendar entry. LLED 201, ASTU210/EDUC 210 and ASTU211/EDUC 211 are new courses pending Senate approval. Two of those courses are proposed, as shown, for cross-listing between the Faculties of Arts and Education. The 12 credits of elective courses are all drawn from existing UBC courses, grouped into three thematic areas: Canadian and International Studies, Language in International Contexts, Sustainability Studies, plus one elective chosen in the student's area of academic interest. The list of suggested UBC electives approved by Ritsumeikan for purposes of transfer credit is appended.

Required courses in the new program will be jointly delivered, as in the preceding program, by the Faculties of Arts and Education. The new program will be supported by an Academic Advisory Committee to adjudicate academic decisions, a half-time Academic Director, and a full time Program Manager. Ritsumeikan will continue to contribute a full-time liaison coordinator to the



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	<p>program.</p> <p>The proposed new program is primarily designed to support UBC's growing internationalization of its student body and its curriculum as a way of enriching the undergraduate academic experience. A second goal is to provide an academically challenging program of study abroad to those highly able Ritsumeikan students who can meet all of UBC's admissions requirements. It will also effectively end the previous program's provision of sheltered courses and resulting restrictions on access to courses.</p>
<p>Proposed Calendar Entry:</p> <p>Academic Programs</p> <p>The UBC-Ritsumeikan Academic Exchange Program The Department of Language and Literacy Education and the Faculty of Arts offer a range of 3-credit courses to the UBC-Ritsumeikan Academic Exchange Program for visiting international students from Ritsumeikan in Japan. The courses are open to all students at UBC. The LLED courses are of particular relevance to students who are interested in exploring relationships between language use and social context.</p> <p>The Faculty of Arts offers two 3-credit courses in this program.</p> <ul style="list-style-type: none"> • ASTU 201 Canada, Japan, and the 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,228,550,741</p> <p>Present Calendar Entry:</p> <p>Academic Program</p> <p>The Department of Language and Literacy Education offers a range of 3-credit courses as part of its contribution to the UBC-Ritsumeikan Academic Exchange Program. The courses are also open to visiting international students at UBC and are of particular relevance to students who are interested in exploring relationships between language use and social context. The courses are all introductory in nature and have no prerequisites.</p> <p>The UBC-Ritsumeikan Academic Exchange Program also offers two 3-credit courses in the second term, both of which are available to both UBC and Ritsumeikan students;</p> <ul style="list-style-type: none"> • ASTU 201 Canada, Japan, and the



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<p>Pacific: Cultural Studies is an interdisciplinary introduction to the cultures of Canada and Japan, and the inter-relations between them. Specific topics vary from year to year but will include themes such as constructing the past; nationalism; self-perception; and multiculturalism in Canada and Japan.</p> <ul style="list-style-type: none"> • ASTU 202 Canada, Japan, and the Pacific: Political, Economic, and Geographical Perspectives is jointly developed and team-taught by faculty members from both universities. ASTU 202 is cross-listed with Geography (GEOG) 281. It is an introduction to the core geographical, historical, and economic forces that shape the Pacific Rim, together with an exploration of the roles of Japan and Canada in this region. <p>In addition, the Canadian Studies Program in the Faculty of Arts provides a non-credit course to Ritsumeikan members of this program entitled Introduction to Canadian Studies.</p>	<p>Pacific: Cultural Studies is an interdisciplinary introduction to the cultures of Canada and Japan, and the inter-relations between them. Specific topics vary from year to year but will include themes such as constructing the past; nationalism; self-perception; and multiculturalism in Canada and Japan.</p> <ul style="list-style-type: none"> • ASTU 202 Canada, Japan, and the Pacific: Political, Economic, and Geographical Perspectives is jointly developed and team-taught by faculty members from both universities. ASTU 202 is cross-listed with Geography (GEOG) 281. It is an introduction to the core geographical, historical, and economic forces that shape the Pacific Rim, together with an exploration of the roles of Japan and Canada in this region. <p>The goal of Arts Studies is to provide students from both universities with an opportunity to interact in the classroom, to their mutual academic enrichment and benefit.</p> <p>Type of Action:</p> <ul style="list-style-type: none"> - Change to UBC-Ritsumeikan Academic Exchange Program - Add link to Faculty of Arts <p>Rationale for Proposed Change:</p> <p>There are three changes to this academic program description. The first acknowledges the role played by the Faculty of Arts in delivering courses in the program. The second change reflects the practice of ensuring that all courses</p>
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	<p>included in the program are no longer restricted to Ritsumeikan students only, thereby ending the earlier practice of sheltered courses. Any remaining restrictions on core courses were previously removed by Category 2 Curriculum Changes in order to enrich the international experience of both UBC and Ritsumeikan students. The third change mentions the course “Introduction to Canadian Studies” which has always been an element of this program.</p>
<p>Proposed Calendar Entry: Introduction</p> <p>UBC is involved in a unique and exciting academic and cultural initiative with Ritsumeikan in Japan. The program brings Japanese students to UBC every year to live and study in an integrated academic and social environment. It also provides UBC students with an opportunity to gain international and intercultural experience and insight by living at Rits House or taking specially-designed, integrated courses.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=4,228,550,739</p> <p>Present Calendar Entry: Introduction</p> <p>UBC is involved in a unique and exciting academic and cultural initiative with Ritsumeikan University in Kyoto, Japan. The program brings 100 Japanese students to UBC every year to live and study in an integrated academic and social environment. It also provides UBC students with an opportunity to gain international and intercultural experience and insight by living at Rits House or taking specially-designed, integrated courses.</p> <p>Type of Action: Change number of students from 100 to 75.</p> <p>Rationale for proposed change: This change reflects the student numbers set out in the current mobility agreement signed by UBC and Ritsumeikan effective March 1, 2010.</p>



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<p>Faculty: EDUC and ARTS (crosslisted) Department: UBC Ritsumeikan Academic Exchange Program Faculty Approval Date: Arts: February 14, 2012 Education: March 21, 2012 Effective Session for Change: Winter Term 1 Year 2012</p>	<p>Date: 15 November 2011 Contact Person: Ken Reeder Phone: 604-827-4283 or 604-822-5211 Email: ken.reeder@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDUC 210 (3) Global Citizenship, Part 1: Introduction Themes of global citizenship, sustainability and civil society, and barriers and bridges to global thinking.</p> <p>Equivalents: ASTU 210.</p> <p>ASTU 210 (3) Global Citizenship, Part 1: Introduction Themes of global citizenship, sustainability and civil society, and barriers and bridges to global thinking.</p> <p>Equivalents: EDUC 210.</p>	<p>URL: EDUC</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: The newly proposed Ritsumeikan UBC Global Citizenship Program requires six credits of foundational work in the program's thematic focus on global citizenship. This new course provides fundamental concepts and serves as one of four required core courses. This course is designed to be cross-listed with its equivalent, ASTU 210, to facilitate joint teaching in the Ritsumeikan UBC Global Citizenship Program.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p>Faculty: EDUC and ARTS (crosslisted) Department: UBC Ritsumeikan Academic Exchange Program Faculty Approval Date: Arts: February 14, 2012 Education: March 21, 2012 Effective Session for Change: Winter Term 1 Year 2012</p>	<p>Date: 15 November 2011 Contact Person: Ken Reeder Phone: 604-827-4283 or 604-822-5211 Email: ken.reeder@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDUC 211 (3) Global Citizenship, Part 2: Community Service Learning and Capstone Conference.</p> <p>Prerequisite: One of ASTU 210, EDUC 210.</p> <p>Equivalents: ASTU 211.</p> <p>ASTU 211 (3) Global Citizenship, Part 2: Community Service Learning and Capstone Conference.</p> <p>Prerequisite: One of ASTU 210, EDUC 210.</p> <p>Equivalents: EDUC 211.</p>	<p>URL: EDUC</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: The newly proposed Ritsumeikan UBC Global Citizenship Program requires six credits of foundational work in the program's thematic focus on global citizenship. This new course applies the content of ASTU 210/EDUC 210 in selected community settings, and permits students to integrate their experiential learning by means of a capstone conference. This course is designed to be cross-listed with its equivalent, ASTU 211, to facilitate joint teaching in the Ritsumeikan UBC Global Citizenship Program.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

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Vancouver Senate Curriculum Committee
c/o

Enrolment Services | Senate & Curriculum Services

Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1
lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **CURRICULUM PROPOSALS FROM THE FACULTY OF
COMMERCE AND BUSINESS ADMINISTRATION**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Commerce and Business Administration and is pleased to submit them for your consideration.

New and changed courses:

COHR 303 (3)

COHR 304 (3)

COHR 305 (3)

COHR 308 (3)

COMM 388 (3)

COMM 487 (3)



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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: March 29, 2012</p> <p>Effective Session _2013W_ Term _1_ Year _2013_ for Change</p>	<p>Date: 7Mar2012 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COHR 303 (3) Strategic Staffing</p> <p>Processes of workforce recruitment, selection, retention and renewal. Includes human resources planning, development of an effective staffing strategy and employer brand, job analysis and descriptions, cost-benefit analysis of various recruiting methods, analysis and evaluation of selection methods.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COHR</p> <p>Present Calendar Entry:</p> <p>COHR 303 (1.5) Recruitment and Selection</p> <p>Management activities, policies, and practices required for effectively recruiting and selecting employees for organizations.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p> <p>Type of Action: Increasing from 1.5 credits to 3.0 credits. Change course title. Change course description.</p> <p>Rationale: This course covers staffing at the level necessary to ensure students are properly grounded in all aspects of this fundamental topic in professional human resources management. The current half-term module simply does not achieve this objective and this proposed revision restores what was previously a full-term</p>



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	<p>course.</p> <p>Proposed course outline is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: There is no change to the Cr/D/F eligibility.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>COHR 304 (3) Training, Development and Performance Management</p> <p>Employee training, development and performance management in a variety of employment settings. Application of various training methods to performance enhancement, performance appraisal, feedback and empirical evaluation of training investments.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COHR</p> <p>Present Calendar Entry:</p> <p>COHR 304 (1.5) Training and Development</p> <p>Management activities, policies, and practices required for designing effective training programs and increasing employees' ability to contribute to the organization.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p> <p>Type of Action: Combining COHR 304 and 306 into one course. (change course credit value, title, and description)</p> <p>Rationale: This new course combines and integrates two existing modules – Training & Development & Performance Management. All of this material is fundamental to the</p>



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	<p>professional practice of human resources management and the new course will provide a more coherent and comprehensive treatment of both topics as they both focus on optimizing individual and organizational performance.</p> <p>Proposed course outline is attached.</p> <p>A category 2 change has been submitted to delete COHR 306</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: There is no change to the Cr/D/F eligibility.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>COHR 305 (3) Strategic Compensation</p> <p>Employee compensation, including pay systems, benefits systems and rewards and recognition programs. Examination of the motivational underpinnings of compensation administration and the application of compensation principles to the achievement of employer strategic objectives.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COHR</p> <p>Present Calendar Entry:</p> <p>COHR 305 (1.5) Compensation</p> <p>Management activities, policies, and practices required for effectively compensating and motivating individuals and teams in organizations.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p> <p>Type of Action: Increasing from 1.5 credits to 3.0 credits.</p>



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	<p>Change course title. Change course description.</p> <p>Rationale: The current compensation module covers only the pay portion of the material in the new course. Compensation is fundamental to all aspects of human resources management and all elements of the field must be understood by students as they relate to each other and serve employer human resources and business strategy. The current half-term module simply does not achieve this objective and this proposed revision restores what was previously a full-term course.</p> <p>Proposed course outline is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: There is no change to the Cr/D/F eligibility.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry: COHR 308 (3) Labour Relations</p> <p>Integrated coverage of union-management relations including labour law, collective bargaining and collective agreement administration.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COHR</p> <p>Present Calendar Entry: COHR 308 (1.5) Collective Agreement Administration An introduction to the theory and practice of collective agreement administration and dispute resolution mechanisms.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0]</i> <i>Prerequisite:</i> All of COMM 292, COMM 392.</p>



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	<p>Type of Action: Combining COHR 308 and 309 into one course. (Change course credit value, title, and description)</p> <p>Rationale: Labour Relations remains an essential element of the practice of human resources management. This new course will combine two existing modules to provide more efficient coverage of the three major components of labour relations (labour law, collective bargaining and collective agreement administration) in one course, ensuring that students have an adequate understanding of all three aspects of the field and how they are related.</p> <p>Proposed course outline is attached.</p> <p>A category 2 change has been submitted to delete COHR 309</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: There is no change to the Cr/D/F eligibility.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Faculty: Sauder School of Business Department: Undergraduate Office Faculty Approval Date: March 29, 2012</p> <p>Effective Session <u>2012W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: 7Mar2012 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>COMM 388 (3.0) Design Strategies for Business Innovation: Studio Practice</p> <p>Studio-based experience in thinking strategies and design processes applied to business innovation in the private, public and social sectors. Emphasis on problem solving, co-creation and innovation for external clients in a collaborative environment.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>Design thinking and strategies have become common in creative business problem solving. Sauder included a new Design Studio in our building renovations. This course will be taught in the studio and provide students with an introduction to design thinking and strategies applied to business issues. It has been successfully offered as a pilot course.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry:</p> <p>COMM 487 (3.0) Environmental Management</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry: None</p>



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Explores corporate environmental strategy by introducing economic principles underlying environmental policy, law, and technologies for pollution prevention and abatement, environmental management systems, ISO-14001, energy systems, eco-marketing, and life-cycle analysis.

Credit will be granted for only one of COMM 487 or COMM 597

Type of Action:

New course

Rationale for Proposed Change:

This new course has been offered successfully as pilot course (COMM 486E) with high student demand.

The course is offered jointly as an undergraduate (COMM 487) and graduate (COMM 597) course. This facilitates access to this course by students from other Faculties, notably M.Eng. students from the Clean Energy Research Centre. Graduate level credit requires additional course work in the form of a research paper that is not include in the requirements for undergraduate students.

☐ **Not available for Cr/D/F grading.**

(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

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Vancouver Senate Curriculum Committee

c/o

Enrolment Services | Senate & Curriculum Services

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

lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **CURRICULUM PROPOSALS FROM THE FACULTY OF
GRADUATE STUDIES**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Graduate Studies and is pleased to submit them for your consideration.

Applied Science

New courses:

BMEG 500 (1)

BMEG 501 (3)

BMEG 590 (1)

BMEG 591 (1-3)d

BMEG 597 (6)

EECE 528 (3)

MINE 501 (1-4)d

College for Interdisciplinary Studies

Program change:

Genetics > Suspension of admission

New courses:

FISH 508 (3)

FISH 509 (3)

FISH 510 (3)

Commerce and Business Administration

New courses:

BA 508 (2)

COMM 597 (3)

COMM 663 (3)

Dentistry

New and changed courses:

DENT 711 (12)

DENT 712 (12)



DENT 713 (12)

Education

Changed programs:

Graduate Studies > Degree Programs > Curriculum and Leadership

Graduate Studies > Degree Programs > School Psychology > Doctor of Philosophy
Program Requirements

Graduate Studies > Degree Programs > School Psychology > Master of Arts Program
Requirements

Graduate Studies > Degree Programs > School Psychology > Master of Education
Program Requirements

New course:

LLED 503 (3)

Medicine

New course:

AUDI 540 (1)



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Fall 2011

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

Category: (1)

<p>Faculty: Applied Science Department: Biomedical Engineering Faculty Approval Date: November 4, 2011 Effective Session: 12W Term 1 Year for Change: 2012-2013</p>	<p>Date: August 12, 2011 Contact Person: Rizhi Wang Phone: 604-822-9752 Email: rzwang@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 500 (1) Orientation to Clinical Environment Operation of biomedical and clinical engineering facilities at hospitals. Daily activities of healthcare workers. Patients' experience. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course is designed to provide biomedical engineers with opportunities of experiencing clinical environment. It is part of the curriculum changes by the Biomedical Engineering Graduate program at the Faculty of Applied Science. The goal of such changes is to build UBC's BME program into the pre-eminent training program in Canada for engineers who wish to work at the interface between engineering and the clinical world to develop high-impact medical technology innovations.</p> <p>This course has been approved by Biomedical Engineering curriculum committee as a program required course for those graduate students who choose the Engineers-in-Scrubs (EiS) training stream inside the Biomedical Engineering program. EiS training program has been supported by the Collaborative Research and Training Experience (CREATE) program of the Natural Sciences and Engineering Research Council of Canada.</p> <p>This course will be part of the list of potential core course selections for BME students who do not take the EiS stream.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID# 04nov11 U/G: G1</p>



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 & 2 ~ Fall 2011

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

Category: (1)

Faculty: Applied Science Department: Biomedical Engineering Faculty Approval Date: November 4, 2011 Effective Session 12W Terms 1-2 Year for Change: 2012-2013	Date: August 11, 2011 Contact Person: Antony Hodgson Phone: 604-822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: BMEG 501 (3) Interdisciplinary Team Project in Medical Technology Innovation <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: This course is a core component of the Engineers-in-Scrubs sequence described in our recent successful NSERC CREATE grant application. It is designed to give students an experiential, project-based understanding of the medical technology innovation process. It will largely take place in the clinical environment at VGH. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Document ID# 04nov11 U/G: G2

Faculty: Applied Science Department: Biomedical Engineering Faculty Approval Date: November 4, 2011 Effective Session: 12W Term 1 Year for Change: 2012-2013	Date: August 11, 2011 Contact Person: Thomas Oxland Phone: 604-675-8834 Email: toxland@interchange.ubc.ca
Proposed Calendar Entry: BMEG 590 (1) Biomedical Engineering Professional Skills Formulate and implement a professional skills development plan involving workshops on topics such as writing, presentation, teaching, finance, marketing, equity, ethics. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: This course is an addition to the Biomedical Engineering Curriculum that is directed to the Engineers-in-Scrubs program that was articulated in the recent successful NSERC CREATE grant application. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Document ID# 04nov11 U/G: G3

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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Biomedical Engineering Faculty Approval Date: March 14, 2012 Effective Session: 12W Term 1-2 Year for Change: 2012-2013</p>	<p>Date: April 3, 2012 Contact Person: Deb Feduik Phone: 604-822-8386 Email: dfeduik@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 597 (6) Master of Engineering Project Supervised industrial, clinical or research project for students registered in Biomedical Engineering program. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: N/A</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <ul style="list-style-type: none"> Since the BME program was first established, MEng students have been required to take a 6 credit project course. This was originally set up as BMEG 554 (6) Directed Studies in Biomedical Engineering - Project report on a research or design topic of specialization - which was made available to all graduate students (MAsc, PhD and MEng) but in practice was most commonly taken by MEng students to satisfy their project course requirement. However, in most other programs, the MEng project has a designation in the 590 series and a more appropriate title. This change will bring the course title and number in line with practice in most other departments. The project requirements and course expectations will not change. We wish to keep BMEG 554 (Directed Studies in Biomedical Engineering) on the books so that research students (MAsc or PhD) may undertake a directed research or design project, if desired. This course is optional for research students. <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Document ID# 04Nov11 U/G: G4</p>	



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 ~ Winter 2012

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

Category: (1)

<p>Faculty: Applied Science Department: Electrical & Computer Engineering Faculty Approval Date: 1 March 2012 Effective Session 12W Term 1 Year for Change 2012</p>	<p>Date: January 26, 2012 Contact Person: Nicolas Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EECE 528 (3) Parallel and Reconfigurable Computing Matching software parallelism to parallel hardware systems. Flynn's classification; Amdahl's Law; levels of parallelism; extra parallel work; communication; message passing; shared memory; vector programming; custom instruction set design; high-level synthesis; processor arrays; FPGAs. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale: Fills a glaring omission in our curriculum on parallel programming course, and in so doing forms a bridge to computer hardware design. Course has been offered 4 times as 571L since 2007, with enrolments of 5 to 11 students per year.</p> <p>X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>Document ID#: Mar12 U/G: G2</p>



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Applied Science
Engineering Graduate Curriculum Report ~ Category 1 ~ Winter 2012

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

Category: (1)

Faculty: Applied Science Department: Mining Engineering Faculty Approval Date: 1 March 2012 Effective Session 12W Term 1 Year for Change 2012	Date: January 20, 2012 Contact Person: Bern Klein Phone: 604 822 3986 Email: bklein@interchange.ubc.ca
Proposed Calendar Entry: MINE 501 (1-4) d Topics for Engineers in the Mining Industry Leading practices and technologies employed in the Canadian Mining Industry. Topics include: mining, mineral processing, mine finance and mining and the environment. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: None Present Calendar Entry: None Type of Action: New course Rationale: This course has been offered for 5 years under MINE 590M. This course is designed to provide a common mining industry background to new graduate students in the department who may have completed a non-mining engineering degree or who may not be familiar with the Canadian Mining Industry. X Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) Document ID#: Mar12 U/G: G3



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: College for Interdisciplinary Studies Department: Genetics Faculty Approval Date: 13 February 2012</p> <p>Effective Session Winter 2012</p>	<p>Date: 9 February 2012 Contact Person: Fran Hannabuss Phone: 2-6578 Email: fran.hannabuss@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Genetics ... Program Overview</p> <p>The Genetics Graduate Program is no longer accepting applications for admission.</p> <p>Studies leading to the M.Sc. and Ph.D in Genetics and Genomics are available through the Genetics Graduate Program in the Faculty of Graduate Studies.</p> <p>The Genetics Graduate Program is flexible and is intended to accommodate the diverse background of students and the broad nature of genetic research.</p> <p>Doctor of Philosophy ...</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1400</p> <p>Present Calendar Entry:</p> <p>Genetics ... Program Overview</p> <p>Studies leading to the M.Sc. and Ph.D in Genetics and Genomics are available through the Genetics Graduate Program in the Faculty of Graduate Studies.</p> <p>The Genetics Graduate Program is flexible and is intended to accommodate the diverse background of students and the broad nature of genetic research.</p> <p>Doctor of Philosophy ...</p> <p>Type of Action: Add statement regarding suspension of admission to Program Overview</p> <p>Rationale for Proposed Change: Genetics has now become a tool used by all biologists, rather than a field of study in its own right. Most students interested in a</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>genetic approach to biological problems identify an area of biology that interests them, and work with a professor who uses genetic tools. For this reason, we accepted our last intake of new students into the Genetics Graduate Program in 2008.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Centre for Interdisciplinary Studies Department: Fisheries Centre Faculty Approval Date: April 5, 2012 Effective Winter 2012	Date: February 27, 2012 Contact Person: Murdoch K. McAllister Phone: 6048223693 E-Mail: m.mcallister@fisheries.ubc.ca
Proposed Calendar Entry: FISH 508 (3) Fisheries Economics and Management	Present Calendar Entry: N/A Type of Action: Create new course Rationale: Fisheries management in many jurisdictions is strongly influenced by economics. This course is designed for graduate students in the Fisheries Centre (FC) and graduate students from other departments with the goal of equipping them with the theoretical and empirical basis of fisheries economics.

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UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Graduate Studies Department: Fisheries Centre Faculty Approval Date: April 5, 2012 Effective Session: Winter 2012	Date: February 27, 2012 Contact Person: Murdoch K. McAllister Phone: 604-822-3693 E-Mail: m.mcallister@fisheries.ubc.ca
Proposed Calendar Entry: FISH 509 (3) Bayesian methods for fisheries stock assessment	Present Calendar Entry: None Type of Action: Create new course Rationale: Fisheries science and management in many countries rely on the application of resource dynamics models for decision making and the formulation of probabilistic statements from such models for example on the status of fish populations. The Bayesian approach has become a method of choice for fisheries modeling since it readily enables the formulation of probability statements for quantities of interest. This course is designed to offer instruction in the Bayesian techniques that are commonly applied in fisheries stock assessment to graduate students in the Fisheries Centre and in other departments.

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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Centre for Interdisciplinary Studies Department: Fisheries Centre Faculty Approval Date: April 5, 2012 Effective Session: Winter 2012	Date: February 27, 2012 Contact Person: Murdoch K. McAllister Phone: 604-822-3693 E-Mail: m.mcallister@fisheries.ubc.ca
Proposed Calendar Entry: FISH 510 (3) Bayesian decision analysis for fisheries management	Present Calendar Entry: N/A Type of Action: Create new course Rationale: Fisheries management in many jurisdictions borrows strongly from decision theory in its reliance on probabilistic predictive models, formalization of fisheries management targets and reference points, and vetting of management decision rules through management strategy evaluation. This course is designed for graduate students in the Fisheries Centre (FC) and in other departments who are also interested in learning to understand and apply Bayesian decision analysis.



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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Sauder Department: Undergraduate Office Faculty Approval Date: March 29, 2012</p> <p>Effective Session Winter Term 1 Year 2012 for Change (September 1, 2012)</p>	<p>Date: May 12, 2011 Contact Person: Brian Bemmels Phone: 2-0156 Email: brian.bemmels@sauder.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BA 508 (2) MBA Capstone Pass/Fail. This course is not eligible for Credit/D/Fail grading.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: With our revisions to the MBA program, the Capstone has been increased from 1.5 credits to 2.0 credits. This is the new 2.0 credit MBA capstone course. This was omitted from the package of MBA revisions already approved.</p> <p>After all students currently following the previous MBA program (having entered the program prior to 2012W) have completed the degree, the old course BA 501 (1.5) MBA Core Capstone will be deleted.</p> <p>Course outline is attached.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM</p>



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<p>COMM 597 (3) Environmental Management</p> <p>Credit will be granted for only one of COMM 487 or COMM 597.</p> <p>This course is not eligible for Credit/D/Fail grading.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This new course has been offered successfully as pilot course (COMM 486E) with high student demand.</p> <p>The course is offered jointly as an undergraduate (COMM 487) and graduate (COMM 597) course. This facilitates access to this course by students from other Faculties, notably M.Eng. students from the Clean Energy Research Centre. Graduate level credit requires additional course work in the form of a research paper that is not include in the requirements for undergraduate students.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>COMM 663 (3) Consumer Judgment and Decision Making</p> <p>This course is not eligible for Credit/D/Fail grading.</p>	<p>URL: None</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This is a new course for PhD students in Marketing.</p> <p>Judgment and decision making as a specific topic of study in marketing has grown exponentially over the last decade. While it previously was acknowledged as a topic area in a general reading survey</p>



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	<p>course, it is now seen as a central direction of study in the field. Thus, it merits a full course. We have specific expertise in this area and significant student interest.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Dentistry Department: OBMS Faculty Approval Date: Jan 31, 2012 Effective Session: Summer 2012	Date: Jan 31, 2012 Contact Person: Dr. E. Putnins Phone: 604-822-1734 Email: putnins@dentistry.ubc.ca
Proposed Calendar Entry: DENT 711 (12) Clinical Periodontics and Implant Surgery I Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=DENT Present Calendar Entry: DENT 711 (0) Clinical Periodontics Type of Action: Course reformatted, updated title and course credit value. Rationale for Proposed Change: DENT 711 has been reformatted from a 3 year course where students received a grade at the end of 3 years to 3 different courses: DENT 711 Clinical Periodontics I, DENT 712 Clinical Periodontics II & DENT 713 Clinical Periodontics III. Students must register in the appropriate course for their year. The credit value has also been adjusted to accurately reflect curriculum hours. <input checked="" type="checkbox"/> Not available for Cr/D/F grading. <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
Proposed Calendar Entry: DENT 712 (12) Clinical Periodontics and Implant Surgery II Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=DENT Present Calendar Entry: DENT 711 (0) Clinical Periodontics Type of Action: Course reformatted, updated title and course credit value.



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	<p>Rationale for Proposed Change: DENT 711 has been reformatted from a 3 year course where students received a grade at the end of 3 years to 3 different courses: DENT 711 Clinical Periodontics I, DENT 712 Clinical Periodontics II & DENT 713 Clinical Periodontics III. Students must register in the appropriate course for their year. The credit value has also been adjusted to accurately reflect curriculum hours.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry: DENT 713 (12) Clinical Periodontics and Implant Surgery III Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=DENT</p> <p>Present Calendar Entry: DENT 711 (0) Clinical Periodontics</p> <p>Type of Action: Course reformatted, updated title and course credit value.</p> <p>Rationale for Proposed Change: DENT 711 has been reformatted from a 3 year course where students received a grade at the end of 3 years to 3 different courses: DENT 711 Clinical Periodontics I, DENT 712 Clinical Periodontics II & DENT 713 Clinical Periodontics III. Students must register in the appropriate course for their year. The credit value has also been adjusted to accurately reflect curriculum hours.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Departments: Educational Studies and Curriculum and Pedagogy Faculty Approval Date: March 21, 2012 Effective Session for Change: Summer 1 2012</p>	<p>Date: January 10, 2012 Contact Person: Wendy Poole (EDST) and Susan Gerofsky (EDCP) Phone: W. Poole (604-822-5462) S. Gerofsky (604- 822-5204) Email: <u>wendy.poole@ubc.ca</u> <u>susan.gerofsky@ubc.ca</u></p>
<p>Proposed Calendar Entry: Curriculum and Leadership Degree Offered: M.Ed.</p> <p>Program Overview This is a collaborative program involving two departments: The Department of Educational Studies and the Department of Curriculum and Pedagogy. The Program was created in response to increasing interest in the study of a combination of curricular leadership on the one hand, and organizational leadership in schools on the other. The applicants for this collaborative program will be teachers in K-12 education who wish to increase their level of understanding and skill in both areas. Upon completion of the program, the students will assume positions of formal or informal leadership in schools, making important contributions to the education of children.</p> <p>Master of Education Admission Requirements In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1338</p> <p>Present Calendar Entry: Educational Administration & Leadership and Curriculum Studies (Joint Program) <i>Degree Offered: M.Ed.</i></p> <p>Program Overview The Program was created in response to increasing interest in the study of a combination of curricular leadership on the one hand, and organizational leadership in schools on the other. The applicants for this joint program will be teachers in K-12 education who wish to increase their level of understanding and skill in both areas. Upon completion of the program, the students will assume positions of formal or informal leadership in schools, making important contributions to the education of children.</p> <p>Master of Education Admission Requirements In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength</p>



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and ample evidence of leadership demonstrated in a school setting are preferred. Applicants are reviewed by both departments; both sets of admission criteria apply. If accepted, a co-adviser is appointed from each department to oversee each student; all courses are approved by both co-advisers. The designation **Curriculum and Leadership (CULE)** appears on students' transcripts.

Program Requirements

The program combines requirements of the M.Ed. in Educational Administration **and** Leadership and the M.Ed. in Curriculum Studies in equal proportions. Core courses are **EDCP 562 and 566 and EDST 581 and 582**. Other requirements include the following, for a total of 30 credits:

6 credits from the Department of Curriculum and Pedagogy

6 credits from the Department of Educational Studies

3 credits from research (EDUC 500, **EDST 501, EDCP 512, or another course approved by the co-advisors**)

3 credits for a **graduating paper or the equivalent**

All course selections must be approved by the co-advisors.

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

Contact Information

Department of Curriculum and Pedagogy
2125 Main Mall
Vancouver, BC, Canada. V6T 1Z4
Email: edcp.grad@ubc.ca

and ample evidence of leadership demonstrated in a school setting are preferred. Applicants are reviewed by both departments; both sets of admission criteria apply. If accepted, ~~students are admitted to the department of first contact and application~~. A co-adviser is appointed from each department to oversee each student; all courses are approved by both co-advisers. The ~~dual~~ designation **CUST/EADM** appears on students' transcripts.

Program Requirements

The program combines requirements of the M.Ed. in Educational Administration **&** Leadership and the M.Ed. in Curriculum Studies in equal proportions. Core courses are **CUST-562 & 566 and EADM 581 & 582**. Other requirements include the following, for a total of 30 credits:

~~—3 credits from curriculum leadership (CUST-563, 564 or approved elective)~~

~~—3 credits from curriculum issues (CUST 565, 568, or approved elective)~~

~~—3 credits from policy (EADM 554, EDST 500, 531, 570, 576, 577, 578 or approved elective)~~

~~—3 credits from clinical applications (EADM 502, 561 or 598)~~

3 credits from research (EDUC 500, ~~503, 504, CUST 510, 512, EADM 501, 508 or EDST 513, 514~~)

3 credits for a ~~portfolio~~, graduating paper, or the equivalent

For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project).

Contact Information

~~Department of Educational Studies—2125 Main Mall—Vancouver, BC, Canada V6T 1Z4—Tel: 604.822.6647—Fax: 604.822.4244—Email: grad.edst@ubc.ca~~



	<p>—Web: www.edst.educ.ubc.ca/programs/mea.html</p> <p>Type of Action: Change in program title; update course acronyms; clarify and streamline required courses; clarify mailing address and admissions procedures; update specialization name from "Curriculum Studies & Educ. Admin. & Leadership" to "Curriculum and Leadership" and change the specialization code from CUST/EDAL to CULE.</p> <p>Rationale for Proposed Change: The change in program title reflects changes in the title of one of the collaborating departments [Curriculum Studies (CUST) to Curriculum and Pedagogy (EDCP)] and more clearly describes the dual focus of the program—curriculum and leadership. Changes to required courses reflect changes in course acronyms adopted in each department (EDCP in the Department of Curriculum and Pedagogy; EDST in the Department of Educational Studies). The four core courses (EDCP 562 and 566, and EDST 581 and 582) have not changed, but we have corrected the acronyms to match the new calendar entries.</p> <p>Students are still required to take 3 credits in research. Instead of providing a full list of research courses available in both departments, we have listed three and indicated that the co-advisors may approve other research courses. A full list of research and elective courses available will be listed on the program website and updated as course offerings change. It will be much easier to keep an updated list of course offerings on the program website than to update the calendar each time new course offerings emerge or others are removed.</p>
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	<p>The electives have been streamlined to simplify program requirements, rationalize course scheduling across the two departments, and to provide greater flexibility for students. No elective courses will be deleted from the program and the same number of elective courses will be required, an equal number from each department.</p> <p>To provide greater flexibility for development of program plans that best match the students' needs, we have removed the detailed required course categories (e.g., curriculum leadership, curriculum issues, policy, and clinical applications) which were sometimes overlapping in any case, and left it to students, in consultation with their co-advisors, to select appropriate electives. Normally, two elective courses will be selected from each of the two program areas (curriculum studies and leadership), as has been the practice in the past. We anticipate that the students and co-advisors will continue to include in student program plans a wide range of courses from each program area. As mentioned under the discussion of research courses, a full list of electives will be listed on the program website and updated as course offerings in each department change.</p> <p>Making one of the departments responsible for management of admissions is intended to simplify and expedite the admissions process. Both departments will continue to review applications and make collaborative decisions about recommendations for admission. For administrative purposes, students will be divided equally between the two departments.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational and Counselling Psychology, and Special Education Faculty Approval Date: March 21, 2012 Effective Session Summer 2012</p>	<p>Date: January 04, 2012 Contact Person: William McKee Phone: 2-6572 Email: william.mckee@ubc.ca</p>
<p>Proposed Calendar Entry: ... Doctor of Philosophy The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology.</p> <p>Admissions Requirements ...</p> <p>Program Requirements The typical doctoral program is 48 credits, beyond completion of the UBC School Psychology M.A. or equivalent program. With an emphasis on leadership in facilitating systems-level change, all students take coursework in school, family and community systems, and diversity issues (9 credits), as well as coursework in professional practice (e.g., prevention, intervention, assessment) (6 credits), psychological foundations (9 credits), and research methodology (9 credits). Students complete supervision and specialty practicum placements (3 credits each), as well as a year-long pre-doctoral internship (9 credits). All doctoral students are required to successfully complete a comprehensive examination. The final requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226</p> <p>Present Calendar Entry: ... Doctor of Philosophy The doctoral program in school psychology is designed to prepare psychologists who can serve as practitioners and supervisors in the field, trainers of school psychologists, researchers, and leaders in school psychology.</p> <p>Admissions Requirements ...</p> <p>Program Requirements The typical doctoral program is 39 credits, beyond completion of the UBC School Psychology M.A. or equivalent program. With an emphasis on leadership in facilitating systems-level change, all students take coursework in school, family and community systems, and diversity issues (9 credits), as well as coursework in professional practice (e.g., prevention, intervention, assessment) (6 credits), and research methodology (9 credits). Students complete supervision and specialty practicum placements (3 credits each), as well as a year-long pre-doctoral internship (9 credits). All doctoral students are required to successfully complete a comprehensive examination. The final requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate Studies requirements.</p> <p>Type of Action: Change program requirements</p>



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	<p>Rationale for Proposed Change: Current doctoral licensure requirements (College of Psychologists of British Columbia) for the practice of School Psychology require that graduate programs include preparation in psychological foundations. Graduate courses in psychological foundations were requirements of the M.A. and M.Ed. programs. They are no longer requirements at the master's level, but need to be included in the doctoral –level program to ensure that graduates are eligible for registration as Psychologists (College of Psychologists of British Columbia). This is accomplished by the addition of one prerequisite to the admissions requirements for the doctoral program and the addition of three foundations course requirements to the doctoral program.</p> <p>The additional three psychological foundations requirements in Neuropsychology, Social Psychology and History and Systems of Psychology can be met through completion of designated graduate courses or equivalents, or approved senior undergraduate courses (counting a maximum of 6 credits of advanced undergraduate courses toward the foundations requirements).</p>
<p>Proposed Calendar Entry: Master of Arts Admission Requirements ...</p> <p>Program Requirements The SCPS Master of Arts (M.A.) program requires three years of full-time study, including both on-campus courses and school-based practicum/internship experiences. The full program requires 61 credits. In exceptional circumstances up to 12 credits of coursework may be waived in recognition of previous course</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226</p> <p>Present Calendar Entry: Master of Arts Admission Requirements ...</p> <p>Program Requirements The SCPS Master of Arts (M.A.) program requires three years of full-time study, including both on-campus courses and school-based practicum/internship experiences. The full program requires 69 credits. In exceptional circumstances up to 12 credits of coursework may be waived in recognition of previous course</p>



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<p>work and/or relevant work experience. Students are required to complete a sequence in School Psychology Practice, including coursework in:</p> <ul style="list-style-type: none"> • professional, ethical, and legal issues in school psychology (3 credits) • consultation (3 credits) • cognitive (4 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention • school-based interventions (3 credits) • psychological foundations, including cognitive bases of behaviour (3 credits), and psychopathology (3 credits) <p>Research coursework includes measurement and statistics (9 credits) and a master's thesis (6 credits). A ten-month integrated field practicum is completed in year two (9 credits), in addition to the intensive school-based practicum/internship in year three (9 credits).</p> <p>Promotion to graduation or continuation in the School Psychology program requires that students demonstrate interpersonal and ethical qualities commensurate with working in educational and community settings.</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the completion of a thesis.</p>	<p>work and/or relevant work experience. Students are required to complete a sequence in School Psychology Practice, including coursework in:</p> <ul style="list-style-type: none"> • professional, ethical, and legal issues in school psychology (3 credits) • consultation (3 credits) • cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention • school-based interventions (3 credits) • coursework in psychological foundations, including human development (3 credits), history of psychology (3 credits), biological bases of behaviour (3 credits), social bases of behaviour (3 credits), cognitive bases of behaviour (3 credits), and psychopathology (3 credits) <p>Research coursework includes measurement and statistics (9 credits) and a master's thesis (6 credits). A two-term integrated field practicum is completed in year two (6 credits), in addition to the intensive school-based practicum/internship in year three (9 credits).</p> <p>Promotion to graduation or continuation in the School Psychology program requires that students demonstrate interpersonal and ethical qualities commensurate with working in educational and community settings.</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the completion of a thesis.</p> <p>Type of Action: Change program requirements</p> <p>Rationale for Proposed Change: Clinical practice components of School Psychology have become increasingly complex in recent years and practicum requirements have increased to reflect this. The program is increasing the credit value for two practicum components (an additional one credit practicum</p>
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	<p>(EPSE 561 (1)) tied to EPSE 554 Cognitive Assessment Practicum, and 3 additional credits for the EPSE 561 second-year intensive practicum) to more closely reflect the time commitment and relative importance of these components in the School Psychology graduate program.</p> <p>The current program requires the completion of more psychological foundations courses than are needed to meet current certification standards (BC Association of School Psychologists) for entry-level practice of School Psychology. Preparation in psychological foundations is required if students wish to seek the <u>additional</u> requirements of Registration with the College of Psychologists of British Columbia, however, most students at the master's-level do not do so. The foundations requirements will be required for doctoral students. Four psychological foundations courses are being moved to the PhD program to meet the requirements of graduate or senior undergraduate preparation in psychological foundations for doctoral level licensure (registration with the College of Psychologists of British Columbia).</p>
<p>Proposed Calendar Entry:</p> <p>Master of Education Admission Requirements ...</p> <p>Program Requirements The SCPS Master of Education (M.Ed.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. The full program requires 55 credits. In exceptional circumstances up to 12 credits of coursework may be waived in recognition of previous course</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1226</p> <p>Present Calendar Entry:</p> <p>Master of Education Admission Requirements ...</p> <p>Program Requirements The SCPS Master of Education (M.Ed.) program requires three years of full time study, including both on-campus courses and school-based practicum/internship experiences. The full program requires 63 credits. In exceptional circumstances up to 12 credits of coursework may be waived in recognition of previous course</p>



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<p>work and/or relevant work experience. Students are required to complete a sequence in School Psychology Practice, including coursework in:</p> <ul style="list-style-type: none"> • professional, ethical and legal issues in school psychology (3 credits) • consultation (3 credits) • cognitive (4 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention • school-based interventions (3 credits) • psychological foundations, including cognitive bases of behaviour (3 credits), and psychopathology (3 credits) <p>Research coursework includes measurements and statistics (6 credits). A ten-month integrated field practicum is completed in year two (9 credits) in addition to the intensive school-based practicum/internship in year three (9 credits). M.Ed. students participate in a graduating seminar (3 credits) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.</p> <p>Promotion to graduation or continuation in the School Psychology program requires that students demonstrate interpersonal and ethical qualities commensurate with working in educational and community settings.</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the development of a professional portfolio.</p>	<p>work and/or relevant work experience. Students are required to complete a sequence in School Psychology Practice, including coursework in:</p> <ul style="list-style-type: none"> • professional, ethical and legal issues in school psychology (3 credits) • consultation (3 credits) • cognitive (3 credits), academic (6 credits), and social-emotional (3 credits) assessment and intervention • school-based interventions (3 credits) • coursework in Psychological Foundations including human development (3 credits), history of psychology (3 credits), biological bases of behaviour (3 credits), social bases of behaviour (3 credits), and cognitive bases of behaviour and psychopathology (3 credits) <p>Research coursework includes measurements and statistics (6 credits). A two-term integrated field practicum is completed in year two (6 credits) in addition to the intensive school-based practicum/internship in year three (9 credits). M.Ed. students participate in a graduating seminar (3 credits) that brings together their goals and objectives as well as their accomplishments and experiences throughout the program in the development of a professional portfolio.</p> <p>Promotion to graduation or continuation in the School Psychology program requires that students demonstrate interpersonal and ethical qualities commensurate with working in educational and community settings.</p> <p>For B.C. teachers: Teacher Qualification Service requires a capstone experience, met in this program with the development of a professional portfolio.</p> <p>Type of Action: Change program requirements; editorial correction to show credits</p>
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Rationale for Proposed Change:

Clinical practice components of School Psychology have become increasingly complex in recent years and practicum requirements have increased to reflect this. The program is increasing the credit value for two practicum components (an additional one credit practicum (EPSE 561 (1)) tied to EPSE 554 Cognitive Assessment Practicum, and 3 additional credits for the EPSE 561 second-year intensive practicum) to more closely reflect the time commitment and relative importance of these components in the School Psychology graduate program.

The current program requires the completion of more psychological foundations courses than are needed to meet current certification standards (BC Association of School Psychologists) for entry-level practice of School Psychology. Preparation in psychological foundations is required if students wish to seek the additional requirements of Registration with the College of Psychologists of British Columbia, however, most students at the master's-level do not do so. The foundations requirements will be required for doctoral students. Four psychological foundations courses are being moved to the PhD program to meet the requirements of graduate or senior undergraduate preparation in psychological foundations for doctoral level licensure (registration with the College of Psychologists of British Columbia).



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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Language & Literacy Faculty Approval Date: March 21, 2012 Effective Session (W or S): W Term 1 Effective Academic Year: 2012/13</p>	<p>Date: 29 September 2011 Contact Person: Steven Talmy Phone: 2-2353 Email: steven.talmy@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LLED 503 (3): Qualitative Research Interviewing in Education: Theories and methods</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Establish new graduate research methods course</p> <p>Rationale for Proposed Change:</p> <p>Interviews have been used for decades in empirical inquiry across the social sciences as one of the primary means of generating data; in fact, it has been estimated that 90% of social scientific studies incorporate interview methods of some kind. Despite this prevalence, it is evident that interviews are only occasionally theorized adequately (when they are theorized at all), leading to a more or less ‘commonsense’ perspective on the method that can put a study’s theoretical framework at odds with its theory of methodology. This course aims to address this issue, focusing in particular on qualitative educational research, by considering several theories of interview, and concomitant implications for the conceptualization, design, implementation, analysis, and representation of interview studies.</p> <p>Drawing on a range of published literature about theories of interview, (interview) research design, and empirical interview studies from education and across intersecting disciplines (e.g., sociology, psychology, anthropology, and cultural studies), the course will</p> <ul style="list-style-type: none"> • Introduce and compare a range of



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	<p>theories and methods related to qualitative interview research;</p> <ul style="list-style-type: none"> • Provide a conceptually grounded experience to prepare for theorizing, designing, conducting, analyzing, and representing qualitative interview studies; • Explore the implications of differing theories of interview for the design, implementation, and analysis of interview research; • Consider different approaches to the analysis of qualitative interview data, e.g., thematic/content; interaction; narrative; critical; postcolonial; postmodern; • Establish a framework for the critical evaluation of interview research that students encounter in published educational studies; • Help students make informed choices concerning the (interview) research methods that they adopt for their own research endeavors; • And help provide students with the means to articulate the basis of these choices <p>This course has been taught twice before as a cross-listed CCFI 508A/LLED 565: in 2009-10 and again in 2010-11.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: School of Audiology & Speech Sciences Faculty Approval Date: Feb 4, 2012 Effective Session: Winter 2011/12</p>	<p>Date: March 21, 2011 Contact Person: B. May Bernhardt Phone: 2-2319 Email: may.bernhardt@audiospeech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AUDI 540 (1) Approaches to Audiology and Speech-Language Pathology for People of First Nations, Métis or Inuit Heritage</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: AUDI</p> <p>Present Calendar Entry: none.</p> <p>Type of Action: New required course</p> <p>Rationale: For the past three years, one of our Directed Readings numbers (AUDI 547C) has been used as a home for a course we have been developing entitled “Approaches to audiology and speech-language pathology for people of First Nations, Métis or Inuit heritage”.</p> <p>Course development as 547C: A TLEF to Dr. May Bernhardt and colleagues supported the development, implementation and evaluation of this trial course during 2009-2010 and 2010-2011. An Advisory Group of First Nations and non-First Nations academics and practitioners helped us in this endeavour, during which time a majority of SASS faculty, a First Nations heritage project coordinator and 13 students (First Nations and non-First Nations) assisted in the course development. As a result of this developmental process, we believe we have a starting model for the course.</p> <p>Why its own number now: We believe the course is now ready for its own number and status in our curriculum. As a Directed Readings course, it does not show up on a transcript under its own title. The School considers it important for the course to be officially recognized, for the School, for</p>



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	<p>the College of Health Disciplines, for the Faculty of Medicine of which the School is one unit, for the university, for our students, and most importantly, for the people for whom, it is hoped, our graduates will provide more culturally competent service in the future.</p> <p>Credit value rationale: The number of hours is commensurate with a 1-credit laboratory course. Due to the intensive nature of the Master's programs in audiology and speech-language pathology, and the high number of credits already present in our curriculum, a higher credit value is not currently feasible. The perspective of SASS is that course content be a catalyst for incorporation of Aboriginal content into the existing courses in the School and our experience of the past 3 courses has shown this to be true.</p> <p>Interdisciplinarity: The course is considered equally relevant for students in audiology AND speech-language pathology, and thus, all students at the Master's level are enrolled in the course. The design of the course may allow further iinterdisciplinarity with other programs in the future at least for some aspects of the course.</p>
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Vancouver Senate Curriculum Committee

c/o

Enrolment Services | Senate & Curriculum Services

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

lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **CURRICULUM PROPOSAL FROM THE FACULTY OF LAW**

The Senate Curriculum Committee has reviewed the attached Category 1 proposal from the Faculty of Law and is pleased to submit it for your consideration.

Program changes:

Juris Doctor > Academic Regulations > Examinations



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Law Department: Law Faculty Approval Date: April 7, 2011 Effective Session (W or S): Winter Effective Academic Year: 2012-2013	Date: 2012-03-06 Contact Person: Ben Goold Phone: 604.822.4669 Email: goold@law.ubc.ca
Proposed Calendar Entry: Examinations <p>The following regulations regarding re-examination apply only to students pursuing the J.D. program (including those pursuing the dual M.B.A./J.D. or the dual M.A.A.P.P.S./J.D. program).</p> <p>Courses will be evaluated by final examination in December or April, unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-examination in a particular course after the regular evaluations for the year are completed.</p> <ol style="list-style-type: none"> 1. The passing grade in an individual course is 50%. 2. (a) In order to pass first year and proceed to second year, a first year student must obtain: <ol style="list-style-type: none"> (i) a passing grade in every first year course, and (ii) a weighted average of 55% over all courses taken in first year. 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,328 Present Calendar Entry: Examinations <p>Courses will be evaluated by final examination in December or April, unless an additional or alternative method of evaluation is deemed appropriate. In certain circumstances, as set out below, a student is entitled to a re-evaluation in a particular course after the regular evaluations for the year are completed.</p> <p>The minimum passing grade in an individual course is 50%. In order to pass the year, a student must obtain a passing grade in every compulsory course taken in the year and a weighted average over all courses taken in the year of no less than 55%.</p> <p>A student is entitled to a re-evaluation in a course under the following circumstances:</p> <ol style="list-style-type: none"> 1. If as a result of the regular evaluations a student has failed one or two, but not more than two, courses (whether compulsory or not) and achieved a weighted

<p>(b) In order to pass second year and proceed to third year, a student must obtain a weighted average of 55% over all courses taken that year.</p> <p>(c) The standing of a student who is on a part-time course load is determined on the basis of performance in the courses taken in each session, rather than waiting until the credit equivalent of first year, second year, etc., has been completed.</p> <p>3. A student is entitled to a re-examination [that is, may write another examination] in a course in either of the following circumstances:</p> <p>(i) if a student has failed one or two (but not more than two) courses and has achieved a weighted average of at least 55% in the courses that were passed, the student is entitled to a re-examination in the courses that were failed; or</p> <p>(ii) if a student has passed every course but has a weighted average of less than 55% over all courses taken that year, the student is entitled to a re-examination in the two courses in which the lowest grades were received.</p> <p>4. Notwithstanding 3. above, a</p>	<p>average of at least 55% in the courses that were passed, the student is entitled to a re-evaluation in the courses that were failed.</p> <p>2. If as a result of the regular evaluations a student has passed every course but has achieved a weighted average of less than 55% over all courses taken in the year, the student is entitled to a re-evaluation in the two courses in which the lowest grades were received. If the grade received on the re-evaluation is sufficient, the final grade for a course in which the student is re-evaluated will be raised to 50% or whatever higher grade is necessary to yield a weighted average of 55% over all courses taken in the year, otherwise, the original grade will stand.</p> <p>Type of Action: Change of academic regulations.</p> <p>Rationale for Proposed Change: These changes are to clarify the Faculty rules regarding re-examinations in the event of a failing grade. The changes clarify re-examination rules for first year students (with a mandatory curriculum) vs. upper year students and for part time vs. full time students in terms of the number of courses that can be failed and still receive re-examination. They also make clear that no re-examination will be allowed if failing mark involves academic dishonesty and that no re-examinations will be allowed for papers. The Faculty determined that the re-examination rules needed to be limited to courses where an exam was the primary evaluation component because it was decided that students who fail to hand in a paper, in the absence of grounds for a deferral, should not be entitled to write that</p>
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<p>student is not entitled to a re-examination in a course:</p> <ul style="list-style-type: none"> (i) if the student received a failing grade in that course due to a penalty being imposed for plagiarism or academic misconduct; or (ii) if the student failed more courses than they passed. <p>5. A re-examination is only available for a final examination, and only where the final examination is worth 60% or more of the total grade for a course. A student who receives a failing grade on a paper may not re-write the paper.¹</p> <p>6. If the grade received on the re-examination is at least 50%, the final grade for a course in which the student is re-examined will be raised to 50%. If the final grade of 50% yields a weighted average of less than 55% over all courses taken in that year, and the student's original grade received on the re-examination would result in a weighted average greater than 55% if recorded on their academic record, the final grade will be raised to whatever minimum grade is necessary to yield a weighted average of 55% over all courses taken in the year, otherwise, the original grade will stand.</p> <p>7. Ordinarily, students eligible for re-examination and wishing to be re-examined must notify the Director of Student Academic Services within two weeks of the</p>	<p>paper at a later date. A student who receives a failing grade on a paper may not re-write the paper.</p>
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<p>spring term official grades release date in May.</p> <p>8. A student who receives an academic standing of Failed will be required to discontinue his or her studies for 12 months. Normally, the student will be required to discontinue studies at the University starting immediately. However, a student registered in and attending one or more courses will be permitted to complete those courses if the determination of an academic standing of Failed is only made after the last date for withdrawal without a "W" being recorded on the transcript.</p> <p>¹ This does not preclude students making use of the <u>Review of Assigned Standing</u> procedures <link underlined text to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0></p>	
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THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee
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30 April 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **CURRICULUM PROPOSALS FROM THE FACULTY OF
PHARMACEUTICAL SCIENCES**

The Senate Curriculum Committee has reviewed the attached Category 1 proposals from the Faculty of Pharmaceutical Sciences and is pleased to submit them for your consideration.

New courses:

PHAR 269 (3)

PHAR 406 (3)



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: March 15, 2012 Effective Session <u>2012W</u> Term <u>1</u> Year <u>2012</u> for Change</p>	<p>Date: November 30, 2011 Contact Person: Marion Pearson Phone: 604-822-4933 Email: marionp@mail.ubc.ca</p>
<p>Proposed Calendar Entry: PHAR 269 (3) Community Service Learning I Service learning in community organizations and pharmacies. [2*-0-3*;2*-0-3*]</p>	<p>URL: [None]</p> <p>Present Calendar Entry: [None]</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This is a new elective course, to provide 1st year pharmacy students with experiences to appreciate their ethical and social responsibilities as engaged citizens and future health care professionals. This course has been piloted successfully for one year as a section of PHAR 453B (3) Directed Studies in Pharmacy Practice.</p> <p>Supporting document: Course outline</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

THE UNIVERSITY OF BRITISH COLUMBIA



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

03 May 2012

To: Vancouver Senate

From: Senate Library Committee

Re: **Report of the Senate Library Committee**

Background

In its last annual report, the Senate Library Committee underlined three aspects of the current operating environment of the UBC Library:

- the rapidly evolving and expanding role of the Library in an era of digital and online *collections*;
- the difficulty of assessing a *budget* for the Library, given its diverse functions as a central university resource; and
- uncertainty as to how the Library's *space* on campus—most of it traditionally used to house books—may best be repurposed.

These issues were also prominent in the University Librarian's Report to Senate for 2010-11, *Transforming into a 21st-Century Research Library*.

The Integrated Research Library (IRL)

Rather than attempt a synthesis of the various matters discussed by the Committee this year, the Committee has chosen to present one exemplary policy issue to Senate, namely the planning for a future depository “of last resort” for books and other printed materials retained in the UBC collection but no longer shelved at sites in the central areas of the Point Grey campus or other prime sites. The operational context for this facility, known as the Integrated Research Library (IRL), has been laid out by a recent service review of the Library.

In the past year the Library has undergone external reviews in three core areas: Technical Services, Reference Service, and Circulation Service. Taken together, the reviews confirm what we have known for some time, which is that the UBC Library—like other major research libraries the world over—is at a critical juncture in its development. The reviews register significant developments in *patterns of library use*, in the *demands on and training needs of library staff*, and in the scale of *organizational challenges* faced by the Library.

The report on Technical Services addresses all aspects of the management of digital and print collections, including acquisitions processing, cataloguing and metadata generation, inventory management, preservation and storage. Among the leading challenges noted by



the Technical Services reviewers is that of “[i]dentifying and moving 40% of the [print-based] collection to offsite storage and carefully managing the huge amount of attendant records maintenance” (8). They remark that:

This ambitious goal for reducing the print collections stored in campus libraries has huge workflow and policy implications for the entire UBC system and will occupy enormous amounts of staff time over the coming decade. If done well, this set of collection decisions will be a major contribution to research, learning and teaching at UBC. If done with the lack of planning and hurried implementation... it could be detrimental to scholarship at UBC for generations to come. (30)

The “offsite” storage in question will in fact be located on the South Campus, on the east side of Nurseries Road, between TRIUMF and Imperial Trail. Under the name of the Integrated Research Library (IRL), the proposed facility was approved by the Property and Planning Advisory Committee (PPAC) on February 21, 2012, to advance to the next stage in the planning process (Executive 3). The Project Description brought to PPAC by the University Librarian included the following details (emphasis added):

The proposed... facility is a high-density library and archival storage building which consists of environmentally-controlled storage modules, processing area, reading room, office area, and shipping/receiving area. The proposed facility footprint also includes future module growth.

The project is to construct a new modular building *to accommodate the future growth of research library collections and enable collection space to continue being repurposed toward learning and research uses at the campus core*. This strategic initiative proposes a \$9.94 million Phase 1 module funded by UBC to meet UBC’s collections storage needs for 10 years. Subsequent modules will be added as needed to accommodate storage requirements of UBC and potentially other partner institutions. The site will accommodate up to 6 contiguous models for future growth in collection storage. Phase 1 will provide 940 net assignable square metres (NASM) of high density collection storage sufficient to house 1.6m volumes.

Of the roughly \$10m estimated for Phase 1 of this project, \$5m has been provided by UBC and the other \$5m will be made available to the Library as a loan that will be paid off at the rate of approximately \$500k p.a. from the Library’s annual operating budget. (Note: That budget is currently around \$34m, of which roughly \$13m is spent on collections.)

The Senate Library Committee will continue its consultation with faculty-based Library Advisory Committees and other stakeholders, in order further to advise and assist the University Librarian in devising policy and procedures for the future IRL. The following are some of the questions that we believe need to be addressed:

1. What principles will determine (a) which materials are transferred to the storage facility and when they are moved, (b) how much of the UBC-owned print inventory is kept (i.e. not discarded), (c) the quality of access (speed, cost, etc.) that students, faculty and staff have to these “last copy” holdings?



2. What level of continuing technical services can be assured for the progressive long-term transfer of materials to this facility and for the maintenance of relevant bibliographic records, given the ever-increasing demand for technical services in support of “born-digital” data?
3. What relationships and agreements should UBC enter into with local partners who may have an interest in this storage facility?
4. As the transfer of printed materials to storage frees up Library space in central academic venues, what should be the priorities for repurposing that space? (Could rents from prime Library sites be applied to servicing the mortgage on the IRL?)

Respectfully submitted,

Dr. Mark Vessey, Chair
Senate Library Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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

26 April 2012

To: Vancouver Senate

From: Senate Nominating Committee

Re: **a) Senate Library Committee Terms of Reference (approval)**

a) Senate Library Committee Terms of Reference (approval)

Three years ago, after a short period of dormancy, the Senate Library Committee was reconstituted and began working as an active committee of the Senate. The Terms of Reference of the Committee have been revised to bring them in line with the work the Committee has been doing over the past three years.

Current Terms of Reference

1. To advise and assist the Librarian in:
 - a. formulating a policy for the development of resources for instruction and research;
 - b. advising on the allocation of collection funds to the fields of instruction and research (Senate minutes September 14, 1994);
 - c. developing a general program of library service for all the interests of the University; and
 - d. keeping informed about the library needs of instructional and research staffs and students, and keeping the academic community informed about the library.
2. To report to Senate on matters of policy under discussion by the Committee.
3. To recommend to the Senate with respect to rules on the management and conduct of the Library.

Proposed Terms of Reference (changes indicated by italics)

1. To advise and assist the Librarian in developing a general program of library services for all the interests of the University; and, *more specifically, in:*
 - a. keeping informed about the library needs of *students*, instructional and research staffs, *and the public*, and in keeping the academic *and wider* community informed about the Library;
 - b. *responding to the opportunities and challenges presented to the Library by changes in its institutional, technological and commercial environments;*



- c. *defining the functions of the Library and of library services within the University and the wider community, and promoting a clear vision of the Library's role;*
 - d. *ensuring that the Library maintains its capacity to preserve, manage and develop its collections;*
 - e. *securing budgets in support of those goals; and*
 - f. *determining the optimal use of Library space and facilities.*
2. To report to Senate on matters of policy *and practice* under discussion by the Committee.
3. To *make recommendations* to the Senate with respect to rules *for* the management and conduct of the Library [*in accordance with the terms of the University Act*].

As such, upon recommendation of the Senate Library Committee, the Senate Nominating Committee recommends the following:

Motion: *That Senate approve the revised Senate Library Committee Terms of Reference.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



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

26 April 2012

To: Vancouver Senate

From: Senate Nominating Committee

Re: **b) Adjustment to Membership of Student Awards Committee (approval)**
c) Change in Composition of Student Awards Committee (approval)

b) Adjustment to Membership of Student Awards Committee (approval)

Upon the recommendation of the Student Awards Committee reflecting an adjustment in the title of the position, the Nominating Committee requests that Senate adjust the membership of the Student Awards Committee to replace the ex-officio, non-voting member, “Faculty of Graduate Studies Graduate Awards Administrator”, with the “Manager of Graduate Awards, Faculty of Graduate Studies”.

Motion: *That the membership of the Vancouver Senate Student Awards Committee be adjusted to replace the Faculty of Graduate Studies Graduate Awards Administrator with the Manager of Graduate Awards, Faculty of Graduate Studies as an ex-officio, non-voting member.*

c) Change in Composition of Student Awards Committee (approval)

Upon the recommendation of the Student Awards Committee, the Nominating Committee requests that Senate adjust the composition of the Student Awards Committee as follows:

Current Student Awards Committee Composition	Proposed Student Awards Committee Composition (additions indicated in boldface)
13 members, including: <ul style="list-style-type: none">8 Senators; 2 of which are students and 1 convocation member Ex-officio, voting members: <ul style="list-style-type: none">ChancellorPresident	19 members, including: <ul style="list-style-type: none">9 Senators; 2 of which are students and 2 of which are convocation members Ex-officio, voting members: <ul style="list-style-type: none">ChancellorPresident



<ul style="list-style-type: none">• Registrar• Director, Awards & Financial Aid <p>Ex-officio, non-voting members:</p> <ul style="list-style-type: none">• Manager of Graduate Awards, Faculty of Graduate Studies¹	<ul style="list-style-type: none">• Registrar• Dean, Faculty of Graduate Studies• Director, Awards & Financial Aid• Assistant Dean – Finance, Awards and Development, Faculty of Graduate Studies <p>Ex-officio, non-voting members:</p> <ul style="list-style-type: none">• Manager of Graduate Awards, Faculty of Graduate Studies¹• Manager, Financial Support Initiatives, Student Financial Assistance & Awards• Associate Director, Awards, Development Office Gifts and Estate Planning• Manager, Awards Development Office Gifts and Estate Planning
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¹ Title pending approval of motion under item (b) above.

As such, the Nominating Committee recommends the following:

Motion: *That Senate approve the proposed revisions to the composition of the Vancouver Senate Student Awards Committee.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee
c/o
Enrolment Services | Senate & Curriculum Services
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May 2, 2012

To: Vancouver Senate

From: Nominating Committee

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

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

***Motion:** That Senate appoint student senators to the Committees of Senate as follows, effective until March 31, 2013 and thereafter until replaced.*

1. Academic Building Needs

Barnabas Caro
Aaron Sihota
Lisa Zhu

2. Academic Policy

Kiran Mahal
Justin Yang

3. Admissions

Natalie Liu
Enzo Woo

4. Agenda

Ravi Parhar
Justin Yang

5. Appeals on Academic Standing

Brendan Craig
Natalie Liu
Ravi Parhar

6. Curriculum

Barak Caracheo
Barnabas Caro

Mary Leong
Enzo Woo
Lisa Zhu

7. Library

Philip Edgcumbe
Tagg Jefferson
Christopher Roach
Aaron Sihota

8. Student Appeals on Academic Discipline

Brendan Craig
Montana Hunter
Tagg Jefferson

9. Student Awards

Kiran Mahal
Katherine Tyson

10. Teaching and Learning

Natalie Liu
Kiran Mahal
Aaron Sihota

11. Tributes

Montana Hunter
Lisa Zhu

12. Elections Committee of the Council of Senates

Barak Caracheo

13. Budget Committee of the Council of Senates

Montana Hunter
Tagg Jefferson

14. Council of Senates Vancouver Representative Committee 4

Christopher Roach

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

As per section 38.1(e) of the *University Act*, the Vancouver Senate must elect four (4) representatives to the Council of Senates. Senate has determined that two (2) such representatives be students. At the 14 March 2012 meeting of Senate, Mr. Des Verma and Dr. Sally Thorne were acclaimed as elected. At this time, the Nominating Committee recommends to Senate the nomination of Ms. Katherine Tyson and Mr. Justin Yang for election as student representatives to the Council of Senates.

Motion: *That Senate elect Ms. Katherine Tyson and Mr. Justin Yang to the Council of Senates.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Nominating Committee
c/o
Enrolment Services | Senate & Curriculum Services
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Vancouver BC V6T 1Z1
Tel : (604) 822-9134 | Fax : (604) 822-5941

May 8, 2012

To: Vancouver Senate

From: Nominating Committee

Re: **f) Appointment of Senators to the President's Advisory Committee for the Selection of a New Associate Vice-President, International**

As senators are aware, a President's Advisory Committee is being formed to advise the President on the appointment of a new Associate Vice-President, International. Although the position is not yet listed under those set in Policy 18 (Appointments of Designated Senior Academic Administrators), the University is complying as much as possible with the policy requirements for such search committees. The Nominating Committee will ask for the position to be included in the next revision of the Policy.

Therefore, Senate must select three (3) members to serve on the President's Advisory Committee for the Selection of an Associate Vice-President, International. The Nominating Committee has considered all nominations received and is pleased to recommend the following senators for appointment:

- 1) Mr. Philip Edgcumbe (Student Senator, Faculty of Medicine)
- 2) Dr. Andre Ivanov (Senator, Faculty of Applied Science)
- 3) Dr. Santokh Singh (Senator, Faculty of Science)

Motion: *That Senate appoint Mr. Philip Edgcumbe, Dr. Andre Ivanov, and Dr. Santokh Singh to the President's Advisory Committee for the Selection of an Associate Vice-President, International.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair
Senate Nominating Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Committee on Student Appeals on Academic Discipline
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall
Vancouver BC V6T 1Z1
Tel : (604) 822-8141 | Fax : (604) 822-5945

4 May 2012

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2011 – 30 April 2012) (information)**

Members of the Committee:

- Prof. Bruce MacDougall (Chair)
- Mr. Tariq Ahmed
- Prof. Bonnie Craig
- Mr. Brendan Craig
- Mr. Darran Fernandez
- Dr. Sue Grayston
- Dean Murray Isman
- Dr. Philip Loewen
- Ms. Trish Rosseel
- Mr. Ravi Parhar
- Mr. Kevin Truong

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

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

During the period from 1 May 2011 to 30 April 2012, the Senate Committee heard five (5) appeals involving students disciplined by the President upon the recommendation of the President's Advisory Committee on Student Discipline. Of the appeals considered by the Senate Committee, two (2) were allowed and three (3) were dismissed. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are as follows:

1. 22 June 2011

The student was disciplined for copying the answer of one question on a midterm examination from the examination paper of a student seated nearby. The discipline imposed by the President was a mark of zero in the course, and a notation of academic misconduct entered on the student's transcript. The student appealed on the grounds that (1) the President erred in his assessment of the evidence in the President's Committee report, including any factual inferences made by the President, or the student's credibility or that of other witnesses, and (2) the discipline imposed was excessive.

The standard of review for both grounds of appeal is reasonableness. The Committee found that the President's decision was not unreasonable on either ground.

Appeal dismissed

2. 17 August 2011

The student was disciplined for submitting a fraudulent medical note in support of a missed midterm examination in one course, and for submitting another fraudulent medical note in support of a late assignment in another course. The discipline imposed by the President was marks of zero in both courses, suspension from the University for a period of four (4) months, and a notation of academic misconduct entered on the student's transcript. The student appealed the marks of zero and the suspension from the University on the grounds that (1) the procedure of the President's Committee was unfair or operated unfairly in that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or the President gave insufficient reasons for his decision, and (2) the discipline imposed was excessive.

The standard of review for both grounds of appeal is reasonableness. The Committee found that the President's decision was not unreasonable on the first ground. A majority of the Committee found that the President's decision was not unreasonable on the second ground. A minority of the Committee found that the imposition of marks of zero in both classes was excessive.

Appeal dismissed

3. 7 September 2011

The student was disciplined for submitting a Master's thesis which contained uncited materials identical to published sources available online. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 12 months, and a notation of academic misconduct entered on the student's transcript. In written arguments to the Committee, the student submitted new information which had not been available at the time that the President's Committee took its decision. The Committee found that this information could materially affect the outcome of the appeal. The Committee sent the matter back for rehearing by the President's Committee.

Appeal allowed

4. 16 February 2012

The student was disciplined for submitting a Master's thesis that contained plagiarized segments requiring disciplinary measures. The discipline imposed by the President was a mark of zero in the course, suspension from the University for a period of 12 months, and a notation of academic misconduct entered on the student's transcript. The student appealed on five grounds.

- (1) The President incorrectly determined that the student's conduct, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure.

The standard of review for this ground is correctness. The Committee did not find that President's decision was incorrect.

- (2) There was a breach or unfair application of the University's procedure prior to the President's Committee hearing that was raised before the President's Committee but was not adequately remedied through the President's Committee.
- (3) The procedure of the President's Committee was unfair or operated unfairly in that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached, or the President gave insufficient reasons for his decision.

The standard of review for these two grounds is reasonableness. The Committee found that the President's decision was not unreasonable on these grounds.

- (4) The President erred in his assessment of the evidence in the President's Committee report, including any factual inferences made by the President, or the student's credibility or that of other witnesses.

The standard of review for this ground is reasonableness. A majority of the Committee found that the President's assessment of the evidence in the President's Committee's report was reasonable. A minority of the Committee found that the new evidence could be interpreted to explain why the student made the citation errors that constituted plagiarism, that the President's Committee did not fully consider or give adequate weight to the new evidence, and that this was unreasonable.

- (5) The discipline imposed by the president was excessive.

The standard of review for this ground is reasonableness. A majority of the Committee found that the decision was unreasonable on the basis that the student may not have completely understood some of the processes involved in correct citation and referencing, and that the student's medical situation likely compounded the mistakes and greater account ought to have been taken of it in determining punishment. The Committee decided that the student be allowed to submit and defend a new version of the thesis, that a lesser period of suspension be imposed, and that a notation be entered on the student's transcript. A minority of the Committee found that the exercise of the President's discretion was reasonable, and would have dismissed the appeal.

Appeal allowed

5. 26 April 2012

The student was disciplined for plagiarizing assignments in all courses while on an exchange program. The discipline imposed by the President was suspension from the University for a period of 12 months, and notations of academic misconduct and failed credits for the courses in which the assignments were plagiarized entered on the student's transcript. The student appealed the length of the suspension on the ground that the discipline imposed was excessive. The standard of review for this ground is reasonableness. The Committee found that that the President's decision was not unreasonable, and confirmed that decision.

Appeal dismissed

Respectfully submitted,

Prof. Bruce MacDougall, Chair
Senate Committee on Student Appeals on Academic Discipline

THE UNIVERSITY OF BRITISH COLUMBIA



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

May 2, 2012

From: Senate Committee on Student Awards, Vancouver
To: Senate
Re: New Awards (May 2012)

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.

A-DEC Community Service Award – A \$2,000 service award is offered by local A-Dec representatives, Andrew Benzel and Jim Berry. This award recognizes an outstanding third year DMD student who demonstrates leadership, interest and passion in the community and reflects A-Dec's concern for people, integrity and service to the greater community. Award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2012 Winter Session)

ASSOCIATION of Women in Finance Graduate Scholarship – A \$1,500 scholarship is offered by the Association of Women in Finance (AWF), an organization that encourages and supports women in financial professions, to recognize and reward an outstanding female student pursuing a Master of Business Administration with a focus on finance and future plans to pursue a career in finance. Preference will be given to a student who demonstrates a history of community service. Award is made on the recommendation of the Sauder School of Business. (First Award Available in the 2012 Winter Session)

CANADIAN Asia Pacific School Society Leadership Award in Asian Studies – A \$1,000 academic leadership award has been endowed for a student majoring in either Asian Area Studies or Asian Language and Culture. The winning candidate will best exemplify combination of academic excellence and leadership with active involvement in the undergraduate community life of the Department of Asian Studies. The award is made on the recommendation of the Department of Asian Studies. (First Award Available in the 2012 Winter Session)

Patsy and David HEFFEL Award in Art History – A \$3,500 award has been endowed by the Heffel family for an undergraduate student pursuing an Art History major in the Department of Art History, Visual Art and Theory. Preference is given first and foremost to a student demonstrating financial need. The award is made on the recommendation of

the Department of Art History, Visual Art and Theory. (First Award Available in the 2012 Winter Session)

Marie KENDALL Memorial Bursary – Bursaries totalling \$2,450 have been endowed through a bequest by Marie Kendall (B.A. '45) for students in the Faculty of Medicine and the Faculty of Science. Bursaries are adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012 Winter Session)

Marie KENDALL Memorial Scholarship in Medicine – Scholarships totalling \$1,225 have been endowed through a bequest by Marie Kendall (B.A. '45) for students in the Faculty of Medicine. The awards are made on the recommendation of the Faculty of Medicine and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012 Winter Session)

Marie KENDALL Memorial Scholarship in Science – Scholarships totalling \$1,225 have been endowed through a bequest by Marie Kendall (B.A. '45) for students in the Faculty of Science. The awards are made on the recommendation of the Faculty of Science and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012 Winter Session)

LAW Faculty Scholarship – Scholarships totalling \$120,000 are offered by the Faculty of Law, to assist students in the LL.M. and Ph.D. graduate degree programs in the Faculty of Law. The awards are made on the recommendation of the Faculty of Law, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012 Winter Session)

LL.M. (Common Law) Degree Bursary – Bursaries totalling \$15,000 are offered to students in the LL.M. Common Law Program who demonstrate financial need. Adjudications are made by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012 Winter Session)

David NELSON Thunderbird Men's Basketball Award – One or more awards, ranging from a minimum value of \$500 to the maximum allowable under athletic association guidelines are offered to members of the Thunderbird Men's Basketball team in any year of study, with a preference to graduates of Victoria High School in Victoria, BC; or Esquimalt High School in Esquimalt, BC; or a high school on Vancouver Island. Awards are made on the recommendation of the President's Athletic Awards Committee for outstanding students who have demonstrated excellent leadership skills and maintained good academic standing. (First Award Available in the 2012 Winter Session)

Kathleen SIMPSON Memorial Graduate Scholarship – A \$1,350 scholarship has been endowed by the Estate of Kathleen Simpson for a graduate student studying social applied science. Recommendation is made by the Faculty of Graduate Studies. (First Award Available in the 2012 Winter Session)

John Douglas WATERFIELD Bursary – A \$1,000 bursary is offered by UBC Dentistry in honour of Professor Emeriti Dr. Doug Waterfield, whose extraordinary

dedication to teaching and research has been instrumental in the continued success and mission of UBC Dentistry. The award is adjudicated by the Office of Student Financial Assistance and Awards. (First Award Available in the 2012 Winter Session)

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

#5861 ASSOCIATION of Women in Finance Scholarship in Law – A \$1,500 scholarship is offered by the Association of Women in Finance (AWF), an organization that encourages and supports women in financial professions, to an outstanding female student enrolled in the Business Law Concentration in the J.D. Program. The award is made on the recommendation of the Faculty of Law. Preference will be given to a student who demonstrates a history of community service.

How amended: Narrowed the focus to women and included the preference that the scholarship be given to a student who demonstrates community service.
(Revision to commence in 2012W)

#1211 - UNIVERSAL Buddhist Temple Prize – Five prizes of \$300 each have been offered by the Universal Buddhist Temple for the best essays submitted on the topics of Buddhist philosophy, Buddhist history and Buddhist art history. Three of the prizes can be awarded to Buddhism courses at the 200 level and two prizes to be awarded to students with top essays numbered at the 300 or 400 level. The awards are made on the recommendation of the Department of Asian Studies.

How amended: Opened the criteria to include 400 level essays in the award description.

THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Tributes Committee
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May 4, 2012

To: Vancouver Senate
From: Tributes Committee
Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Senior Instructor Emeritus, Instructor Emeritus, General Librarian Emeritus or Administrative Librarian Emeritus be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Faculty Members Eligible for Emeritus Status				
Retirements or Resignations - January 1, 2012 to August 31, 2012				
Last Name	First Name	Rank	Faculty	Emeritus Title
Baverel	Jocelyne S.	Senior Instructor	Arts	Senior Instructor Emeritus of French, Hispanic and Italian Studies
Bell	Michael H.	Clinical Professor	Medicine	Clinical Professor Emeritus of Orthopaedics
Benbasat	Julyet	Senior Instructor	Science	Senior Instructor Emeritus of Microbiology
Blake	Robert W.	Professor	Science	Professor Emeritus of Zoology
Boyle	Christine L. M.	Professor	Law	Professor Emeritus of Law
Chipperfield	Patricia	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Radiology
Chisholm	Brian S.	Senior Instructor	Arts	Senior Instructor Emeritus of Anthropology
Coop	Jane	Professor	Arts	Professor Emeritus of Music
Durance	Timothy	Professor	Land and Food Systems	Professor Emeritus of Food, Nutrition and Health
Eberle	Robert	Associate Professor	Arts	Associate Professor Emeritus of Theatre and Film
Evans	Robert L.	Professor	Applied Science	Professor Emeritus of Mechanical Engineering
Farrell	Kevin	Professor	Medicine	Professor Emeritus of Paediatrics
Fedoruk	Ronald	Associate Professor	Arts	Associate Professor Emeritus of Theatre and Film
Flak	Borys	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Radiology
Foley	Brian	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Surgery
Gropper	Peter	Clinical Professor	Medicine	Clinical Professor Emeritus of Orthopaedics
Hellwig	Christine Maria S.	Associate Professor	Arts	Associate Professor Emeritus of Asian Studies
Jillings	Carol J.	Associate Professor	Applied Science	Associate Professor Emeritus of Nursing
Jones	Michael	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Levy	Eric P.	Associate Professor	Arts	Associate Professor Emeritus of English
Lubin	Stanley	Clinical Professor	Medicine	Clinical Professor Emeritus of Family Practice
McDonald	Robert A. J.	Associate Professor	Arts	Associate Professor Emeritus of History
Mosca	Paul G.	Associate Professor	Arts	Associate Professor Emeritus of Classical, Near Eastern, and Religious Studies
Ovalle	William	Professor	Medicine	Professor Emeritus of Cellular and Physiological Sciences
Petrell	Royann J.	Associate Professor	Applied Science	Associate Professor Emeritus of Chemical and Biological Engineering
Prion	Helmut Gustav L.	Associate Professor	Applied Science	Associate Professor Emeritus of Civil Engineering
Rurak	Danny	Professor	Medicine	Professor Emeritus of Obstetrics and Gynaecology
Sandor	George G. S.	Professor	Medicine	Professor Emeritus of Paediatrics
Seymour	Brian R.	Professor	Science	Professor Emeritus of Mathematics
Stenberg	Peter	Professor	Arts	Professor Emeritus of Central, Eastern and Northern European Studies
Waterfield	John Douglas	Associate Professor	Dentistry	Associate Professor Emeritus of Oral Biological and Medical Sciences
Whitfield	Michael F.	Professor	Medicine	Professor Emeritus of Paediatrics
Wing	Peter	Clinical Professor	Medicine	Clinical Professor Emeritus of Orthopaedics
Wood	Alison	Associate Professor	Arts	Associate Professor Emeritus of Theatre and Film
Wright	Paul	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Orthopaedics