



**Vancouver Senate**

**DRAFT AGENDA**

**THE FIRST REGULAR MEETING OF THE VANCOUVER SENATE  
FOR THE 2012/2013 ACADEMIC YEAR**

**WEDNESDAY, SEPTEMBER 19, 2012**

**6:00 P.M.**

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

- 1. Senate Membership – Mr Christopher Eaton**  
New Senator: Dean Robert Helsley, Faculty of Commerce & Business  
Administration (information)
- 2. Tributes Committee – Dr Murray Isman**  
Memorial Minutes for Mr Basil Frederick Stuart-Stubbs, Dr Charles Bourne,  
Dr John E. Phillips, and Prof. Ralph Raymond Loffmark (approval) (circulated)
- 3. Minutes of the Meeting of May 16, 2012 – Mr Justin Yang**  
(approval) (circulated)
- 4. Business Arising from the Minutes**  
Report from the Registrar on Resident Registration Fees (information) (circulated)
- 5. From the Board of Governors – Mr Justin Yang**  
Confirmation that the following items approved by the Vancouver Senate were  
subsequently approved by the Board of Governors as required under the *University  
Act* (information)

**Senate Meeting of April 17, 2012**

Curriculum proposals from the Faculties of Education, Forestry, Graduate Studies (Arts, College for  
Interdisciplinary Studies, and Land & Food Systems), Law, and Science

New Awards

**Senate Meeting of May 16, 2012**

Transfer of the Human Early Learning Partnership (HELP) from the College for Interdisciplinary  
Studies to the School of Population and Public Health in the Faculty of Medicine, and in approving 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

*.../continued*

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

New Awards

**6. Joint Report from the Academic Policy, Admissions, and Curriculum Committees – Dr Paul G. Harrison, Dr Santokh Singh and Dr Robert Sparks**

(approval) (circulated)

- a. Establishment of the Vancouver School of Economics (formerly the Department of Economics) in the Faculty of Arts;
- b. New Program: Bachelor of International Economics; and,
- c. B.I.E. Program - Domestic and International Student Enrolment.

**7. Admissions Committee – Dr Robert Sparks**

(approval) (circulated)

- a. Discontinuation of Policy J-52: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*
- b. Bachelor of Education – Credit Requirements
- c. Bachelor of Music – Audition Requirement
- d. Doctor of Medicine – Deadlines and Miscellaneous Updates
- e. Bachelor of Medical Laboratory Science – Pre-requisite Courses
- f. Bachelor of Science in Nursing – Admission Average
- g. Bachelor of Science in Nursing – Post-secondary Course Requirements

**8. Curriculum Committee – Dr Santokh Singh**

(circulated)

- a. Certificate Programs (information)
- b. Ratification of Approval for Items Approved by the Committee Over the Summer Recess of Senate from the Faculties of Graduate Studies (Applied Science, Education, and Medicine), Education, and Pharmaceutical Sciences (approval)
- c. Curriculum Proposals from the Faculties of Education and Land & Food Systems (approval)

**9. Nominating Committee – Dr Rhodri Windsor-Liscombe**

(approval) (circulated)

- a. Adjustment to Membership of Student Awards Committee
- b. Adjustment to Committee Compositions

**10. Student Awards – Dr Brian Stelck**

New Awards and Changes to Existing Awards (approval) (circulated)

.../continued

**11. Report from the Provost and Vice-President, Academic – Dr David Farrar**  
(information)

- a. Appointment of Vice Provost and Associate Vice-President, Enrolment and Academic Facilities (circulated)
- b. An International Bridge to UBC (Formerly Pathways)

**12. Report from the Faculty of Graduate Studies – Dr Susan Porter**  
Rolling Graduation (approval) (circulated)

**13. Proposed Agenda Items**

**14. Other Business**

Section 16 (b) of the *Rules and Procedures of the Vancouver 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](mailto:kristen.elder@ubc.ca)

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

# THE UNIVERSITY OF BRITISH COLUMBIA



**a place of mind**

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

September 7, 2012

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

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The Tributes Committee has prepared memorial minutes for the following individuals:

*Mr. Basil Frederick Stuart-Stubbs, Dr. Charles Bourne, Dr. John E. Phillips,  
and Professor Ralph Raymond Loffmark*

***Motion:*** *That Senate approve the Memorial Minutes for Mr. Basil Frederick Stuart-Stubbs, Dr. Charles Bourne, Dr. John E. Phillips, and Professor Ralph Raymond Loffmark, that they be entered into the Minutes of Senate, and that copies be sent to the families of the deceased.*

Respectfully submitted,

Dr. Sally Thorne, Chair  
Senate Tributes Committee

### **Mr. Basil Frederick Stuart-Stubbs**

Mr. Basil Frederick Stuart-Stubbs was born in Moncton, New Brunswick, and moved to Vancouver with his parents at the age of 16. He received his B.A. (Honours in Philosophy) from UBC in 1952, and his Bachelor of Library Science from McGill University in 1954. Between 1954 and 1956, Basil worked as a reference librarian at McGill. He returned to UBC in 1956 to join the Library staff, specializing in collections and rare books. In 1964, Basil was appointed University Librarian. During his time as University Librarian, he dedicated many years of service to the UBC Senate.

Basil moved to a faculty position in 1981, when he was appointed Professor and Director of the School of Library, Archival and Information Studies. While at the School, Basil implemented the first post-graduate degree program in North America in the field of archival studies. For a dozen years, he taught the only course available on publishing in British Columbia.

Basil received many awards and honours, including the Gray Campbell Distinguished Service Award for his outstanding contributions to the book industry in British Columbia in 2004, the Order of Canada in 2005, and the Queen Elizabeth Diamond Jubilee Medal in 2012.

Privately, Basil spent decades researching his family's genealogy, and enjoyed many travels abroad. As an amateur pianist and avid concert-attendee, he had a lifelong passion for collecting sheet music, recordings, and books by and about pianists. Professor emeritus and University Librarian emeritus at UBC, Basil will be remembered as a bibliophile, scholar, and librarian.

### **Dr. Charles Bourne**

Born in Barbados, Dr. Charles Bourne moved to Canada to pursue a career in law. He completed a B.A. from the University of Toronto in 1945, and went on to earn an L.L.M. from Cambridge in 1947, and an S.J.D. from Harvard in 1970. Following several years at the University of Saskatchewan's College of Law, Dr. Bourne took a position at UBC's Faculty of Law in 1950.

During his academic career, Dr. Bourne became a world renowned scholar in the areas of water resources law and the law of the sea. His leadership roles included President of the Canadian British International Law Association, Academic-in-Residence for External Affairs, President of the Canadian Council of International Law, member of the Permanent Court of Arbitration in The Hague, advisor to the International Joint Commission in Ottawa, and Chairman of the International Law Association Committee on International Water Resources Law. He also wrote numerous articles, and served as Editor-in-Chief for The Canadian Yearbook of International Law.

Dr. Bourne received many honours, including Fellow of the Royal Society of Canada in 1979, the John E. Read Medal from the Canadian Council of International Law in 1986, and the UBC Alumni Award for Research in 2011.

Between 1954 and 1981, Dr. Bourne served on the UBC Senate, as representative of the Faculty of Law and of Joint Faculties. He also acted as special advisor to the President from 1975 to 1986, when he retired Professor emeritus. In recognition of his long-standing service to UBC, the University bestowed upon Dr. Bourne an honorary doctor of laws degree in 1993.

### **Dr. John E. Phillips**

Dr. John E. Phillips was born in Montreal in 1934, and spent his high school and university years in Nova Scotia. After earning his B.Sc. with first class honours in Biology and the University Medal for Science at Dalhousie University, Dr. Phillips obtained his M.Sc. in 1957. The National Research Council of Canada awarded him a Special Overseas Scholarship to complete his Ph.D. in Cellular and Comparative Physiology at Cambridge University, England.

On his return to Canada, Dr. Phillips became an Assistant Professor at Dalhousie, and in 1964, he joined UBC's Zoology Department. From 1991 to 1996, he served as Department Head, and in 2000, became Professor emeritus. Under his leadership, Dr. Phillips' group of graduate students, post-doctoral fellows from abroad, and prominent faculty visitors pioneered the field of epithelial transport mechanisms and their neuro-hormonal control, including renal function, which enables various arthropods to inhabit diverse extreme environments. He was also co-author of some 150 research papers, and sat on the editorial boards of 4 international scientific journals.

In recognition of his group's life-long research contributions, Dr. Phillips received numerous honours, including election to the Royal Society of Canada, a Killam Senior Fellowship for sabbatical leave in Cambridge, a UBC Killam Research Prize, the Fry Medal from the Canadian Society of Zoologists for which he served as Secretary, Vice-President and President, and the James Chair at St. Francis Xavier University.

In addition to his many other contributions to UBC, Dr. Phillips represented the Faculty of Graduate Studies on the Senate from 1987 to 1990, and chaired many University-wide committees.

### **Professor Ralph Raymond Loffmark**

Professor Ralph Raymond Loffmark was born in Vancouver in 1920. A man who appreciated the value of an education, Professor Loffmark pursued studies at the University of Toronto, the University of Pennsylvania, and UBC. He earned his B.A. and M.B.A., before going on to achieve Law and Chartered Accountancy degrees.

In 1962, Professor Loffmark entered provincial politics, serving first as B.C.'s Minister of Trade, and then as Minister of Health. After an illustrious political career, he returned to UBC as a Commerce professor in 1972, and specialized in teaching law to Commerce students. Professor Loffmark received a Master Teacher Award in 1975, became Professor emeritus in 1985, and continued at UBC until his retirement in 1990. From 1962 to 1966, he served on the Senate, as representative of the Faculty of Commerce.

Professor Loffmark was instrumental, along with Dean Peter Lusztig and co-founders Murray Leith Sr., Michael Ryan and Milton Wong, in setting up the UBC Portfolio Management Foundation. The UBC PMF has been a significant success at the business school, and is still recognized as a major achievement that would not have come to pass without Professor Loffmark's vital input and expertise.





# VANCOUVER SENATE

## MINUTES OF 16 MAY 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, Ms E. Biddlecombe, Principal H. Brock, Dr L. Burr, Mr B. Caracheo, Mr B. Caro, Dr G. Chapman, Prof. B. Craig, Mr B. Craig, Dr W. Dunford, Mr P. Edgcumbe, Dr D. Farrar (Provost and Vice-President, Academic), Rev. Dr S. Farris, Mr D. Fernandez, Dean B. Frank, Prof. B. Goold, Mr S. Haffey, Dr W. Hall, Dr P. Harrison, Mr M. Hunter, Dr A. Ivanov, Mr T. Jefferson, Dr S. Knight, Dr B.S. Lalli, Ms M. Leong, Ms N. Liu, Dr P. Loewen, Prof. B. MacDougall, Dr W. McKee, Dr W. McNulty, Ms S. Morgan-Silvester (Chancellor), Mr R. Parhar, Dean S. Peacock, Dr J. Plessis, Dean *pro tem.* S. Porter, Dr R. Reid, Mr C. Roach, Dr D. Simunic, Dean R. Sindelar, Dr S. Singh, Dr R. Sparks, Ms S. Sterling, Mr M. Thom, Mr D. Verma, Dr M. Vessey, Dr L. Walker, Dr R. Windsor-Liscombe, Dr D. Witt, Mr E. Woo, Mr J. Yang, Ms L. Zhu.

**Regrets:** Dean G. Averill, Dean M.A. Bobinski, Dr P. Choi, Ms C. Dickson, Prof. L. Eccott, Dr S. Grayston, Rev. Dr M. Hagemoen, Dean *pro tem* E. Hall, Dean J. Innes, Dean M. Isman, Dr U. Kumar, Mr P. Lee, Dr D. Lehman, Dr P. Leung, Ms K. Mahal, Dr P. Marshall, Dean D. Muzyka, Principal L. Nasmith, Dr D. O'Donoghue, Dr I. Parent, Dr K. Patterson, Dr N. Perry, Dr A. Riseman, Ms T. Rosseel, Dr L. Rucker, Dean C. Shuler, Mr A. Sihota, Dr B. Stelck, Dean G. Stuart, Dr S. Thorne, Ms K. Tyson, Dr R. Wilson, Dr R. Winter.

**Guests:** Dr A. Kindler, Ms Karen McKellin, Ms Laura Rodgers, Dr P. Smith.

**Recording Secretary:** Mr C. Eaton.

### Call to Order

The President called the ninth regular meeting of the Senate for the 2011/2012 Academic Year to order.

### Senate & Committee Membership

The Secretary informed Senate that Mssrs Roach and Yang have been acclaimed as members of the Nominating Committee until 31 March 2013 and thereafter until replaced.

Dr Donald Witt has been elected to Senate as a Representative to the Faculty of Science until 31 August 2014 and thereafter until replaced.

### Vice- Chair of Senate for 2012-2013

The Registrar announced that Senators Singh and Yang have been nominated to serve as Vice-Chair of the Senate; each candidate then spoke in favour of their candidacy. Ballots were distributed to Senators with the results to be tabulated and announced later in the meeting.

### **Tributes Committee**

#### **W ROBERT MORFORD**

Senator Bruce MacDougall presented on behalf of the Committee Chair, Dr Sally Thorne.

Bruce MacDougall	}	That Senate approve the Memorial Minute for Dr
Robert Sparks		W. Robert Morford, that it be entered into the
		Minutes of Senate, and that a copy be sent to the
		family of the deceased.

#### **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.

Approved.

### **Minutes of the Previous Meeting**

Richard Anstee	}	That the Minutes of the Meeting of 18 April 2012
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Philip Loewen

be adopted as circulated.

Approved.

### **Business Arising from the Minutes**

In response to a question from Senator Baimbridge, the Chair advised that the University had yet to receive information on a day being set for the 2013 Truth and Reconciliation Commission West Coast closing event.

### **Remarks from the Chair**

The President informed Senate that the University held its first mediation session with Canadian Union of Public Employees (CUPE), Local 2278 last week. Unfortunately, the University has not yet received Government approval to proceed with bargaining under the 2012 Cooperative Gains Mandate and so this session was brief as the Union was not prepared to proceed until the University was in a position to discuss compensation. UBC and CUPE will resume talks once the Government mandate is known.

Starting on May 28<sup>th</sup>, Dr Pascal Spothelfer will be assuming the role of Vice-President Communications & Community Partnerships with UBC, and Mr Stephen Owen will be stepping down as Vice-President External, Legal, and Community Relations. President Toope opined that Mr Owen has served UBC very well over the past five years, especially in areas of public concern. In addition he has spearheaded efforts on community engagement. He expressed his thanks to Vice-President Owen for his extraordinary service on UBC's behalf and stated that his wise counsel will be missed.

Professor Toope happily announced that the Association of Universities & Colleges of Canada (AUCC) delegation to Brazil was successful. The Brazilian government has set aside 100 000 scholarships for Brazilian students to study abroad, and the President of Brazil has committed sending 12 000 students to Canada over the next five years. UBC is one three Canadian universities to join the Global Link Graduate Fellowship Program; this program offers a \$20 000 fellowship to Brazilian graduate students if they chose to study at UBC.

Finally, the President noted that many Senators will be aware that UBC will not be participating in the model licence agreement negotiated by the AUCC with the Access Copyright publishing consortium. UBC has made this decision after extensive consultation and on the basis that we are in a good position to manage copyright relations ourselves.

At the President's invitation, the Provost spoke to UBC's decision. He advised Senate that UBC had assessed its current position and its current digital licence inventory through the library. We have determined that much of the material UBC uses is already licensed appropriately; the agreement with Access Copyright would not have recognized that UBC already owned the right to use much of the consortium's material. Further, the \$26 per student tariff would have been a substantial cost for the University. A review showed that doing copyright clearance ourselves would be more than a million dollars less expensive per year.

The Provost went on to state that many publishers are not part of the Access Copyright and thus we would need clearance for their material regardless of paying the tariff. Finally, Dr Farrar noted that we are migrating our online material to a new learning management system and this gives us an opportunity to move forward with digital materials. There will be some difficulty incurred by our faculty; some courses will not be affected at all but others will. UBC will be the largest University to make this choice and Access Copyright will apply some pressure on us as a result.

The President expressed his thanks to the Library, Provost, and Counsel's offices, as well as the deans and others, for their work on this matter. He described UBC's decision as principled and said he expected other Universities to follow us in this decision, but noted that we will likely be under some pressure from Access Copyright as a result of our stand.

A Senator asked if UBC faculty members would be legally liable for copyright violations.

Professor Toope replied that a faculty member could be liable, but this liability is limited and it would likely not be justifiable in cost. The University of course intends to defend any professor subject to such a lawsuit.

### **Candidates for degrees and diplomas**

Philip Loewen Rhodri Windsor- Liscombe	}	That the candidates for degrees and diplomas, as recommended by the Faculties and Schools, be granted the degrees and diplomas for which they are recommended, effective May 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)
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Approved.

### **Academic Building Needs Committee**

#### **ANNUAL REPORT**

The Committee Chair, Dr Robert Sparks, presented. He described the past year as a very productive one for the Committee and expressed his thanks to his Committee and to the staff of the Secretary.

Dr Sparks highlighted the following aspects of the Committee's work:

The Academic Building Needs Committee's work is structured around an annual workplan and concurrent membership on the University's Property and Planning Advisory Committee.

This year, the Committee has focused on learning spaces and in particular on classroom maintenance and upgrades in light of the loss of the Annual Capital Allowance. We are also working to collaborate with the Budget Committee on matters of mutual interest.

Key issues going forward are heritage, accessibility in light of the building program, and academic green space.

For Senate's concern, Dr Sparks noted that the University's Annual Capital Allowance has gone from \$27 million to \$1 million. This allowance was originally meant to cover maintenance and upgrades for all our buildings and classrooms, and with such reductions it cannot cover that need. The University has tried to offer some incentives to make up for this and we will continue to explore this in the fall.

Moving forward for next year, a recently classroom inventory has shown that of our 750 classrooms, 300 are not controlled centrally. The Committee will explore this area more over the summer and autumn.

### **Vice-Chair (Continued)**

The President announced that as a result of the election held earlier in the meeting, Senator Justin Yang was elected as Vice-Chair of Senate until 15 May 2013.

### **Academic Policy Committee**

The Committee Chair, Dr Paul Harrison, presented.

#### **TRANSFER OF THE HUMAN EARLY LEARNING PARTNERSHIP; AND THE W. MAURIC YOUNG CENTRE FOR APPLIED ETHICS FROM THE COLLEGE FOR INTERDISCIPLINARY STUDIES TO THE SCHOOL OF POPULATION AND PUBLIC HEALTH IN THE FACULTY OF MEDICINE**

Paul Harrison	}	That Senate approve the transfer of the Human
Richard Anstee		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.

Senator Harrison explained that these were the last two academic units within the College for Interdisciplinary Studies. The Academic Policy Committee is satisfied that the consultations undertaken for these changes have been well conducted.

Approved.

#### **PHARMACY RESIDENT STATUS**

Paul Harrison	}	That 'pharmacy resident' be removed from the
Robert Sindelar		Classification of Students as laid out in the UBC
		Vancouver Academic Calendar.

Senator Harrison explained that this change was similar to that already approved for Medicine. Senator Hall asked what percentage of the \$78.84 registration fee went to the library. Senator Harrison replied that he did not know. The President advised that this information would be brought forward to the next meeting of Senate.

Approved.

#### **Admissions Committee**

*See Appendix A: Admissions Summary*

#### **PH.D., M.A., AND M.ED. IN SCHOOL PSYCHOLOGY BACHELOR OF MEDICAL LABORATORY SCIENCE BACHELOR OF EDUCATION**

Richard Anstee	}	That Senate approve changes in admission
Des Verma		requirements for applicants to the Ph.D., M.A.,
		and M.Ed. in School Psychology programs,
		effective for the 2012 Summer Session and
		thereafter;
		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;
		and
		That Senate approve changes in admission
		requirements for applicants to the Bachelor of
		Education program, effective for the 2012
		Summer Session and thereafter.

Approved.

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**GRADE 12 COURSES APPROVED UNDER THE POLICY ENTITLED CRITERIA FOR INCLUDING SECONDARY SCHOOL COURSES IN AN ADMISSION AVERAGE**

Senator Anstee informed Senate that the following courses have been approved for use in the calculation of admission averages for the 2012 Winter Session and thereafter (except as noted):

*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*  
*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*

**SECONDARY SCHOOL GRADE ADJUSTMENTS APPROVED UNDER POLICY J-50: SECONDARY SCHOOL GRADE ADJUSTMENTS FOR UNDERGRADUATE ADMISSION TO THE UNIVERSITY**

Senator Anstee further informed Senate that the average adjustment for Albertan students had now been increased to 4% from 2%.

**STUDENT MOBILITY AGREEMENTS APPROVED UNDER COUNCIL OF SENATES POLICY C-2: AFFILIATIONS WITH OTHER INSTITUTIONS OF LEARNING**

Senator Anstee informed Senate that the Admissions Committee had approved the following student mobility agreements:

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 Faculty of Forestry Co-op students)  
Stockholm University (specific to undergraduate students in the Faculty of Commerce and Business Administration)  
Hokkaido University  
City University London (specific to undergraduate students in the Faculty of Commerce and Business Administration)

Fujian Agriculture and Forestry University (specific to students in the Faculty of Forestry)  
Zhejiang Agriculture and Forestry University (specific to students in the Faculty of Forestry)  
Central South University of Forestry

**ANNUAL REPORT – APPEALS ON APPLICATIONS FOR ADMISSION, RE-ADMISSION AND TRANSFER TO PROGRAMS**

Dr Anstee informed Senate that of the 29 admissions-related appeals heard by the Committee over the past year, 12 were allowed and 17 were dismissed.

The President expressed his thanks to the Committee Chair on the occasion of his last meeting as chair of SAC.

**Committee on Appeals of Academic Standing**

**ANNUAL REPORT**

The Committee Vice-Chair, Dr Dunford, presented. He expressed his thanks to the Committee Chair, Dr Rucker, members of the Committee and to the staff of the Secretary for their work over the year.

Dr Dunford informed Senate that the Committee was considering the problem of spurious appeals and the resulting expenditure of time. At present, the problem did not seem severe but it would be monitored over the next year.

The Committee Vice-Chair noted for Senate that generally, those appeals accepted were based on improper or not followed procedures in the faculties. He noted that there is a great disparity across UBC faculties in terms of the procedures followed. Senator Dunford asked faculties to be consistent in following both their own internal policies and those of the University.

One area being looked at by the Committee is procedures around Reviews of Assigned Standing.

The President suggested that the Committee could play a role in sharing best practices across faculties. The Vice-Chair agreed.

Senator Baimbridge noted that Medicine had recently approved new and detailed procedures for exactly this reason.

**Curriculum Committee**

*See Appendix B: Curriculum Summary*

On behalf of the Committee Chair, Dr Peter Marshall, Dr William McKee presented.



William McKee Joe Belanger	}	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.
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Senator McKee expressed his thanks to Enrolment Services for their work in supporting the Committee. He briefly outlined the proposed changes to the University's curriculum.

Approved.

## **Library Committee**

### **ANNUAL REPORT**

The Committee Chair, Dr Mark Vessey, presented. He expressed his thanks to the Committee and Senate staff and explained the general nature of the Committee's work to Senate. Dr Vessey noted that the Library is becoming more central to the University's operations and highlighted one aspects of the Committee's work: discussions around the Integrated Research Library (IRL). This project – a high-density book depository and archive will free up space in our traditional libraries for research and learning opportunities, the exact nature of which are still under discussion.

Senator Windsor-Liscombe expressed his thanks for Senator Vessey noting that many groups on campus had a need for designated space, including the Senate, and that it was at a premium on campus. He asked what assurances could be made that the IRL would have its expansion space preserved given other pressing space needs.

Senator Vessey replied that no space at UBC can be committed permanently or even in the long term, but to date there was an understanding that expansion space was both needed and should be preserved.

In response to a follow-up question, Dr Vessey assured Senate that space would still be available for those who wished to consult with books in their traditional form.

Dr Sparks, Chair of the Senate Academic Building Needs Committee, offered to have his Committee consider the meeting location to be used by the Senate in the future.

## **Nominating Committee**

Dr Rhodri Windsor-Liscombe, Committee Chair, presented.

### SENATE LIBRARY COMMITTEE

Rhodri Windsor-Liscombe Wendy Hall	}	That Senate approve the revised Senate Library Committee Terms of Reference.
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Senator Windsor-Liscombe reminded Senators to review their formal Terms of Reference in the upcoming year.

Approved.

### STUDENT AWARDS COMMITTEE

Rhodri Windsor-Liscombe Robert Sparks	}	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.
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That Senate approve the proposed revisions to the composition of the Vancouver Senate Student Awards Committee.

Approved.

Rhodri Windsor-Liscombe Des Verma	}	That Senate approve the proposed revisions to the composition of the Vancouver Senate Student Awards Committee.
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Approved.

### STUDENT SENATOR COMMITTEE APPOINTMENTS

Rhodri Windsor-Liscombe Anstee	}	That Senate appoint student senators to the Committees of Senate as follows, effective until March 31, 2013 and thereafter until replaced:
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*Academic Building Needs*  
*Barnabas Caro*  
*Aaron Sihota*  
*Lisa Zhu*

*Academic Policy*  
*Kiran Mahal*  
*Justin Yang*

*Admissions*  
*Natalie Liu*  
*Enzo Woo*

*Agenda*  
*Ravi Parhar*  
*Justin Yang*

*Appeals on Academic Standing*  
*Brendan Craig*  
*Natalie Liu*  
*Ravi Parhar*

*Curriculum*  
*Barak Caracheo*  
*Barnabas Caro*  
*Mary Leong*  
*Enzo Woo*  
*Lisa Zhu*

*Library*  
*Philip Edgcumbe*  
*Tagg Jefferson*  
*Christopher Roach*  
*Aaron Sihota*

*Student Appeals on Academic Discipline*  
*Brendan Craig*  
*Montana Hunter*  
*Tagg Jefferson*

*Student Awards*  
*Kiran Mahal*  
*Katherine Tyson*

*Teaching and Learning*  
*Natalie Liu*  
*Kiran Mahal*  
*Aaron Sihota*

*Tributes*  
*Montana Hunter*

*Lisa Zhu*

*Elections Committee of the Council of Senates  
Barak Caracheo*

*Budget Committee of the Council of Senates  
Montana Hunter  
Tagg Jefferson*

*Council of Senates Vancouver Representative  
Committee 4  
Christopher Roach; and*

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

Approved.

**PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A NEW ASSOCIATE VICE-PRESIDENT, INTERNATIONAL**

Rhodri Windsor-  
Liscombe  
Lawrence Burr

}

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.

Approved.

**Senate Committee on Student Appeals on Academic Discipline**

**ANNUAL REPORT**

The Committee Chair, Professor Bruce MacDougall, presented. He thanked the staff at Enrolment Services and the members of the Committee for their work this year. Professor MacDougall noted that the most common offence was plagiarism, and the most common grounds for appeal was believed harshness in the penalty determined by the President.

**Student Awards Committee**

*See Appendix C: Awards*

Dr Andre Ivanov presented on behalf of the Committee Chair.

Andre Ivanov

}

That Senate accept the awards as listed and

Rhodri Windsor-  
Liscombe

forward them to the Board of Governors for  
approval; and  
That letters of thanks be sent to the donors.

Approved.

## **Tributes Committee**

*See Appendix D: Emeriti*

Professor Bruce MacDougall presented on behalf of Senator Thorne.

Bruce MacDougall  
Des Verma

}

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.

Approved.

## **Report from the Provost**

### **INTERNATIONAL TRANSITION PROGRAM**

The Provost, Dr Farrar, outlined to Senate a new vision to recruit international students to UBC. He noted that over the past decade, UBC has had great success in terms of the quality of international students being recruited; the administration believes that it is time for a new vision in the way we recruit international students.

Dr Farrar expressed his thanks to the group led by Dr Paul Smith exploring this issue, including senators, associate deans, the Treasury, and staff at the International Student Initiative (ISI).

Senate was reminded by the Provost that we presently have around 4000 ISI students at UBC. A successful relationship-based model that we have pioneered recruits them. Some universities have employed a more passive model that has not nearly been as successful as our own. International students are around 12% of our undergraduate student body. Dr Farrar expressed that UBC needed to expand this number and diversify the backgrounds of our student bodies, proposing that UBC go from 12% to 15% in the next three years. He noted that this was an aggressive target but one well within our potential.

The Provost went on to explain SFU's experience with Fraser College. He noted that UBC had examined this model, and while the concept had its benefits, his office did not find it acceptable to outsource this activity to a private company. He noted that around the world, most universities that have done similar things have worked or partnered with a private partner to create an entity outside of the University; instead of this model, at this time he sees the most benefits for college-type structure within UBC.

Dr Farrar noted that UBC currently only admitted a percentage of our ISI applicant pool. Over the last few years we have started to support this pool with a program called Jumpstart: a two week transition program. There are many qualified applicants who are deficient in one area such as English or Math. What we are proposing is to strengthen the foundational programs used for these students.

The Provost concluded by stating that he hoped this concept could be extended to other student groups, such as Aboriginal students.

Dr Anstee asked if there was a plan for physical space for these students.

The Provost replied that these discussions were ongoing with the Board as new infrastructure would be required. As an example of a comparable building to what may be needed, he cited the Ponderosa Hub development. The likely area identified for the program's physical space is the Orchard parking lot by the Treasury's offices.

Dr Loewen noted that he appreciated high academic performance being listed as a key; but expressed his worry at the broad intake reference resulting in lower standards.

Dr Farrar replied that he was not proposing a lowering of general standards but an acknowledgment that some exceptional students who are deficient in an area such as English for many Chinese students, or Mathematics for some American students, would very likely succeed at UBC if placed in a highly enriched environment where those deficiencies could be addressed.

Dr Baimbridge stated that he understood that international student integration was advantageous for both them and domestic students; he did not understand why we should build a separate residence instead of integrating them into all of our residences.

The Provost replied that the idea of a separate residence was based upon the premise of these students not actually being UBC students during the tenure of their programs and our residence space being limited to UBC students. Should that not be the case, either in terms of the limitation or their student status, integration could be considered.

Senator Burr noted that the increase in ISI students would have to be roughly 1000 to reach the 15% goal; he asked how many would be directly admitted to UBC, and how many would go through Pathways.

Dr Farrar replied that he expected Pathways would grow to around 800, depending on its flow-through rate to year 2.

Dr Burr also expressed similar concerns to Dr Baimbridge with regard to a lack of cultural integration with separate buildings.

With Senate's permission, Vice-Provost Smith replied. He expressed the importance of having a central home for these students on campus, but it was not necessary for all these students to be in the same space.

Dr Belanger asked if there would be plans to assist those potential students who are from poorer backgrounds or countries.

Dr Farrar replied that we presently have 80 full scholarships for ISI students. This is substantial compared to other universities but small compared to the student body. At the moment, many of our international students come from International Baccalaureate programs and almost all of these students come from well-off families. UBC expects that this may change as we reach out to students in indigenous-education schools in foreign countries that have a wider diversity of student backgrounds.

Dr Vessey suggested that he was concerned about college creep; explaining the history of these units at UBC.

The President agreed, noting that the nomenclature would need to be reviewed before it was finalized.

A student senator asked about what measures would be used to determine admissibility to UBC at the completion of Pathways.

Paul Smith replied that we are working on this at the moment. Senate's Admissions Committee will need to be heavily involved in what the criteria is for these students to progress into UBC proper. In response to a follow-up question, he confirmed the intention to still use Broad Based Admission to consider these students for admission to the program and then to UBC.

Justin Yang asked what the relationship would be with these students and the AMS

David Farrar replied that if they were not UBC students we would have to negotiate this with the AMS.

Paul Smith suggested that Fraser International College's relationship with SFU entitles could be used as a model.

Senator Knight said that these seemed like a pre-selection process. He wanted to be convinced that this organization was needed when faced with the private and public colleges across UBC that already provide similar services to students.

Dr Smith replied that one advantage of this being an in-house entity could be its potential as a living laboratory in terms of educational development and progression.

In Follow up, Senator Knight suggested that we would careful consider if this is a role we should be in.

Senator Anstee noted that the Senate Admissions Committee often considers matters around student success. For international students, he noted that they generally did very well for continuation, but not as well as domestic students.

Senator Haffey described he view that Pathways seemed like a means of raising funds to pay for other things; noting that in exchange we would be providing services to ISI students that we would not be providing to domestic students.

Dr Farrar replied that the entire budget model of UBC had cross subsidies, with PhD students being the largest cash drain. Over the years, UBC has tried to grow out of budget problems. We believe that by increasing international enrolment to 15% (perhaps up to 18%) we would hit a sustainable budget. If we do not, we will end up cutting budgets again. There is also a piece of this about improving quality of education for all students, such as improving science labs.

Dr Chapman asked that if these students were not UBC students, and Pathways was not a part of UBC, what would be its governance model? In particular, she asked who would govern it, who would be approving its curriculum, who would deal with matters of student conduct and standing, and what would be its relationship with our existing units?

Dr Smith replied that we are looking at these details now.

The President added that the new governance structures would likely be required.

Dr McKee commented on the expansion of ISI students proposed and asked if there was data from SFU on what impact on the academic or cultural nature of the university was made and if it enhanced that university.

The Provost replied that he had not seen such data for SFU and was not sure if it was available.

Dr Smith added that Oregon State believes that its Intuit program has had a positive impact on the student body there and the town itself.

The President opined that this would be difficult to measure, but the most highly ranked universities all have more than 20% of their student populations as international. This may be just because of their strengths, but the new ranking schemes actually take this into account as well.

Dr Hall asked about what alternatives would be found for students who don't make the transition to UBC.



Vice-Provost Smith replied that relationships would need to be developed with other institutions where these students could transition to if they were not to progress at UBC.

Dr Farrar said he hoped around 80% could make the transition.

Senator Windsor-Liscombe asked how potential students would feel if admitted to this College and not to UBC proper; he inquired how this would affect their expectations and if they would still feel to be a part of UBC.

Senator Bainbridge also spoke against the “College” nomenclature.

Senator Farrar agreed that our descriptions and diction would need to be reviewed.

### **Other Business**

The President informed Senate that the Canadian Interuniversity Sport (CIS) / Canada West report was brought to the annual meeting of Canada West and was unanimously endorsed; the report will now be brought forward nationally over the next year.

The President asked Senators to please attend as many graduation ceremonies as possible this month, drawing special attention to the Japanese Canadian Internee ceremony on 30 May.

The President expressed his thanks to the Senate, the Registrar and his staff for their work this year.

### **Adjournment**

There being no further business, the meeting was adjourned at 8:22 pm.

## **Appendix A: Admissions Summary**

### *Changes to Admission Requirements:*

#### Ph.D., M.A., and M.Ed. in School Psychology

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.

#### Bachelor of Medical Laboratory Science

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.

#### Bachelor of Education

As outlined in the circulated calendar entry, the program application deadline is changing to reflect the application cycle changing to October 1 – January 15, beginning with the 2012-13 academic session.

## **Appendix B: Curriculum Summary**

### Faculty of Applied Science

#### *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

Bachelor of Environmental Design > Academic Regulations

#### *New course:*

CHBE 470 (3)

### Faculty of Arts

#### *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)

Faculty of Arts & Faculty of Education (Jointly)

*Program Change:*

Ritsumeikan UBC Global Citizenship Program

*New courses:*

ASTU/EDUC 210 (3)

ASTU/EDUC 211 (3)

Faculty of Commerce & Business Administration

*New and changed courses:*

COHR 303 (3)

COHR 304 (3)

COHR 305 (3)

COHR 308 (3)

COMM 388 (3)

COMM 487 (3)

Faculty of Graduate Studies

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

*Program Changes:*

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)

Faculty of Law

*Program Change:*

Juris Doctor > Academic Regulations > Examinations

Faculty of Pharmaceutical Sciences

*New courses:*

PHAR 269 (3)  
PHAR 406 (3)

## **Appendix C: Awards Report**

### *New Awards:*

**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 of 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.*



## Appendix D: Emeriti

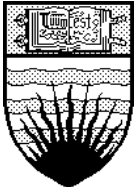
<b>Last Name</b>	<b>First Name</b>	<b>Emeritus Title</b>
Baverel	Jocelyne S.	Senior Instructor Emeritus of French, Hispanic and Italian Studies
Bell	Michael H.	Clinical Professor Emeritus of Orthopaedics
Benbasat	Julyet	Senior Instructor Emeritus of Microbiology
Blake	Robert W.	Professor Emeritus of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

Wing  
Wood  
Wright

Peter  
Alison  
Paul

Clinical Professor Emeritus of Orthopaedics  
Associate Professor Emeritus of Theatre and Film  
Clinical Associate Professor Emeritus of  
Orthopaedics

# THE UNIVERSITY OF BRITISH COLUMBIA



4 September 2012

## OFFICE OF THE REGISTRAR

2016 - 1874 East Mall  
Vancouver, B.C. Canada V6T 1Z1  
Tel: (604) 822-9952 Fax: (604) 822-5945

To: Senate  
From: James Ridge, Associate Vice-President & Registrar  
Re: Registration Fees for Dentistry/Medicine/Pharmacy Residents

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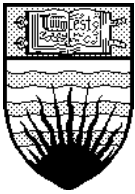
At the May 2012 meeting of Senate, a question arose from the floor on how resident fees are allocated. At present, the fees are as follows:

MD Residents: \$381.37  
DMD Residents: \$381.37  
Pharmacy Residents: \$80.42

For all three programs, 75% of the fee is allocated back to the faculty administering the residency program, and 25% is kept centrally to account for centralized services, which includes the UBC Library system. There is no set percentage of the fee nor dollar value assigned to the Library's budget per resident.

Should senators require more detailed information, I would direct you to contact the University Comptroller, Ian Burgess directly at [ian.burgess@ubc.ca](mailto:ian.burgess@ubc.ca).

# THE UNIVERSITY OF BRITISH COLUMBIA



7 September 2012

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

To: Vancouver Senate

From: Senate Academic Policy, Curriculum, and Admissions Committees

Re: a) **Establishment of the Vancouver School of Economics (formerly the Department of Economics) in the Faculty of Arts; and,**  
b) **New Program Proposal for a Bachelor of International Economics (B.I.E.)**  
c) **B.I. E. Program - Domestic and International Student Enrolment**

---

## Background

Pending the Senate and Board approval of the following motions to establish the Vancouver School of Economics (VSE) and B.I.E. program, the B.I.E. will be delivered by the VSE, a new academic unit into which the existing Department of Economics will evolve. The proposed program will be the flagship program of the new School. The new School of Economics will also continue to offer the Economics major.

UBC's Faculty of Arts, with the Sauder School of Business (Faculty of Commerce and Business Administration) as a supporting partner, is proposing to offer a new undergraduate program at UBC's Vancouver Campus: the Bachelor of International Economics (B.I.E.) degree. The anticipated start date for the proposed program is September 2013.

Attached are the two aspects of the proposal:

- 1) a proposal to establish the VSE and re-designate the Department of Economics, as reviewed and approved by the Academic Policy Committee in May;  
and,
- 2) a program proposal and calendar change forms for the B.I.E, including its admissions and program requirements and associated courses. This documentation was reviewed and approved by both the Curriculum and Admissions Committees in August.

## Motions

- a) The Senate Academic Policy Committee has reviewed material received from the Faculty of Arts and is pleased to recommend the following:

*“That Senate approve and recommend to the Board of Governors that the status of the Department of Economics be changed to the Vancouver School of Economics within the Faculty of Arts, effective 1 November 2012.”*

- b) The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Arts and are pleased to recommend the following:

*“That Senate approve and recommend to the Board of Governors the new Bachelor of International Economics degree program and its associated courses.”*

- c) The Senate Admissions Committee recommends to Senate:

*“That the enrolment target for the Bachelor of International Economics program be an equal balance between domestic and international students (approximately 50% of each in each cohort), despite the second part of the resolution on international student admissions passed at the May 15, 1996 Senate meeting, wherein the maximum number of international students admitted to and registered in an undergraduate program in any year be established at 15% of the number of Canadians and permanent residents registered in that program in the previous year.”*

Respectfully Submitted,

Dr. Paul Harrison, Chair, Academic Policy Committee  
Dr. Robert Sparks, Chair, Senate Admissions Committee  
Dr. Peter Marshall, Chair, Senate Curriculum Committee

## **Faculty of Arts: Proposal for the Creation of the Vancouver School of Economics at UBC**

**April 2012**

### **Background**

Economic challenges are amongst the most difficult issues confronting society – from homelessness in Vancouver to fiscal austerity to international financial crises and food security, the challenges are vast. The goal of the Vancouver School of Economics (VSE) initiative is to create an institution that would rank among the top ten centres for economic research and teaching in the world. The VSE (which will replace the Department of Economics) will contribute to understanding and addressing national and international economic challenges through intensive undergraduate and graduate programs, through research directed at central policy issues, and through engagement with policy makers and public policy debates. All countries face serious economic challenges regardless of size, population, or wealth, and Canada is no exception. Canada has as many economic problems to solve as other wealthy countries such as France, the UK or even the US. But Canada has far less capacity to address those problems – because it has far fewer top level economists.

Creating the VSE will benefit UBC because such Schools provide value beyond the mere sum of their parts. The best units attract not only top level faculty but also top level visitors, all of whom are exposed to an environment where Canada's issues are a focus of research and teaching. Since Canada is not the US, and since it is a small economy, tightly connected to the rest of the world, such a unit should be oriented both inward to Canada and outward to the rest of the world. The VSE we envisage would contribute to academic economic debates but also act as an informed and objective contributor to public policy debates in Canada and the rest of the world.

Creating the VSE will also benefit UBC by providing an education in economics that is second to none in the world. Both undergraduate and graduate students would be exposed to top level faculty debating the main economic issues of our time. The students attracted to such an environment would undoubtedly be committed and interested, and the questioning from such sharp young minds would further enrich the intellectual discourse of the School and the university. The student's experience will be enhanced by their immersion in an enriched, research-intensive learning environment. The new Bachelor of International Economics program to be created with the School will involve a purposeful mixing of international and domestic students, enriching the VSE, the Faculty of Arts and the university as a whole by bringing more bright international students to campus.

*The essence of the proposal is that by refocusing the existing department of economics and raising its visibility the Vancouver School of Economics at UBC will: create a globally recognized brand that will attract students from across Canada and the world to graduate and undergraduate programs; enhance existing undergraduate programs and develop exciting new undergraduate programs; build deeper relationships with alumni; offer a richer research experience for faculty as the department grows; strengthen graduate programs; and expand UBC's contribution to policy debates, locally, nationally and internationally.*

## Why UBC?

UBC is a top international university that will provide a natural home for a School of Economics, building on the foundation of research and teaching excellence provided by the current Department of Economics and the Sauder School of Business.

UBC has an outstanding Department of Economics with strengths in research, teaching and in contributing to policy debates. Building on those strengths fits with the *Place and Promise* commitment to “Focus efforts on areas of excellence”.

UBC economics is, by most rankings, the top economics department in Canada in terms of research and in the top 20 to 25 in the world despite its relatively small size (rankings are typically based total research output, not on per faculty member research). One concrete representation of the research strength of the department is given by the Rae prize, which is given out by the Canadian Economics Association every other year to the top research economist in Canada. Of the last 5 winners – stretching back a decade – 4 have been from UBC Economics. UBC’s strengths in economics are not found solely in the Economics Department. The Sauder School of Business is home to a strong contingent of excellent economists. In fact, the economics group in Sauder on its own would be the fifth ranked economics department in Canada (if they were an economics department).

The Department of Economics takes great pride in teaching at both the graduate and undergraduate level. In the past decade – at the university’s request – the department has expanded its number of FTE undergraduate students by 50%, becoming one of the most popular majors programs. In the same period, the number of majors has approximately tripled to its current level of 280. Even then, last year the department had to turn away 140 applicants who wanted Economics as their major because of a lack of available teaching resources. The department is actively engaged in trying to make the undergraduate experience in Economics match the goals set out in *Place and Promise*. For example, it has introduced second year courses in areas of broad interest in order to help non-majors attain a level of economic literacy that will contribute to good citizenship. The department also continues to offer a capstone course that has served as a model for other programs and has implemented a Community Service Learning course (with more on the way). At the graduate level, the MA provides technical training for people who go on to work in government and business. The PhD program is rising in quality, with one of our students getting a job at Princeton this year. These strengths are complemented by Sauder’s strong commitment to teaching: a commitment that is in evidence in the reworking of Sauder’s entire curriculum.

The third main strength of the department is its engagement in public policy debates and policy advisory capacities. Faculty members take an active part in public debates – for example, in December, 2011 the Vancouver Sun commissioned a set of 4 op-eds from department members on inequality in Canada in response to the debates raised by the Occupy Movement. But more than that, department faculty are actively engaged in advising policymakers and informing them on our research. The list of ways Economics faculty have engaged in policy advising is too long to set out here, but it includes direct and active roles in issues related to BC’s Carbon Tax, the HST, and the setting of the minimum wage; chairing a Royal Commission; and advising Statistics Canada, HRSDC, the Bank of Canada, and various other central banks.

From all of this, the Department is in a position of strength that it sees as a basis for substantial further improvement in research, teaching, and policy activity. The VSE is the vehicle for making that improvement.

### **What the VSE at UBC Would Deliver**

*In Place and Promise* UBC has articulated a series of values and ambitions that will set the University's priorities for the next decade. The VSE aims to become a flagship unit of the Faculty of Arts and the University and helping to realize these ambitions. The department is looking forward to a transformation that will:

- attract undergraduate and graduate students from around the globe;
- offer undergraduate students a range of programs, including a new Bachelor of International Economics degree offered in collaboration with the Sauder school, with new emphasis on enriched educational experiences – including research opportunities, co-op and internships and international exchanges;
- offer PhD programs that incorporate exchange terms with other top-departments (potentially joint PhD programs);
- create a platform for significantly expanded engagement with economic policy issues;
- contribute to raising the research profile of the Faculty of Arts and the University by expanding the scale and scope of an excellent research department;
- provide a mechanism for greater engagement with alumni through components such as public fora on key economic issues.

### **Key Elements of the VSE at UBC**

- Bachelor of International Economics
- Bachelor of Arts in Economics (majors, combined majors, honours)
- Graduate Programs (MA, PhD)
- Community and Alumni Outreach
- Visiting Scholars Program
- Faculty Hiring

#### ***1) Bachelor of International Economics***

##### **Objective:**

To offer an elite program that would enable students to access the resources in both Economics and the Sauder School of Business to provide an education that builds a global perspective through both the curriculum and the composition of the student body.

##### **Structure:**

The program would be offered by the VSE and the Sauder School to 80 students per year who would take a number of dedicated courses as well as taking electives in other parts of the university. In the steady state there would be 320 students in the program across the four years.



Students would be admitted into year 1 of the program, with a very few admitted in year 2 to offset attrition in the first year cohort. The annual cohort intake of 80 students would be balanced with a target of approximately 50% domestic and 50% international students. This is a purposeful choice: part of the international character of the program will come from the perspectives of fellow students from different parts of the world.

The new Bachelor in International Economics (B.I.E) will be supported by one dedicated staff person and a faculty director, who will be given a course release to take on this task. In addition, the students will be given access to a Career Centre modeled on (and run in co-operation with) the very successful Sauder Career Centre. This will involve working with students on career objectives starting in their first year and with increased intensity in each subsequent year. There will be the equivalent of one and half dedicated staff people hired for the Career Centre. The budgeting assumes the staff person dedicated to the B.I.E. and the main staff person for the Career Centre are at the Managerial and Professional rank.

**Rationale:**

The B.I.E. program has a number of features that will contribute to the objectives of the Arts Strategic Plan and Place and Promise. First, the program builds on strength: International economics is an area of strength for both the Economics Department and the Sauder School. Second, the program will permit students interested in economics to enter directly into the program. Currently, students who wish to major in Economics must wait until 3<sup>rd</sup> year to find out if they are admitted to the program. Prospective students who want to study Economics are concerned that they will not be accepted into the program at UBC and so choose to attend other Universities. With the creation of the B.I.E., our goal is to attract the best of those students. In addition, the structured nature of prerequisites in the B.I.E. program makes it particularly challenging for students to take advantage of internships and student exchanges in their 3<sup>rd</sup> year. Direct entry allows the students to take required courses in their second year so that they have greater flexibility to engage in experiential learning opportunities in their third year. Thirdly, taking the students into an integrated program that starts in first year will mean that they can be given deeper training than is available in any standard economics program.

**2) Bachelor of Arts in Economics (majors, combined majors, honours)**

**Objective:**

To improve the course offerings and learning support for the majors and honours students in the regular B.A. program.

**Structure:**

The standard majors and honours programs currently offered in the Economics Department will continue to be offered by the VSE at UBC. UBC Economics currently has 1000 students in majors, honours and minors in the combination of 3<sup>rd</sup> and 4<sup>th</sup> years. Those numbers will be maintained under the new school. However, new hiring (discussed in detail below) will allow for an 8% increase in undergraduate sections offered. The Department is in discussion with current honours and majors students to find out whether they think it is best to use those resources to cut class sizes or to offer a wider variety of courses. In addition, anticipated space enhancement

plans include a social space for the majors and honours (as well as a separate one for the Bachelor of Economics students) as well as access to new student study rooms.

The VSE will expand and enhance the provision of enriched educational experiences to students, as mandated in *Place and Promise*. One faculty member would be given reduced a teaching load in return for involvement in developing international exchanges, internships and co-op placements, as well as working on career placement.

**Rationale:**

The current majors, minors and honours programs provide a strong education in economics but there is clearly room for improvement. Over the past decade the number of FTE students in economics has increased by 50% while the number of Economics faculty has not changed. The result has been a combination of larger class sizes, more classes taught by sessional faculty, and a focus on the core curriculum rather than experiential learning opportunities. The goal under the VSE is to enrich the student experience both by the relatively direct methods of increasing the share of courses taught by full-time faculty and reducing class size, and, more importantly, by enriching the co-curricular side of the program. The combination of enriched educational experiences, more choice of specific streams and bringing more international students to campus will enable the VSE at UBC to make a significant contribution to developing better citizens for Canada and the world.

**3) Graduate Programs**

**Objective:**

To significantly enhance the quality of the Economics graduate programs by restructuring the existing graduate programs to separate PhD and MA training – the goals include attracting even stronger incoming classes of students and to position our students so that they are offered outstanding academic (PhD students) and non-academic (PhD and MA) career options.

**Structure:**

A set of new graduate courses will be introduced with some being PhD-only and other MA-only courses. As part of this, the number of PhD students admitted each year would be increased from the current rate of 15 to 20 a year to approximately 20 to 25 per year. In addition, the VSE will expand its fundraising activities to attract money for graduate fellowships, both to improve current funding packages which are uncompetitive relative to PhD programs, at peer institutions, and to attract the very best new students.

**Rationale:**

Currently, Economics PhD students take 2 years of coursework (which is standard in Econ PhD programs). The first year is required theory courses; the second year is field courses, and many of the latter are taken jointly with MA students who are significantly less well trained. As a result, the MA students suffer because the courses are sometimes taught at a higher level than appropriate for them and the PhD students do not receive the specialized training they need. Creating a new set of classes will allow each set of students to receive training at the appropriate level.

#### ***4) Community and Alumni Outreach***

##### **Objective:**

To provide opportunities for enhanced public discussions of economic issues and to further integrate economics alumni into the life of the university.

##### **Structure:**

The VSE at UBC will hold regular public lectures on key, current economic issues to facilitate deliberative public dialogue on issues of public concern. If this were being done today, the lectures would cover topics such as: inequality and the Occupy Movement; financial crises in Europe; budget restraint versus expansion in an era of uncertain recovery; what we can learn from experimental economics; and new methods for effective redistribution in India. This is only an indicative list but it includes topics areas in which UBC Economics already has considerable expertise. Alumni would be given special invitations to these lectures and also invited to roundtable discussions with the presenter afterwards. In addition, there will be lunches and roundtables targeted specifically at alumni. Those events would also include current students, allowing for a cross-generational flow of ideas.

In addition to enhanced connections with the community, the VSE at UBC will build on the already strong connections of unit members to the policy making community. Currently, UBC faculty travel to talk with governments and central banks in Canada and around the world. Under the VSE, there would be an outreach program in which policy makers are brought to UBC in the summer for “policy weeks” bringing together academics and policy makers in one week, focused workshops. The goal will be to make sure that policy makers understand the latest research and that researchers understand the most important policy questions.

##### **Rationale:**

Creation of the VSE at UBC will provide visibility, helping to make the community aware of the economic talent that exists at UBC. In addition, it will constitute an event and an ongoing market for jumpstarting a relationship with alumni that, in the case of UBC Economics, has been under-developed. The policy weeks will further the goal of contributing to solid, evidence-based policymaking in Canada and elsewhere. Ultimately, it will help meet UBC’s strategic goal to “Dedicate University resources to public understanding of societal issues and stimulate action for positive change.”

#### ***5) Visiting Scholars Program***

##### **Objective:**

To bring the best economics scholars in the world to UBC for extended periods of time.

##### **Structure:**

The VSE at UBC space will include dedicated offices set aside of short and long term visitors as well as post-docs. UBC Economics currently has an annual Woodward speaker, who is one of the leading economists in the world and who visits the department for about half a week, giving several lectures and interacting with faculty and students. The list of past Woodward speakers includes several Nobel laureates, so it is clear that UBC Economics is capable of attracting the

very best economists to visit. The VSE at UBC will fundraise to have funds to bring in more visitors over the course of a year on a more informal basis (leaving the Woodward as the marquee lecture each year). Places like the LSE, the Toulouse School of Economics, and the Economics Department at University College London have successfully set up environments where top level researchers often visit for several days at a time. That pattern is self-reinforcing, with more people anxious to visit because they are sure to overlap with other good visitors. Those places also take advantage of the attractiveness of their respective cities as part of the allure. Vancouver can certainly play that role for the VSE at UBC.

**Rationale:**

UBC Economics is currently forced to turn down requests to visit from very good researchers because of a lack of office space. The proposed VSE at UBC would reserve offices to make sure this no longer happens. Moreover, it is not clear that it is widely known how many good economists there are on UBC campus and how much they work together. This is because outside scholars are unsure of the location of Sauder. Creating the VSE at UBC with Sauder economics faculty having adjunct titles will help make clear to the rest of the economics community the exceptional set of people all within close proximity.

**6) Faculty Hiring**

**Objective:**

To increase the number of the Economics research and instructional faculty in a way that enhances the intellectual and teaching environment at UBC.

**Structure:**

Under the proposed plan for the VSE at UBC, 9 new research faculty and 2 new instructional faculty will be hired into the School. In addition, the economics units in Sauder will hire 3 new research faculty and 1 new instructional faculty as part of their role in teaching in the new Bachelor of Economics. It is important to recognize that hiring and keeping faculty at this level is expensive in Economics. UBC Economics has undergone almost continuous raids from other departments offering considerably more money than UBC salaries. Thus, achieving this objective will require meeting a complementary objective of fundraising to secure fellowships and professorships that will make it possible to attract and keep high level faculty. This is an approach already used successfully by Sauder.

**Rationale:**

First, it is the hiring of these faculty that will make possible the creation of the new Bachelor of Economics and the enhancements to the undergraduate and graduate programs. In addition, size does matter in research units. A larger faculty will allow for more depth in areas of current strength and greater coverage of areas where UBC is not currently as strong. The result will be an enriched intellectual environment. The goal will be to hire research and instructional faculty at a level commensurate with being at top 10 Economics department. One disadvantage of being a department ranked in around 25<sup>th</sup> in the world is that departments higher up the rankings know of UBC's excellent faculty and constantly raid some of the best people. UBC in recent years has lost people to Harvard and Oxford, for example. The resulting high level of turnover has meant that UBC Economics has had to reinvent itself almost continually. The fact that this has been

accomplished while actually increasing its place in the rankings provides some evidence that the new VSE at UBC could credibly claim to be able to hire at a level to meet its hiring objective.

## **Funding**

The funding for the faculty and staff hiring the forms the core of the new initiative will be generated from the new Bachelor of Economics. A plan has been developed working with the Strategic and Decision Support unit in the Provost's office under which domestic and ISI students in the new program will pay tuition that is approximately 7% above Sauder's tuition. The result is net new tuition revenue of \$5.4 million per year once the program is in steady state (i.e., once students from all four years are present on campus). The number is net in the sense that it does not include tuition from domestic students who, given that the number of domestic students on campus is capped, will not contribute net new dollars to UBC.

Under an agreement with the President and Provost, the revenue will be divided with approximately \$1.4 million going to the university itself, \$0.5 million going to the Faculty of Arts, \$1 million going to Sauder to fund its part of the teaching of the new Bachelor of Economics, \$2.1 million going to the VSE to fund the objectives listed above, and \$0.4 million going to student financial aid. The latter will be used to ensure accessibility of the new BE program to students from diverse backgrounds. A budget document is available on request. The numbers in the budget plan have been vetted by the SDS group.

## **Governance**

As was the Department of Economics, the VSE at UBC will be a unit within the Faculty of Arts and its Director will report to the Dean of Arts. The VSE constitutes a transformation of the Economics Department (i.e., once the VSE is created, the Economics Department as an academic unit will cease to exist), however, existing governance structures in the Department that support its current programming will remain in place, with some necessary additions.

The key differences in governance structure are: (a) the addition of an Advisory Board for the School, (b) the administrative structure for the new B.I.E. program; and, (c) hiring an assistant to the director of the School. The assistant to the director would be responsible for coordinating with the Advisory Board, supporting fund-raising and alumni engagement, and strategic initiatives.

The Director will have an Executive Council drawn from faculty of all ranks within the School. The Council will meet regularly to provide the Director with advice on key issues, though final decisions will remain with the Director. There will also be an Advisory Board made up of interested members of the broader community who will provide further advice to the Director and will meet twice a year. Reporting to the Director of the School will be a Director of Graduate Studies, a Director of Undergraduate Studies (Bachelor of Arts), and a Director of Undergraduate Studies (Bachelor of International Economics). The Bachelor of Economics will be given with the supporting partnership of the Sauder School of Business but it will be a degree within the Faculty of Arts and decisions on its structure and content will ultimately rest with the

Faculty of Arts. The Director of Undergraduate Studies (B.I.E.) will have an advisory committee that will consist of 3 faculty from the VSE at UBC and 3 faculty members from Sauder.

### **What Success Will Look Like**

Success, on the grand scale, will look like an exciting, intellectual beehive with faculty, students, alumni and visitors interacting in a high level discourse on the economic issues of the day. Success will ultimately be measured by whether that beehive is created and by the excitement level of the students, faculty and alumni who move through it.

The key concrete markers of success will be in the people associated with the VSE at UBC. Within 5 to 10 years, the VSE will have expanded by approximately 9 research faculty and 2 instructional faculty. While fully acknowledging the shortcomings of ranking systems, one way to measure the success of those hires will be in the research rankings of the unit. UBC Economics currently ranks around number 20 to 25 among Economics Departments/Schools in the world. The 5 to 10 year goal is to move 10 positions higher in those rankings. From there, the goal will be to become an acknowledged top 10 unit in the world. For those rankings to be meaningful, they must be accompanied by a positive shift in the intellectual environment in the unit. Thus, another measure will be the number of high level research visitors and post-docs to the unit.

For students, success will involve generating a stimulating intellectual environment providing training that opens doors to further opportunities. Success will be measured by the number of enriched educational experiences in which the students are engaged and by the number of student led initiatives such as lunch time colloquia. For undergraduate students, success will further be measured by the placements of the students in either jobs or graduate education opportunities. For graduate students, success will be measured by job placements.

For the community/alumni success will involve the creation of a unit with active engagement in public debates and education. This will be measured by public lectures and opportunities for special interactions with alumni. Ultimately, success will involve contributing to a higher level of economic discourse in BC and Canada more generally.

**Proposal for New Program  
The Bachelor of International Economics (B.I.E.) Program  
Revised August 2012**

**Executive Summary**

***Program Contact***

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***Proposed Credential***

UBC's Faculty of Arts, with the Sauder School of Business (Faculty of Commerce and Business Administration) as a supporting partner, is proposing to offer a new undergraduate program at UBC's Vancouver Campus: the Bachelor of International Economics (B.I.E.) degree. The anticipated start date for the proposed program is September 2013.

Pending the Senate and Board approval of the accompanying proposal to establish the School, the proposed B.I. E. program will be delivered by the Vancouver School of Economics (VSE), a new academic unit into which the existing Department of Economics will evolve. The proposed program will be the flagship program of the new School. The Department of Economics in the UBC Vancouver Campus' Faculty of Arts has a long history of outstanding research, engagement with public policy, and strong graduate and undergraduate programs. In particular, the undergraduate program (B.A. Economics) has been in high demand. A number of years ago the Department capped the number of majors admitted, and while the cap has been increased significantly there remains considerable unmet demand for Economics programs at the undergraduate level. The new School of Economics will also continue to offer the Economics major (B.A.).

***Program Overview***

'Place and Promise', the UBC strategic plan, and the Faculty of Arts Strategic Plan commit the University and Faculty to creating an exceptional learning environment. Both emphasize the goal of pioneering transformative education and enhancing the student experience with greater opportunities for international engagement and experiential learning. The B.I.E. program is one vehicle to achieve these goals. The program provides a new and timely approach to the study of Economics. The B.I.E. program differs from the existing programs in Economics in the following ways: (a) it is offered with the Sauder School of Business as a supporting partner; (b) the focus is on international economics and business; (c) it features a cohort-based program using broad based admission that will ensure a diverse student body; (d) students will be admitted directly into the program in year 1; and, (e) it will possess a dedicated career centre.

The B.I.E. program builds on the established strengths in international economics of both Economics and Sauder. In addition, the direct entry nature of the program and the concerted focus on issues of international trade, international finance, and international development will allow the students to develop a depth of understanding of the international economy that is not possible in the B.A. Economics majors programs, where even interested students would only be able to take a few courses in these areas. The focus will be on developing capacity in economic

analysis – this is not intended to be a business degree and so is not in direct competition with Sauder's Bachelor of Commerce degree.

The new program is intended to complement the existing B.A. Economics programs. Introduction of a direct-entry program is a response to international (and domestic) students who are concerned that they may do well in their first two years at UBC and still not be admitted to the major of their choice – Economics. We feel that this is a deterrent to some outstanding students who choose to go to other institutions where there is greater certainty about their major. The new program will address the needs of these students. The new program is also distinct from, and complementary to, the B.A. (Hons. Economics). That program attracts an elite group of students who are primarily interested in pursuing graduate studies in Economics. The B.I.E.'s broader background in Business studies and the focus on international economics will make it of interest to students who are interested in graduate work outside Economics (e.g., law school or programs in international affairs and policy), and those who wish to be professional economists.

### ***Program Description***

The proposed B.I.E. program will offer an elite education that builds on the strengths of the Department of Economics/VSE and the Sauder School of Business to prepare students to understand, and build a career in, the global economy of the 21<sup>st</sup> century. The B.I.E. program will complement existing degree programs in Economics at UBC and offers a number of distinct features: the program will be direct entry, allowing students greater opportunity to develop skills in economic analysis; it will be offered in collaboration with the Sauder School of Business to offer students a more career-oriented degree program; students will develop specialized knowledge in international economics (i.e., international trade, international finance, international development). The students will be internationally diverse; core courses will be delivered in a cohort structure.

One of the goals of the UBC 'Place and Promise' strategic plan is the internationalization of the curriculum and of the student population and this program will contribute to both these goals. The curriculum includes courses (e.g. WRDS 150 and ECON 494) designed to meet the strategic plan goal of providing students with Enriched Educational Experiences during the course of their degree. In addition, the curriculum is designed so that in their third-year students can undertake exchange programs and internships.

The B.I.E. program is also consonant with the Faculty's goals for undergraduate education. In particular, the program is designed to provide students with ample opportunity to engage in the research culture of the department. The diverse cohort of exceptional students and the outstanding quality of the Faculty will lay the foundation for 'transformational student learning'. Finally, the (relatively and in some cases absolutely) small size of the classes will enhance the development of the students' communication skills. Most broadly, though, the program will "prepare students for the rest of their lives by helping them understand their roles and responsibilities as tomorrow's leaders and citizens in a culturally-diverse global world".

Students will develop capacities characteristic of a rigorous and challenging undergraduate education as well as discipline-specific skills. With respect to the former we would include: the ability to research, criticize and reflect; to work both independently and collaboratively; and to communicate orally and in writing. In addition, students in this program will understand economic concepts and processes; will be able to apply appropriate quantitative methods to a



range of economic issues; will demonstrate understanding of the global economic context in which firms and governments operate; and will have developed an analytical way of thinking and be able to find the appropriate degree of abstraction to make progress in developing a deep understanding of the global economy. Students will learn to appreciate the social and ethical dimensions of economic decision-making.

The curriculum is built around core courses from Economics and the Sauder School as well as required courses in mathematics. Each group of students entering the program will comprise a cohort that will provide a learning community and a support network. The cohort experience will be a fundamental component of the new program. The curriculum combines a group of required courses taught in a standardized timetable solely to the cohort, with the possibility for a wide range of electives. Courses will be taught with a range of different content delivery methods, but will primarily be delivered on campus.

B.I.E. students will also develop an individual learning plan to help guide their program of study. The learning plan will be modified over the course of their degree progress. Learning plans will enable students to develop a thematic coherence to the program of study. For example, students may wish to take electives focusing on a particular geographical region (in which case we would recommend that elective courses in area studies and languages are included in their program), or may wish to pursue a minor in a non-economics discipline in the Faculty of Arts.

B.I.E. students will be required to satisfy the Faculty of Arts degree requirements.

The curriculum design includes: (a) direct entry into the program in first-year providing early development of core skills in Economics; (b) required international economics courses; (c) additional courses offered by the Sauder School of Business; (d) a cohort-based teaching model; and, (f) a cohort with enrolment balanced between students of international and domestic backgrounds. We believe that all these features will deliver a program that graduates a class of outstanding students skilled in economic analysis who have an understanding of the complexity of international economic issues. A work term is not required for degree completion; however, the career centre will develop internship opportunities for students who wish them.

Students completing the B.I.E. program will be ideally trained for employment in the public sector, NGOs or the private sector as economists with empirical and analytical skills and a broad understanding of the international economic environment gained through both course work and the diversity of the student population. Internships will be encouraged as will student exchanges through the program-specific career centre that we are proposing along with the new program.

The proposed B.I.E. program will be unique in Canadian universities. As a direct-entry, cohort based Economics program, the majority of students admitted will enter the program in year one. A small number of transfer students may be admitted in year two, should there be any attrition in the cohort in year one. The concept of direct entry into an economics degree is more common in Europe than in North America. The B.I. E. program's features distinguish the program from the UBC B.A. degree in Economics, as well as from programs at other institutions. We are confident that the program will attract exceptional international and domestic students because of the high unmet demand for the B.A. program in Economics, as well as from conversations with Arts recruiting staff.

## **Full Program Proposal**

### ***Overview:***

The Department of Economics/Vancouver School of Economics (see accompanying proposal), in collaboration with the Sauder School of Business, is proposing to offer a new undergraduate program at UBC-V: the Bachelor of International Economics (B.I.E.) degree.

The new program will be unique among Canadian universities. The program will offer an elite education that builds on the strengths of the Department of Economics/VSE and the Sauder School of Business to prepare students to understand, and build a career in, the global economy of the 21<sup>st</sup> century. Amongst the defining features of the new program are as follows:

- A cohort of 80 students will take courses together across the four years of the program;
- Approximately half of the students will be international, with students in each cohort from around the world;
- Core courses will be offered by both the Sauder School of Business and Economics;
- A career centre built on the successful model in Sauder will open for students in the program, and career orientation will be built into the program from year 1;
- Students will enter the program in Year 1 – unlike the B.A. in Economics where students enter the major in Year 3.

### ***Academic context:***

‘Place and Promise’, the UBC strategic plan, and the Faculty of Arts Strategic Plan commit the University and Faculty to creating an exceptional learning environment. Both emphasize the goal of pioneering transformative education and enhancing the student experience with greater opportunities for international engagement and experiential learning. The B.I.E. program is one vehicle to achieve these goals. The program provides a new and timely approach to the study of economics. The B.I.E. program differs from the existing programs in Economics in the following ways: (a) it is offered Sauder School of Business as a supporting partner; (b) the focus is on international economics and business; (c) it features a cohort-based program using broad based admission (BBA) that will ensure a diverse student body; (d) students will be admitted directly into the program in year 1; and, (e) it possesses a dedicated career centre.

A number of comments are warranted. First, the B.I.E. program builds on the established strengths in international economics of both Economics and Sauder. Second, the direct entry nature of the program and the concerted focus on issues of international trade, international finance, and international development will allow the students to develop a depth of understanding of the international economy that is not possible in the B.A. Economics majors programs, where even interested students would only be able to take a few courses in these areas. Third, the focus will be on developing capacity in economic analysis – this is not intended to be a business degree and so is not a direct competitor for the Bachelor of Commerce degree.

This new program proposal is being made in tandem with the proposal to create a Vancouver School of Economics at UBC. The new School will provide a framework for the scaling up of the existing Department of Economics and this program will be the flagship program for the new entity. The existing Bachelor of Arts degrees (Economics Majors, combined majors, and

Honours programs) currently offered by the Department of Economics will continue to be offered by the School. The new program will permit an increase in the number and types of undergraduate students in Economics. Currently, the number of majors students is limited and there are typically 100-200 Arts students who wish to major in Economics yet are unable to do so.

The new program is intended to complement the existing B.A. (Economics) programs. Introduction of a direct entry program is a response to international (and domestic) students who are concerned that they may do well in their first two years at UBC and still not be admitted to the major of their choice – Economics. We feel that this is a deterrent to some outstanding students who choose to go to other institutions where there is greater certainty about their major. The new program will address the needs of these students. However, many students are not ready to choose their major until they have sampled a number of possible disciplines and our existing B.A. (Economics) programs will continue to address the needs of these students.

The new program is also distinct from, and complementary to, the B.A. (Hons. Economics). That program attracts an elite group of students who are primarily interested in pursuing graduate studies in Economics. While we anticipate that the new program may also attract such students, the broader background in Business studies and the focus on international economics make it of interest to students who are interested in graduate work outside economics (e.g. in law school or programs in international affairs and policy), and those who wish to be professional economists.

The new program is consonant with the Faculty's goals for undergraduate education. In particular, the program is designed to provide students with ample opportunity to engage in the research culture of the department. The diverse cohort of exceptional students and the outstanding quality of the Faculty will lay the foundation for 'transformational student learning'. Finally, the (relatively and in some cases absolutely) small size of the classes will enhance the development of the students' communication skills. Most broadly, though, the program will "Prepare students for the rest of their lives by helping them understand their roles and responsibilities as tomorrow's leaders and citizens in a culturally-diverse global world".

The concept of direct entry into an economics degree is more common in Europe than in North America.

### ***Governance:***

The program will be administered by the Vancouver School of Economics, with the Sauder School of Business as a supporting partner. The program will be managed by a Director who will be a faculty member from the School of Economics. The Director will be supported by a staff person (program officer) and a program committee comprised of faculty from Economics and Sauder.

### ***Learning objectives:***

Through concerted training in the analytical methods of international trade, international finance, and international development, combined with four years of focused discussions on international issues with faculty and fellow students drawn from around the world, students in the B.I.E. program will develop a unique skill set related to analysing the international economy.

Students will have developed capacities characteristic of a rigorous and challenging undergraduate education as well as discipline specific skills. With respect to the former we would include: the ability to research, criticize and reflect; to work both independently and collaboratively; and to communicate orally and in writing. In addition, students in this program will understand economic concepts and processes; will be able to apply appropriate quantitative methods to a range of economic issues; to demonstrate understanding of the global economic context in which firms and governments operate; have developed an analytical way of thinking and be able to find the appropriate degree of abstraction to make progress in developing a deep understanding of the global economy. Students will appreciate the social and ethical dimensions of economic decision-making.

### ***Curriculum:***

The proposed curriculum is appended. The curriculum is built around core courses from Economics and the Sauder School as well as required courses in mathematics. It is worth highlighting that the students will not be taking marketing or human resources classes in Sauder. This is a program in international economics not business.

The cohort experience will be a fundamental component of the new program. Each group of students entering the program will comprise a cohort that will provide a learning community and a support network. The curriculum combines a group of required courses taught in a standardized timetable solely to the cohort, with the possibility for a wide range of electives. Each cohort will elect its own representative council that will be in charge of social events as well as leading interactions with the faculty and staff of the VSE in discussions on how to improve the student experience in the program. We envisage meetings between the Director of the program and each cohort's council each term and general town hall meetings with the whole cohort each year. With a dedicated student social/meeting space in the VSE serving as a physical focal point, we anticipate that the cohort model will be an important part of meeting the Strategic Plan goal of enhanced student involvement.

	<b>Cohort only</b>	<b>Required /not cohort</b>	<b>Other/not cohort</b>
Year 1	ECON 101, ECON 102, COMM 126, COMM 293; WRDS 150	MATH 104 (or MATH 184), MATH 105	9 cr electives
Year 2	ECON 204*, ECON 205, ECON 227, ECON 228; COMM 298	ECON 255	9 cr electives
Year 3	COMM 371, COMM 394	ECON 370	21 cr electives
Year 4	ECON 493, ECON 494, ECON 455; COMM 377, COMM 498	ECON 441	12 cr electives

\* Note: ECON 204 is a 6 credit course.

Courses will be taught with a range of different content delivery methods. In the first year, the students will take sections of WRDS 150 that are tailored to them and will be taught in groups of 20 students.

The goal of WRDS 150 is to introduce students to the research culture of economics, and other disciplines of the academic community. Through reading, writing and discussion, students will analyze how researchers make and disseminate knowledge, how they frame questions about a topic, and select methods, and analyze and interpret their findings in ways that are specific to disciplines. Students will read scholarly journal articles, representing at least three disciplines, which all focus on aspects of a common topic and will take a turn in this scholarly conversation through writing their own research paper.

In the fourth year the students will take a capstone course (ECON 494), again taught in sections of 20 students. Here the students will have an opportunity to engage in a deeper research endeavour using the tools that they have developed over the previous three years. Both WRDS 150 and ECON 494 are designed to meet the Strategic Plan goal of providing students with Enriched Educational Experiences during the course of their degree.

B.I.E. students will be encouraged to participate in academic exchange, internships and Co-operative Education experiences (see discussion under 'Year 3' below). The B.I.E. program officer will work with Go Global, the Arts Co-op Program, and the Centre for Arts Student Services (CASS) to facilitate student participation in these programs. The third year curriculum has a particularly large number of electives to facilitate the use of these opportunities.

As the School evolves we will develop partnerships with peer institutions to facilitate study abroad and have already had initial discussions along these lines with Jiao Tong University in China. In addition, the fourth year capstone course will have specific sections structured around Community Service Learning (CSL) partnerships with community groups with an international mission. This approach has already been implemented successfully with some sections of the fourth year capstone course in the regular Economics majors program.

B.I.E. students will develop an individual learning plan to help guide their program of study. The learning plan will be modified over the course of their degree progress. Learning plans will enable students to develop a thematic coherence to the program of study. For example, students may wish to take electives focusing on a particular geographical region (in which case we would recommend that elective courses in area studies and languages are included in their program), or may wish to pursue a minor in a non-economics discipline in the Faculty of Arts.

B.I.E. students will be required to satisfy the Faculty of Arts degree requirements, with the exception of the continuation requirements described below. Elective courses included in the program may be taken from the Faculty of Arts or other faculties at UBC with the exception of Sauder. No additional courses may be taken from Sauder. In addition, students may apply to the B.I.E. Director to take up to a maximum of six extra credits in Economics. Permission will be conditional on the student demonstrating that these added credits are important for the student's individual learning plan.

**Year 1:** Students take the first two 3-credit courses in Economics (ECON 101 and ECON 102) and also the standard Social Science Mathematics courses MATH 104 (or MATH 184) and MATH 105. The students will take the Economics courses as a cohort and there will be a standardized timetable that includes these courses as well as COMM 126, COMM 293 and WRDS 150. Given that the introductory economics courses will be specially tailored to this program, AP Economics cannot be substituted for these courses.

COMM 126 – Introduction to Economic Data Analysis. This course is a complement to the introductory microeconomics course. Topics will be linked between these courses so that students see both an empirical and theoretical treatment of issues. The idea is to give students basic empirical tools to pursue the curiosity awakened in their microeconomics course. Specifically, they will learn where to find data on the international economy, how to manipulate it in Excel, and how to do basic hypothesis testing. This will allow them to do more in-depth projects in classes in future years.

COMM 293 – Introductory Financial Accounting. This course introduces students to the basics of accounting, which is both good for their career prospects and is also necessary as a prerequisite for the finance and international finance courses in future years.

Students will also take specially tailored sections of WRDS 150, which will be a writing intensive course focused on the twin goals of engaging them in thinking and writing about issues in the global economy and meeting undergraduate degree writing requirements. Students will take 9 credits of electives.

**Year 2:** Students will take intermediate micro- and macro-economic theory (ECON 204 and ECON 205). For economics majors these courses are offered in year 3 as students do not choose their major until 3<sup>rd</sup> year. Similarly, ECON 227 and ECON 228 are econometrics courses that are somewhat similar to the mandatory econometrics courses taken in the third year in the regular economics major. The main differences relative to those courses will arise because the students in this program will have seen first level statistics in ECON 126. This will allow for greater depth in the second year econometrics courses. In particular, the second course (ECON 228) will include the study of panel data methods which are often not covered in undergraduate econometrics courses but which are fundamental tools used in empirical trade research.<sup>1</sup> Students will also take ECON 255 “Understanding globalization” which offers a broad introduction to the fields of international trade, international finance and economic development, and COMM 293 “Financial accounting”. Students will take 12 credits of electives.

**Year 3:** We have increased the number of electives in year 3 with the specific goal of leaving the first semester of third year open for students who wish to do an internship, co-op term or an exchange term abroad. Students will take ‘tools’ courses - cost-benefit analysis (ECON 370). They will also take courses in international finance (COMM 371), and government and Business (COMM 394). The Government and Business course has a substantial ethics in business component to its curriculum.

Students will take 21 credits of electives.

**Year 4:** Students will take ECON 441 (Development Economics), as well as advanced courses in international trade (ECON 455) and international finance (COMM 377). While the latter is a third year course it is actually a specialized course typically only taken by students concentrating in finance in Sauder.

A key feature of the 4<sup>th</sup> year will be a capstone research sequence. Students will take ECON 493, “Advanced Empirical Methods for Economics” as a class of 80, and then will split into four sections of ECON 494 “Seminar in Applied International Economics” in which they use the

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<sup>1</sup> A student who transferred out of the program and who entered the B.A. majoring in Economics and who had completed ECON 201, ECON 202 and ECON 227, ECON 228 could request that the requirement of ECON 301, ECON 303, ECON 302, ECON 325 and ECON 326 be waived.

skills previously learned to undertake a research project. The different sections of ECON 493 will focus on different topics, with students choosing their section to match their specialty. Students will take 12 credits of electives.

### **Required courses for the Program**

ECON 101	Principles of Microeconomics	
ECON 102	Principles of Macroeconomics	
ECON 204	Intermediate microeconomics	New (see attached proposal)
ECON 205	Intermediate macroeconomics	New (see attached proposal)
ECON 227	Intro. to empirical economics	New (see attached proposal)
ECON 228	Methods of empirical research in economics	New (see attached proposal)
ECON 255	Understanding globalization	
ECON 456	International Macro & Finance	
ECON 441	Process of Economic Development	
ECON 493	Quantitative methods for economics	New (see attached proposal)
ECON 494	Seminar in Applied International Economics	New (see attached proposal)
COMM 126	Introduction to Economic data analysis	Existing, cross listed with ECON 226
COMM 293	Financial accounting	Existing
COMM 298	Business Finance	Existing
COMM 371	Theory of Finance	Existing
COMM 394	Government and Business	Existing
COMM 377	International financial markets and institutions	Existing
COMM 479/ECON 455	International Trade	Existing, Cross-listed with ECON 455
COMM 498	International Bus. Management	Existing

### ***Enrolment Goals***

The program will enrol 80 students per year, with enrolments balanced between domestic and international students. The proposal to have a balance between domestic and international students is core to the design of the program. It is a program in *international* economics and our goal is that the students as a class/cohort develop a global perspective on economic issues. In

part, this will come from the curriculum, but all students learn from their peers and in this cohort-based program that will be particularly true. Thus, it is integral to the program that the cohort comprise an even split between international students (with an aim of having students from all parts of the globe) and domestic students. The program will become a component of the University's ambition to promote "*global citizenship*", "*engage internationally*", and "*strengthen its presence as a globally influential university*". The diverse nature of the class will, in effect, offer an enriched educational experience for domestic and international students alike.

We anticipate beginning with the first year in September 2013 and by September 2017 (the steady state) there will be 320 students enrolled in the program.

### ***Admission***

Admission procedures will be based on the Principles of Effective Undergraduate Admission to UBC. In particular, the use of broad based admission will allow for selection of cohorts of students with diverse perspectives, both because of their cultural backgrounds and their non-academic achievements. This will provide "excellence of fit" both for each individual student and for the program as a whole since all students will benefit from the strengths and diversity of their peers. The B.I.E. director and staff will perform evidence based reviews of the admissions policies each year, comparing student outcomes in the program and post-program with the recorded criteria used in admissions. The B.I.E. will report the results of these reviews back to the Senate Admissions Committee for the first four years or until the program has a full complement.

The broad based admission (BBA) criteria will be based on the same information as is collected by the Faculty of Arts BBA process. This will make it easier for students to apply to UBC and help meet the goal of timeliness. In addition, applicants to the B.I.E. who are not admitted to the B.I.E. or their second program choice as indicated on their application will be automatically considered for admission to the B.A. program in the Faculty of Arts, easing the admission burden on the applicant.

Fairness is a key element of the list of principles of effective admission. The May, 1996 Senate motion stating, "*That international students be admitted to undergraduate programs at a GPA or admission average that is no lower than the minimum GPA or admission average applicable to Canadians and permanent residents of Canada entering the same program,*" is designed to insure fairness in the sense of domestic students not being put at a disadvantage by the program's attempt to insure a diverse student body. The B.I.E will enforce the requirement set out in the motion with the adjustment made necessary by the use of broad based admission that international students be admitted with an admission score (combining the GPA and the broad based admissions assessment) that is no lower than the minimum score applicable to Canadians and permanent residents of Canada. Given the highly selective nature of the program, we do not anticipate any difficulty in meeting this standard. Student visa status will not be a criterion used in selection.

A second fairness consideration is toward applicants from lower socio-economic backgrounds. All applicants, domestic and international, will have access to merit-based scholarships and prizes. Domestic applicants will have access to UBC's standard set of financial aid opportunities.



UBC's procedures, policies, and general admission requirements are specified in [Admissions](#). Attainment of the minimum prescribed requirements listed below means only that the applicant is eligible for selection but in no way guarantees admission. As enrolment in the program is limited, the average required for admission is higher than the published University minimum.

*BC Secondary School Applicants (and Equivalents)*

To apply to the program, apply to UBC via youbc Vancouver (<http://www.you.ubc.ca>) and indicate the B.I.E. program as your first or second choice. All applicants are required to submit the B.I.E. supplemental application. For further information, refer to the section for Determining Admissibility in the Academic Calendar

(<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0>).

Applicants must satisfy university admission requirements and B.I.E. admission requirements. The average used in admission considerations for the B.I.E. will be calculated using grades from English 12 (or equivalent) and one of Principles of Mathematics 12 or Pre-Calculus 12 or their equivalent and two other approved Grade 12 courses.

The program has a broad-based admission policy that incorporates a number of factors including international perspectives, performance in specific high school courses, the overall academic rigor of the program, evidence of relevant learning and achievements both in and out of school, and other indicators of suitability for the Bachelor of International Economics. The B.I.E. program emphasizes international aspects of economics and will admit an internationally diverse cohort of students, with admissions balanced between domestic and international students.

Mathematics Requirement: admitted applicants must take either MATH 104, MATH 184 or another first-year Calculus course in the first year of the B.I.E. and so must have established eligibility to take one of: MATH 100, 102, 104, 120, 180, or 184. For details on requirements see: <http://www.math.ubc.ca/Ugrad/ugradCourses/ugradCal-choices.shtml>

Applicants who have already completed 6 units of first year level calculus are exempt from these requirements. For others, while not a factor in the admissions decision, many students find that taking a secondary school calculus course helps them succeed in our first year MATH course; it is strongly recommended.

*College/University Transfer Students (including UBC students transferring from other programs)*

Admission into the second year of the program is very limited. Students who have completed 27 transferable credits at a recognized post-secondary institution are eligible to be considered for admission to second year of the B.I.E. program. Students must have completed the following UBC courses (or their equivalents):

- One of WRDS 150, ENGL 100, Arts One or ASTU 100 (CAP) with a minimum grade of 60%. ENGL 112 may be substituted in the calculation of the admission average for students transferring from other Faculties but admitted transfer students should note that they must subsequently complete a Writing Component course.
- ECON 101 and 102
- MATH 104 and 105
- 11-15 credits of electives

*Applicants are not admitted into the third and fourth years of the program.*

## Assessment

### Student assessment: continuation requirements

In years 1 and 2, students who achieve (i) a sessional average of at least 60% and (ii) an average of at least 65% in their core courses (core courses are required ECON, COMM and WRDS courses) will be assigned Pass standing and be permitted to continue in the B.I.E. program. Students in year 1 or year 2 who fail to achieve either (i) or (ii) but achieve a sessional average of at least 55% will receive Pass standing and will be permitted to enrol in the B.A. program in the Faculty of Arts, but will be required to discontinue the B.I.E. program. Students with a sessional average of between 45% and 54.9% will be permitted to remain enrolled in the Faculty of Arts on academic probation (ACPR), but will be required to discontinue the B.I.E. program. Students with a sessional average of less than 45% will be given Fail standing and will be required to withdraw from the university.

In years 3 and 4 students must achieve a sessional average of 60% to continue in the B.I.E. program. If students achieve an average between 55% and 59.5% they will receive Pass standing and will be permitted to enrol in the B.A. program in the Faculty of Arts, but will be required to discontinue the B.I.E. program. If students receive an average between 45% and 54.9% they will be permitted to enrol in the B.A. program in the Faculty of Arts on academic probation (ACPR) but will be required to discontinue the B.I.E. program. Students who achieve an average below 45% will be given Fail standing and be required to withdraw from the university.

### Summary of Continuation Requirements:

Year	Winter session average	Core average*	Sessional standing	Continuation status in B.I.E.
1 & 2	60% or more	65% or more	Pass	Eligible to continue
1 & 2	60% or more	Less than 65%	Pass	Required to discontinue
1 & 2	55%-59.9%		Pass	Required to discontinue
1 & 2	45%-54.9%		ACPR	Required to discontinue
1 & 2	Less than 45%		Fail	Required to withdraw
3 & 4	60% or more		Pass	Eligible to continue
3 & 4	55%-59.9%		Pass	Required to discontinue
3 & 4	45%-54.9%		ACPR	Required to discontinue
3 & 4	Less than 45		Fail	Required to withdraw

+ Students required to discontinue from the B.I.E. may continue in the B.A. Program in the Faculty of Arts. Students required to withdraw are not eligible for the B.A. and must withdraw from the University.

\*Core average is computed over *required* MATH, ECON, COMM, and ASTU/WRDS courses.

Program assessment:

The program itself will be assessed along multiple dimensions:

1. Quality of student applicants – entering GPA
2. Graduate success – careers and or graduate training
3. Student satisfaction with the program – Survey of baccalaureate graduates; NSSE
4. Quality of students in and delivery of other Economics undergraduate programs not negatively affected – look at number of applications and GPA for admission.
5. Financial – program developed according to budget model
6. International reputation – conversation with Arts recruitment staff

### ***Budget***

We have worked with Strategic Decision Support (SDS), Brian Lee in Arts, and representatives from Sauder, in developing the budget for the program. Tuition revenue will be sufficient to cover the costs of providing the program and will generate net new resources for the Faculty of Arts, the School of Economics, and the University as a whole.

The tuition for the program is expected to be approximately \$5,000 higher (per 30 credits) than B.A. tuition (approximately \$3000 higher than B. Comm. tuition) for domestic and ISI students. Under the budget model, the program generates approximately \$1.5 million annually to the Centre; (this excludes financial aid); \$500,000 to the Faculty of Arts (this is net of Economics' costs of operating the program).

We have considered the potential impact of the program for other departments in the Faculty of Arts. Specifically, by the time the program hits 'steady state' the 320 students will be taking an average 12 credits of electives most of which will be in Arts outside Economics. However, while 160 of these students will be ISI students and therefore new to campus, the other 160 will be domestic students who would have been majoring in degree programs in Arts outside Economics. Thus, these 160 students have decreased their non-ECON Arts courses by at least as much as an average of 12 credits.

### ***Space***

The Faculty of Arts is working with Facilities Planning to develop a long-term home for the UBC Vancouver School of Economics, which will include space for the new B.I.E. program. In the immediate term (that is, until Summer 2016) the program will be housed in the Lower Level of University Center (UCLL). This space will provide central facilities of high quality near the Buchanan complex. The space includes classrooms, informal learning spaces, computer lab, career centre facilities and administrative space. Some renovations are necessary and will be completed by June 2013 as part of the major renovation of UCLL. These renovations have been approved by UBC's Planning and Property Advisory Committee (PPAC) and reviewed by the Senate Academic Building Needs Committee.

### ***Library***

The B.I.E. program will attract new international students to the campus and (as with all increases in international student numbers) will increase the demands on library resources. In

part this will be realized in the form of higher demand for assistance with study skills and information assessment throughout the program. The demand will be particularly significant in the fourth year when the students take a capstone course in which they do original research. The students will need to access databases related to international trade, international finance and international development. Many of those databases are already available, but we anticipate that some increase in holdings may be necessary.

# **UBC Curriculum & Admissions Proposal Form** **Change to Course or Program**

## **Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Angela Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          BACHELOR OF INTERNATIONAL ECONOMICS          The Vancouver School of Economics in collaboration with the Sauder School of Business offers a Bachelor of International Economics degree. The B.I.E. degree is a four-year program featuring intensive study in economics with an emphasis on international trade, international finance, and international development. Students may pursue a Minor (see below) as part of their degree program. Part-time study is not an option for the B.I.E.</p> <p><b>ACADEMIC ADVISING</b>          Advising is provided through the B.I.E. advising office in the Vancouver School of Economics and through the Faculty of Arts Academic Advising Services. B.I.E. students are expected to develop an individual learning plan to help guide their program of study; the plan will be modified over the course of their degree progress. Staff in the B.I.E. advising office are available to assist in the development of these learning plans. The staff of the Faculty of Arts Academic Advising Services are available to offer advice about Faculty of Arts regulations to students in the program. They also evaluate and approve (as appropriate) requests for course changes, withdrawals, academic concessions (for medical, emotional, or other reasons), and letters of permission for study elsewhere.</p>	<p><b>URL:</b> Pending approval of the establishment of the VSE, this section, as well as existing Economics information listed under the Faculty of Arts, will be placed under a new heading entitled "Economics" at <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,0,0,0</a> - These calendar changes will come forward at an upcoming meeting of the Curriculum Committee</p> <p><b>Present Calendar Entry:</b> NA</p> <p><b>Type of Action:</b>          New degree program</p> <p><b>Rationale</b>          The new program will stand alongside the existing degree programs in Economics at UBC and offers a number of distinct features: the program will be direct entry, allowing students more time and greater opportunity to develop skills in economic analysis; it will be offered with Sauder School of Business being a supporting partner, offering students a more career-oriented degree program; students will specialize in international economics (international trade, international finance, international development). The students will be internationally diverse and core courses will be delivered in a cohort structure.</p> <p>Together, these components mean that the program will offer an enriched educational experience for both domestic and</p>

<p><b>ADMISSION</b></p> <p>UBC's procedures, policies, and general admission requirements are specified in <a href="#">Admissions</a>. Enrolment in the program is limited: attainment of the minimum requirements does not guarantee admission.</p> <p><i>BC Secondary School applicants (or equivalent)</i></p> <p>To apply to the program, apply to UBC via youbc Vancouver (<a href="http://www.you.ubc.ca">http://www.you.ubc.ca</a>) and indicate the B.I.E. program as your first or second choice.</p> <p>For further information, refer to Determining Admissibility <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0</a></p> <p>Applicants must satisfy university admission requirements and B.I.E. admission requirements. The average used in admission considerations for the B.I.E. will be calculated using grades from English 12 (or equivalent) and one of Principles of Mathematics 12 or Pre-Calculus 12 or their equivalent and two other approved Grade 12 courses.</p> <p>The program has a broad-based admission policy that incorporates a number of factors including: international perspectives, performance in specific high school courses, the overall academic rigor of the program, evidence of relevant learning and achievements both in and out of school, and other indicators of suitability for the Bachelor of International Economics. The B.I.E. program emphasizes international aspects of economics and will admit an internationally diverse cohort of students, with enrolment balanced between domestic and international students.</p> <p>Math Requirement: Admitted applicants must take either Math 104, 184 or another</p>	<p>international students. Students learn from their peers and the cohort structure will strengthen that learning channel. To learn about the international economy, it will be particularly valuable for students to be in a learning environment with diverse perspectives expressed by their fellow students.</p> <p>Ideally, the program will have cohorts with enrolment balanced between international and domestic students. However, the admissions process will be conducted in a manner that is blind to students' visa status.</p> <p>Through concerted training in the analytical methods of international trade, international finance, and international development, combined with four years of focused discussions on international issues with faculty and fellow students drawn from around the world, students in the B.I.E. program will develop a unique skill set related to analysing the international economy.</p> <p>Students will have developed capacities characteristic of a rigorous and challenging undergraduate education as well as discipline specific skills. With respect to the former, we would include: the ability to research, criticize and reflect; to work both independently and collaboratively; and to communicate orally and in writing. In addition, students in this program will understand economic concepts and processes; will be able to apply appropriate quantitative methods to a range of economic issues; to demonstrate understanding of the global economic context in which firms and governments operate; have developed an analytical way of thinking and be able to find the appropriate degree of abstraction to make progress in developing a deep understanding of the global economy.</p>
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<p>first-year Calculus course in the first year of the B.I.E. and so must have established eligibility to take one of: Math 100, 102, 104, 120, 180, or 184. For details on requirements see:</p> <p><a href="http://www.math.ubc.ca/Ugrad/ugradCourses/ugradCal-choices.shtml">http://www.math.ubc.ca/Ugrad/ugradCourses/ugradCal-choices.shtml</a></p> <p>Applicants who have already completed 6 credits of first year level calculus are exempt from these requirements. For others, while not a factor in the admissions decision, many students find that taking a secondary school calculus course helps them succeed in our first year Math course; it is strongly recommended.</p> <p><i>College/University Transfer students (including UBC students transferring from other programs)</i></p> <p>Admission into the second year of the program is very limited. Students who have completed 27 transferable credits at a recognized post-secondary institution are eligible to be considered for admission to second year of the B.I.E. program. Students must have completed the following UBC courses (or their equivalents):</p> <ul style="list-style-type: none"> <li>• One of WRDS 150, ENGL 100, Arts One or ASTU 100 (CAP) with a minimum grade of 60%. ENGL 112 may be substituted in the calculation of the admission average for students transferring from other Faculties but admitted transfer students should note that they must subsequently complete a Writing Component course.</li> <li>• ECON 101 and 102</li> <li>• MATH 104 (or 184) and 105</li> <li>• 11-15 credits of electives</li> </ul> <p><i>Applicants are not admitted into the third and fourth years of the program.</i></p>	<p>Students will appreciate the social and ethical dimensions of economic decision-making.</p> <p>Given this structure, the program will meet goals set out in Place and Promise to promote global citizenship and will offer specific Enriched Educational Experiences, including first year small classes, and international learning.</p>
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## **ACADEMIC REGULATIONS**

Students are subject to the academic regulations of the Faculty of Arts with the exception of the continuation requirements below.

### **Continuation requirements**

In years 1 and 2, students who achieve (i) a sessional average of at least 60% and (ii) an average of at least 65% in their core courses (core courses are required ECON, COMM, Mathematics and WRDS courses) will be assigned Pass standing and be permitted to continue in the B.I.E. program.

Students in year 1 or year 2 who fail to achieve either (i) or (ii) but achieve a sessional average of at least 55% will receive Pass standing and will be permitted to register in the B.A. program in the Faculty of Arts but will be required to discontinue the B.I.E. program. Students with a sessional average of between 45% and 54.9% will be permitted to remain enrolled in the Faculty of Arts on academic probation (ACPR), but will be required to discontinue the B.I.E. program. Students with a sessional average of less than 45% will be given Fail standing and will be required to withdraw from the university.

In years 3 and 4, students must achieve a sessional average of 60% to continue in the B.I.E. program. If students achieve an average between 55% and 59.5%, they will receive Pass standing and will be permitted to enrol in the B.A. program in the Faculty of Arts, but will be required to discontinue the B.I.E. program. If students receive an average between 45% and 54.9%, they will be permitted to enrol in the B.A. Program in the Faculty of Arts on academic probation (ACPR), but will be required to discontinue the B.I.E. program. Students who achieve an average below 45% will be given Fail standing and be required to withdraw from the university.



# **Summary of Continuation requirements\***

Year	Winter session average	Core average +	Session al standing	Continuation status in B.I.E.
1 & 2	60% or more	65% or more	Pass	Eligible to continue
1 & 2	60% or more	Less than 65%	Pass	Required to discontinue
1 & 2	55% - 59.5%		Pass	Required to discontinue
1 & 2	45%- 54.9%		ACPR	Required to discontinue
1 & 2	Less than 45%		Fail	Required to withdraw
3 & 4	60% or more		Pass	Eligible to continue
3 & 4	55%- 59.9%		Pass	Required to discontinue
3 & 4	45%- 54.9%		ACPR	Required to discontinue
3 & 4	Less than 45		Fail	Required to withdraw

**\*Students required to discontinue from the B.I.E. may transfer into the B.A. Program in the Faculty of Arts. Students required to withdraw are not eligible for the BA and must withdraw from the University.**

+Core average is computed over *required* MATH, ECON, COMM, and WRDS courses.

## **DEGREE REQUIREMENTS**

Students must satisfy Faculty of Arts breadth requirements and upper credit requirements.

The writing and research requirements will be satisfied by WRDS 150 and ECON 494

<p>respectively. Program requirements:</p> <p><b><u>First Year</u></b> ECON 101, 102 <sup>1, 2</sup> 6 COMM 126 3 WRDS 150 3 MATH 104 (or 184) 105 6 or 7 COMM 293 3 9 credits of electives</p> <p><b><u>Second Year</u></b> ECON 204 6 ECON 205 3 ECON 227 and 228 6 ECON 255 3 COMM 298 3 9 credits of electives</p> <p><b><u>Third Year</u></b> ECON 370 3 COMM 371, 394 6 21 credits of electives</p> <p><b><u>Fourth year</u></b> ECON 493, 494, 441, 455 12 COMM 377, 498 6 12 credits electives</p> <p><sup>1</sup>AP Economics cannot be substituted for these courses.</p> <p><sup>2</sup> B.I.E. students cannot take any further credits in Sauder School of Business but can apply to the B.I.E. Director to take a maximum of 6 credits in other Economics courses. Permission will be conditional on the student demonstrating that these added credits are important for the student's individual learning plan.</p> <p><b>Minor Programs</b> Students may construct their program to include a minor in a subject (discipline) or field of specialization other than the major. At least 24 of the 120 credits required for</p>	
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the degree must be in subjects or fields other than those of the major and minor.

Note: A maximum of 6 credits numbered 300 and higher may be shared between a major and minor. See [Double-Counting](#).

### **Minor in Arts**

To complete a minor, a student must include in the 120 credits required for the degree at least 30 credits and no more than 42 credits in a single subject (discipline) or field of specialization other than that of the major, including any courses specified as required for a minor in the discipline or field of specialization. At least 18 of these credits must be in courses numbered 300 or above. Some interdisciplinary minors are defined as 18-21 credits in specified courses numbered 300 or above, and their prerequisites.

Students may apply to have completion of the requirements for a minor in the Faculty of Arts noted on their transcript. Students are encouraged to consult the B.I.E. advisor and see a departmental advisor in Arts, preferably before taking the necessary courses.

The general provisions regarding the definition of subjects and cross-listed courses in the major apply to the minor (see [Major Program](#)).

### **Minor in Science**

Arts students can also complete a Minor in Science. An acceptable program must comprise courses recognized for credit in the Faculty of Science and acceptable for a science major in the proposed subject area or field. The Minor in Science must consist of at least 18 credits numbered 300 or higher in a single subject or field of specialization, together with any necessary prerequisites. Students should design a coherent and academically sound course of studies for their proposed Minor.

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> <a href="mailto:angela.redish@ubc.ca">angela.redish@ubc.ca</a>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p>
<p><b>Proposed Calendar Entry:</b>  (40 word limit.)</p> <p><b>ECON 205 (3) Intermediate Open Economy Macroeconomics</b></p> <p>The aggregate economy with an emphasis on macroeconomic policy and international macroeconomics. Registration restricted to students in the Bachelor of International Economics program.</p>	<p><b>Present Calendar Entry:</b>  none)</p> <p><b>Type of Action:</b>  Add a new course</p> <p><b>Rationale for Proposed Change:</b>  See attached description of the new Bachelor of International Economics (B.I.E.) program. Students in this program specialize in international economics and this course emphasizes the international aspects of macroeconomics.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading</b>  (undergraduate courses only)  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: <input type="checkbox"/> applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p style="text-align: center;"><b>Pass/Fail or Honours/Pass/Fail grading</b>  (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 style="text-align: center;"><input type="checkbox"/> <span style="margin-left: 100px;"><input type="checkbox"/></span></p>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>ECON 205 (3) Intermediate Open Economy Macroeconomics</b></p> <p>The aggregate economy with an emphasis on macroeconomic policy and international macroeconomics. Registration restricted to students in the Bachelor of International Economics program. Credit may be obtained for only one of ECON 205, 302 or 305.          Prerequisite: All of ECON 101, 102, MATH 104 (or 184) and 105.</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p> <p><b>Present Calendar Entry:</b>          none)</p> <p><b>Type of Action:</b>          Add a new course</p> <p><b>Rationale for Proposed Change:</b>          See attached description of the new Bachelor of International Economics (B.I.E.) program. Students in this program specialize in international economics and this course emphasizes the international aspects of macroeconomics.</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> <p><b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (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>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>ECON 227 (3) Introduction to Empirical Methods</b></p> <p>Basic tools for the statistical analysis of economic data.          Registration restricted to students in the Bachelor of International Economics program. Credit may be obtained for only one of ECON 325, ECON 227 and STAT 200.          Prerequisite: All of ECON 101, 102, COMM 126; MATH 104 (or 184) and 105.</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p> <p><b>Present Calendar Entry:</b>          none)</p> <p><b>Type of Action:</b>          Add a new course</p> <p><b>Rationale for Proposed Change:</b>          See attached description of the new Bachelor of International Economics (B.I.E.) program. Since that program accepts student directly into an Economics major they can take required methodology courses in the second year.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)       </div> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p> <input type="checkbox"/> <b>Pass/Fail or</b>    <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (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>

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>ECON 228 (3) Methods of Empirical Research</b></p> <p>Empirical tools used in applied research, with emphasis on the linear regression model. Registration restricted to students in the Bachelor of International Economics program. Credit may be obtained for only one of ECON 326, ECON 228 and STAT 306. Prerequisite: ECON 227.</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p> <p><b>Present Calendar Entry:</b>          none)</p> <p><b>Type of Action:</b>          Add a new course</p> <p><b>Rationale for Proposed Change:</b>          See attached description of the new Bachelor of International Economics (B.I.E.) program. Since that program accepts student directly into an Economics major they can take required methodology courses in the second year.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (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>

## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>ECON 493 (3) Advanced empirical methods for international economics.</b></p> <p>Econometric methodologies necessary to conduct applied research, including time series analysis and panel data methods; review of empirical work in international economics. Registration restricted to students in the Bachelor of International Economics program.          Prerequisite: ECON 228</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p> <p><b>Present Calendar Entry:</b>          none)</p> <p><b>Type of Action:</b>          Add a new course</p> <p><b>Rationale for Proposed Change:</b>          See attached description of the new Bachelor of International Economics (B.I.E.) program. This course provides practical experience with econometric tools and is a prerequisite for the capstone course in which students must use those tools to write a research paper.</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px 0;">X</div> <p><b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (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>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Arts  <b>Department:</b> Economics  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session (W):</b> W  <b>Effective Academic Year:</b> 2013/14</p>	<p><b>Date:</b> April 5, 2012  <b>Contact Person:</b> A. Redish  <b>Phone:</b> 604 822 2748  <b>Email:</b> angela.redish@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit.)</p> <p><b>ECON 494 (3) Seminar in Applied International Economics</b></p> <p>Focus on a particular aspect of applied international economics. Independent empirical research project required. Registration restricted to students in the Bachelor of International Economics program.          Prerequisite: ECON 493</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON</a></p> <p><b>Present Calendar Entry:</b>          none)</p> <p><b>Type of Action:</b>          Add a new course</p> <p><b>Rationale for Proposed Change:</b>          See attached description of the new Bachelor of International Economics (B.I.E.) program. This is the capstone course of the B.I.E. program. Each section will focus on a particular aspect of the field.</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 10px 0;">X</div> <p><b>Not available for Cr/D/F grading (undergraduate courses only)</b>          (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> Course is restricted to students in B.I.E. for whom it is a core requirement</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>          (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



Enrolment Services | Senate & Curriculum Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver BC V6T 1Z1  
Tel : (604) 822-8141 | Fax : (604) 822-5945  
megan.stewart@ubc.ca

September 7, 2012

To: Vancouver Senate

From: Vancouver Senate Admissions Committee

Re: a. Discontinuation of Policy J-52: *Admission for Secondary School Applicants following the BC/Yukon Curriculum*

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**a. Discontinuation of Policy J-52: Admission for Secondary School Applicants following the BC/Yukon Curriculum**

The Senate Admissions Committee recommends to Senate for approval the following motion:

*That Policy J-52 be discontinued effective immediately.*

## Rationale

At the Senate meeting of March 14, 2012, the Senate Admissions Committee was directed to 'review Policy J-52 by August 2012 and report back to Senate at its next meeting thereafter with a recommendation for the continuation, modification, or discontinuation of the policy.'

Policy J-52 was discussed at the Senate Admissions Committee meetings held on July 11 and 25 and August 8 and 29, 2012. The Committee's view is that Policy J-52 was implemented as a temporary measure, to allow the use of Grade-11 grades as substitutes for Grade-12 grades where these were not available, during the BCTF job-action in early 2012. That situation has now passed, but there remains the broader issue of using Grade-11 grades in calculating admissions averages. Therefore, it is the Committee's view that Policy J-52 be discontinued, but that the Committee work on replacing it with a different policy that can accommodate the use of Grade-11 grades on an ongoing basis for assessing secondary school applicants following the BC/Yukon curriculum.

Notwithstanding the discontinuation of Policy J-52, the Committee recommends retaining the current language in the calendar

(<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,22,63,0>) regarding the use of Grade-11 grades. This is because (1) the Committee expects to present the new policy to Senate for approval at the November 2012 meeting, (2) the next Calendar release is not until late-February 2013, and (3) the current language in the Calendar, which reads "*The admission average will be calculated on English 12, or English 12 First Peoples, and the three additional approved Grade 12 courses. Should final or in-progress Grade 12 grades not be available at the time of evaluation, final Grade 11 grades may be used as appropriate*", will be useful to keep school counselors and other members of the public informed about UBC's intentions with respect to the use of Grade-11 grades.

## **Information**

It is anticipated that the new policy on admissions procedures will include conditions regarding the use of final Grade-11 grades to calculate admission averages when Grade-12 grades are not yet available for applicants following the BC/Yukon curriculum, and will also establish final Grade-12 grade standards for maintaining early offers of admission. The Committee is consulting with various interested parties, including faculties. As stated above, the Committee expects to present the new policy to Senate for approval at the November 2012 meeting.

Respectfully submitted,

Robert Sparks  
Chair, Senate Admissions Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services | Senate & Curriculum Services  
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megan.stewart@ubc.ca

September 7, 2012

To: Vancouver Senate

From: Vancouver Senate Admissions Committee

Re: b. Bachelor of Education – Credit Requirements (approval)  
c. Bachelor of Music – Audition Requirement (approval)  
d. Doctor of Medicine – Deadlines and Miscellaneous Updates (approval)  
e. Bachelor of Medical Laboratory Science – Pre-requisite Courses (approval)  
f. Bachelor of Science in Nursing – Admission Average (approval)  
g. Bachelor of Science in Nursing – Post-secondary Course Requirements (approval)

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## **b. Bachelor of Education – Credit Requirements (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate a change in the admissions requirements for applicants to the Bachelor of Education program. As outlined in the circulated calendar entry, teacher certification is no longer tied to an acceptable degree policy through the Teacher Regulation Branch. As such, there is no need for the 75 credit requirement, as all certification requirements are met by specific course work criteria.

***Motion:*** That Senate approve changes in admission requirements for applicants to the Bachelor of Education program, effective for the 2013 Winter Session and thereafter.

## **c. Bachelor of Music – Audition Requirement (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate a change in the admissions requirements for applicants to the Bachelor of Music program. As outlined in the circulated calendar entry, the change reflects the cancellation of early auditions at the School of Music. Auditions will be held one time only per year.

***Motion:*** That Senate approve changes in admission requirements for applicants to the Bachelor of Music program, effective for the 2013 Winter Session and thereafter.

## **d. Doctor of Medicine – Deadlines and Miscellaneous Updates (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate changes in admissions requirements for applicants to the Doctor of Medicine program. As outlined in the circulated calendar entry, changes include streamlining admissions deadlines, incorporating a link in the Calendar to the latest fees, conducting interviews in February to better prepare for final applicant selection, and changing the title of Aboriginal Programs Coordinator to Aboriginal Programs Manager.

***Motion:*** *That Senate approve changes in admission requirements for applicants to the Doctor of Medicine program, effective for the 2013 Winter Session and thereafter.*

**e. Bachelor of Medical Laboratory Science – Pre-requisite Courses (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate a change in the admissions requirements for applicants to the Bachelor of Medical Laboratory Science program. As outlined in the circulated calendar entry, the change has been made to align the Calendar entry regarding completion of certain UBC courses prior to entry into the program with Senate-approved curriculum changes.

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

**f. Bachelor of Science in Nursing – Admission Average (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate a change in the admissions requirements for applicants to the Bachelor of Science in Nursing program. As outlined in the circulated calendar entry, the change reflects a shift in the minimum admission average from C (or grade point average of 2.0 calculated on a four-point scale) to 70% (or grade point average of 2.8 calculated on a four-point scale).

***Motion:*** *That Senate approve changes in admission requirements for applicants to the Bachelor of Science in Nursing program, effective for the 2013 Winter Session and thereafter.*

**g. Bachelor of Science in Nursing – Post-secondary Course Requirements (approval)**

The Senate Admissions Committee has reviewed and recommends for approval to Senate a change in the admissions requirements for applicants to the Bachelor of Science in Nursing program. As outlined in the circulated calendar entry, the change comprises removal of BIOL 155 as a course that satisfies the human anatomy and physiology admission requirement for the program, since BIOL 155 does not cover all of the required human anatomy content.

***Motion:*** *That Senate approve changes in admission requirements for applicants to the Bachelor of Science in Nursing program, effective for the 2013 Winter Session and thereafter.*

Respectfully submitted,

Robert Sparks  
Chair Senate Admissions Committee



## UBC Admission Proposal Form Change to Course or Program

### Category: 2

<p><b>Faculty:</b> Education  <b>Department:</b> Teacher Education Office  <b>Faculty Approval Date:</b> May 16, 2012  <b>Effective Session:</b> Winter 2013</p>	<p><b>Date:</b> April 26, 2012  <b>Contact Person:</b> Sydney Craig  <b>Phone:</b> 2 -4568  <b>Email:</b> Sydney.craig@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Admission</b></p> <p>...</p> <p><b>Elementary Teacher Education</b></p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants to the 12-month option must have completed a four-year (120 credits) degree, or equivalent.</p> <p><b>Admission Requirements</b></p> <p>...</p> <p><b>Part III</b></p> <p>Applicants to the 12-month elementary option are required to have completed a four-year (120 credits) degree, or equivalent.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.202.320.157">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.202.320.157</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Admission</b></p> <p>...</p> <p><b>Elementary Teacher Education</b></p> <p>The Elementary Teacher Education option prepares students to teach Kindergarten to Grade 7. Applicants to the 12-month option must have completed a four-year degree <del>including a minimum of 75 UBC equivalent credits acceptable to the Faculty of Education.</del></p> <p><b>Admission Requirements</b></p> <p>...</p> <p><b>Part III</b></p> <p><del>+</del> Applicants to the 12-month elementary option are required to have completed a four-year (120 credits) degree, or equivalent, <del>of which at least 75 UBC equivalent credits are acceptable to the Faculty of Education.</del></p> <p><b>Type of Action:</b>  Removal of minimum number of UBC equivalent credits required for admission to the BEd elementary 12-month program.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p><b>Rationale for Proposed Change:</b> Teacher certification is no longer tied to an acceptable degree policy through Teacher Regulation Branch – as such there is no need for the 75 credit requirement as all certification requirements are met by our specific course work criteria.</p>
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## UBC Admission Proposal Form Change to Course or Program

### Category: (2)

<p><b>Faculty:</b> Arts  <b>Department:</b> Music  <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session:</b> Winter, Term 1, 2013</p>	<p><b>Date:</b> January 11, 2012  <b>Contact Person:</b> Dorothy Chang  <b>Phone:</b> (604) 228-6682  <b>Email:</b> Dorothy.chang@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>Auditions are held once each year, normally in March.</p> <p>To apply to the School, apply to UBC via <a href="#">youbc Vancouver</a> and indicate the B.Mus. program as your first or second choice.</p> <p>The application deadline is January 31. You will be asked to indicate preferred majors, previous musical training, and preferred dates for a live audition and a theory examination as part of the online application for admission. The School will contact each applicant to arrange the audition and theory examination.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,363">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,210,381,363</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Auditions are held twice each year. Early auditions (normally in late January or early February) are for applicants who wish to be considered for all available Music scholarships. Regular auditions (normally in late March or early April) are for all other applicants, who will be considered for any remaining Music scholarships. Applicants may audition on a particular instrument (or on voice) only once in a given year.</del></p> <p>To apply to the School, apply to UBC via <a href="#">youbc Vancouver</a> and indicate the B.Mus. program as your first or second choice.</p> <p>You will be asked to indicate preferred majors, previous musical training, and preferred dates for a live audition and a theory examination as part of the online application for admission. <del>The application deadline is January 15 for early (scholarship) auditions, and January 31 for regular auditions.</del> The School will contact each applicant to arrange the audition and theory examination.</p> <p><b>Type of Action:</b></p> <p>Remove information regarding early auditions.</p>





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	<p><b>Rationale for Proposed Change:</b></p> <p>The changes reflect the cancellation of early auditions at the School of Music. Auditions will be held one time, only, per year.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Undergraduate Admissions Proposal Form  
Change to Admission Requirements**

<b>Faculty: Medicine</b> <b>Department: MD Undergraduate Admissions</b> <b>Department Approval Date: May 2012</b> <b>Effective Session: 2013</b>	<b>Date: July 18, 2012</b> <b>Contact Person: Joan Munro</b> <b>Phone: 604-875-4111, ext. 68933</b> <b>Email: jmunro@medd.med.ubc.ca</b>
<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</a>  <b>Proposed Calendar Entry:</b>  <b>Application Procedure</b>  Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from early June until the application deadline. Information can be found at <a href="#">M.D. Undergraduate Admissions</a> . All inquiries should be addressed to M.D. Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a program of studies must be received by June <del>15</del> <b>30</b> of the year for which admission is sought.  All <del>British Columbia residents</del> applicants are required to pay an <a href="#">application fee</a> . <del>of CAD \$107.00; out-of-province applicants are required to pay CAD \$158.00.</del> An additional evaluation fee <del>of CAD \$31.00</del> is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition. All application fees are under	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</a>  <b>Present Calendar Entry:</b>  <b>Application Procedure</b>  Applicants are required to apply using the Faculty of Medicine's Online Application System (OAS). Applications will be available from early June until the application deadline. Information can be found at <a href="#">M.D. Undergraduate Admissions</a> . All inquiries should be addressed to M.D. Undergraduate Admissions, Faculty of Medicine, Dean's Office. Supporting documentation must be received by the Admissions office by the application deadline. Final post-secondary transcripts for students currently enrolled in a program of studies must be received by June 15 of the year for which admission is sought.  All British Columbia residents are required to pay an <a href="#">application fee</a> of CAD \$107.00; out-of-province applicants are required to pay CAD \$158.00. An additional evaluation fee of CAD \$31.00 is required if transcripts are from an institution outside of BC. Applications with incomplete documentation or without the correct fee will not be eligible. Fees are non-refundable and are not applicable to tuition.



## THE UNIVERSITY OF BRITISH COLUMBIA

<p>review.</p> <p>The Faculty of Medicine will interview a sub-set of approximately 700 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled <del>from around the middle of February to the beginning of March in February</del>. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth-year medical students, representing diverse geographic areas of BC. Please refer to <a href="#">M.D. Undergraduate Admissions</a> for more information.</p> <p>Notification will be issued to all applicants starting in mid-May. Successful applicants are offered a position at a specific site in the Faculty of Medicine. Site offer is binding to a specific area.</p> <p><b>Aboriginal Applicants</b></p> <p>The Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty has a target of 5% of the annual complement of seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular</p>	<p>All application fees are under review.</p> <p>The Faculty of Medicine will interview a sub-set of approximately 700 applicants, based on results of file reviews of academic and non-academic evaluations. On receipt of an invitation, the applicant will be requested to provide their referees with reference forms, which will be available electronically. The completed reference letters must be received by the Admissions office by the date posted on the website. Each qualified applicant will participate in one interview, in Vancouver, which is typically scheduled from around the middle of February to the beginning of March. The interview process follows the Multiple Mini Interview (MMI) model. The interviewers consist of a combination of academic, clinical, community representatives and UBC's third- or fourth-year medical students, representing diverse geographic areas of BC. Please refer to <a href="#">M.D. Undergraduate Admissions</a> for more information.</p> <p>Notification will be issued to all applicants starting in mid-May. Successful applicants are offered a position at a specific site in the Faculty of Medicine. Site offer is binding to a specific area.</p> <p><b>Aboriginal Applicants</b></p> <p>The Faculty of Medicine welcomes applications from qualified Aboriginal applicants. The Aboriginal admission process of the Faculty has a target of 5% of the annual complement of seats in the first year M.D. Undergraduate Program. Aboriginal applicants can apply either to the regular stream of admission or to the Aboriginal admission stream. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular</p>
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# THE UNIVERSITY OF BRITISH COLUMBIA

<p>admission process.</p> <p>If you wish to apply as an Aboriginal applicant, you will be required to write an essay, submit two letters of support (academic and community), as well as proof of ancestry, which will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. Please contact the Aboriginal Programs <del>Coordinator</del> <u>Manager</u> in the Faculty of Medicine at 604.875.4111, ext. 68946, or <a href="#">email</a> for further information.</p> <p><b>Applications from Current Graduate Students</b></p> <p>Admission of graduate students into the Faculty of Medicine will be made through the existing selection procedures as outlined above. Such students must complete all portions of the program in which they are registered, including the successful defense and submission of an approved thesis in final form to the Faculty of Graduate Studies by June 30 prior to admission to the Faculty of Medicine. Graduate students in non-thesis based programs must complete all required courses, projects, exams, practica, etc., and have all grades submitted by this deadline.</p> <p>Deferrals will NOT be granted to allow an applicant to complete their graduate program.</p> <p>Graduate students who are invited for an interview will be required to submit a letter from their thesis supervisor, or program/department head confirming that the applicant is on track to complete all program requirements by the <del>July 1</del> <b>June</b></p>	<p>admission process.</p> <p>If you wish to apply as an Aboriginal applicant, you will be required to write an essay, submit two letters of support (academic and community), as well as proof of ancestry, which will be reviewed by the Aboriginal Admissions Subcommittee. Based on your completed application, you may be offered an interview with the Aboriginal Interviewing Panel. Please contact the Aboriginal Programs Coordinator in the Faculty of Medicine at 604.875.4111, ext. 68946, or <a href="#">email</a> for further information.</p> <p><b>Applications from Current Graduate Students</b></p> <p>Admission of graduate students into the Faculty of Medicine will be made through the existing selection procedures as outlined above. Such students must complete all portions of the program in which they are registered, including the successful defense and submission of an approved thesis in final form to the Faculty of Graduate Studies by June 30 prior to admission to the Faculty of Medicine. Graduate students in non-thesis based programs must complete all required courses, projects, exams, practica, etc., and have all grades submitted by this deadline.</p> <p>Deferrals will NOT be granted to allow an applicant to complete their graduate program.</p> <p>Graduate students who are invited for an interview will be required to submit a letter from their thesis supervisor, or program/department head confirming that the applicant is on track to complete all program requirements by the July</p>
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<p><b>30</b> deadline. If the supervisor is unable to confirm that the applicant will likely finish by this date on the Graduate Student Report form, the interview offer will be rescinded.</p> <p>For further information on the admission of graduate students, please visit <a href="#">M.D. Undergraduate Admissions</a>.</p>	<p>1 deadline. If the supervisor is unable to confirm that the applicant will likely finish by this date on the Graduate Student Report form, the interview offer will be rescinded.</p> <p>For further information on the admission of graduate students, please visit <a href="#">M.D. Undergraduate Admissions</a>.</p> <p><b>Type of Action:</b></p> <ul style="list-style-type: none"> <li>• Replace “June 15” with “June 30”</li> <li>• Replace ‘British Columbia Residents’ with “applicants”. Replace all application fees with link to website</li> <li>• Replace “from around the middle of February to the beginning of march with “in February”</li> <li>• Replace “Aboriginal Programs Coordinator” with “Aboriginal Programs Manager”</li> <li>• Replace “July 1” with “June 30”</li> </ul> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Date has been changed to streamline admissions deadlines</li> <li>• Admissions fees for BC and Out-of-Province applicants have been increasing on a yearly basis. Rather than changing the calendar every year, a link to the latest fees is being added</li> <li>• Interviews are now being conducted in February to better prepare for final selections</li> <li>• Change of title due to restructure in the Admissions office</li> <li>• Date has been changed to streamline admissions deadlines</li> </ul>
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**UBC Admissions Proposal Form  
Change to Admission Requirements**

**Category: (2)**

<b>Faculty:</b> Medicine <b>Department:</b> Pathology & Lab. Medicine <b>Faculty Approval Date:</b>  <b>Effective Session</b> Winter <b>Term</b> 1 <b>Year for Change</b> 2012	<b>Date:</b> <b>Contact Person:</b> Dr. Carol Park <b>Phone:</b> 822-8159 <b>Email:</b> <a href="mailto:parkc@interchange.ubc.ca">parkc@interchange.ubc.ca</a>
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<a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,1280">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,1280</a>  <b>Proposed Calendar Entry:</b>  Admission  Set B, Science Route  .....  Science undergraduates and graduates must complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:  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 Plus the following second-year level courses: BIOL 200 BIOL 201 CHEM 205 or 201 CHEM 211 CHEM <del>123, 233, and 235, or 231 and 232, or 203 and 204</del> <b>233 and 235 (or 203 and either 204 or both CHEM 213 and CHEM 245)</b> MICB 202 Arts Elective: 6 credits, any year level	<a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,1280">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,1280</a>  <b>Present Calendar Entry:</b>  Admission  Set B, Science Route  .....  Science undergraduates and graduates must complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:  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 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  <b>Type of Action:</b> update entry  <b>Rationale:</b> To align the calendar entry with Senate approved curriculum changes.
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THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Admissions Proposal Form Change to Admission Requirements

### Category 2

<b>Faculty:</b> Applied Science <b>Department:</b> School of Nursing <b>Faculty Approval Date:</b> June 28, 2012 <b>Effective Session:</b> 2013W <b>Year for Change:</b> 2012	<b>Date:</b> July 24, 2012 <b>Contact Person:</b> Dr. Victoria Smye <b>Phone:</b> 604.822.7503 <b>Email:</b> <a href="mailto:victoria.smye@nursing.ubc.ca">victoria.smye@nursing.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  Applicants are required to have a minimum <b>70%</b> average, or grade point average of <b>2.8</b> (calculated on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level.	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379</a>  <b>Present Calendar Entry:</b>  Applicants are required to have a minimum C average, or grade point average of 2.0 (calculated on a 4-point scale) based upon the most recent 30 credits completed at the undergraduate level.  <b>Type of Action:</b> Change minimum admission average from C (or grade point average of 2.0 on a 4-point scale) to 70% (or grade point average of 2.8 calculated on a 4-point scale).  <b>Rationale:</b> <ul style="list-style-type: none"><li>a. Students are required to maintain a minimum cumulative average of 65% throughout the program. Considering the intensity/difficulty level of the program, students entering with an average below 65% could be at a disadvantage.</li><li>b. There is also concern over the added time that faculty is required to spend advising/mentoring students with low admission averages. We want to increase the likelihood of student success in the program.</li><li>c. There will be a decrease in number of applications to be processed for interview selection.</li></ul>



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	<ul style="list-style-type: none"><li>d. Other universities in Canada offering advanced standing programs have higher minimum admission averages. A low minimum admission average could hurt the image of the School/program.</li><li>e. Other health science programs at UBC have higher minimum admission averages.</li></ul>
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THE UNIVERSITY OF BRITISH COLUMBIA

## UBC Admissions Proposal Form Change to Admission Requirements

### Category 2

<b>Faculty:</b> Applied Science <b>Department:</b> School of Nursing <b>Faculty Approval Date:</b> June 28, 2012 <b>Effective Session:</b> 2013W <b>Year for Change:</b> 2012	<b>Date:</b> July 24, 2012 <b>Contact Person:</b> Dr. Victoria Smye <b>Phone:</b> 604.822.7503 <b>Email:</b> <a href="mailto:victoria.smye@nursing.ubc.ca">victoria.smye@nursing.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required:  [...] <ul style="list-style-type: none"><li>• BIOL 153 (7 credits) <del>or BIOL 155 (6 credits)</del>, or an equivalent human anatomy and physiology course/courses. Courses accepted as equivalent to this are listed on the School's website. In addition, other human anatomy and physiology courses may be acceptable to the School subject to an internal review. Details of this review process and an application package can be found at <a href="#">Prior Learning Assessment &amp; Recognition (PLAR)</a>.</li></ul>	<b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379</a>  <b>Present Calendar Entry:</b>  UBC will consider granting transfer credit for all appropriate post-secondary courses completed. The following post-secondary courses are required:  [...] <ul style="list-style-type: none"><li>• BIOL 153 (7 credits) or BIOL 155 (6 credits), or an equivalent human anatomy and physiology course/courses. Courses accepted as equivalent to this are listed on the School's website. In addition, other human anatomy and physiology courses may be acceptable to the School subject to an internal review. Details of this review process and an application package can be found at <a href="#">Prior Learning Assessment &amp; Recognition (PLAR)</a>.</li></ul> <b>Type of Action:</b> Remove BIOL 155 as course that satisfies the human anatomy and physiology admission requirement for the Bachelor of Science in Nursing Program.  <b>Rationale:</b> BIOL 155 does not cover all required human anatomy content. While UBC BIOL 153 (7 credits) and BIOL 155 (6 credits) have the same lecture components, BIOL 155 does not include the human anatomy content that is taught in the lab section of BIOL 153.

# 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

17 July 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: **a. CERTIFICATE PROGRAMS:**

**i. UBC Certificate in Cultural Planning**

**ii. UBC Certificate in Digital Strategy**

**iii. Graduate Certificate in Educational Administration and Leadership**

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Attached please find the following certificate programs for your information:

**i. UBC Certificate in Cultural Planning,**

**ii. UBC Certificate in Digital Strategy, and**

**iii. Graduate Certificate in Educational Administration and Leadership**

The programs have been recently approved by the Senate Curriculum Committee.

Respectfully submitted,

Dr. Peter Marshall, Chair  
Senate Curriculum Committee

## **Summary Report to the Senate Curriculum Committee**

**Proposed Name of Certificate Program:** UBC Certificate in Cultural Planning

**Date of Submission:** July 17, 2012

**Sponsoring Faculty/Department/School:** UBC Continuing Studies

**Contact Person:**

**Name:** Don Black

**Title:** Program Director, Community Programs and Centre for Cultural Planning and Development

**Telephone:** 604-822-1460

**Email:** [don.black@ubc.ca](mailto:don.black@ubc.ca)

### **Supporting UBC Partners or External Partners:**

The proposed UBC Certificate in Cultural Planning will be offered online by UBC Continuing Studies.

2010 Legacies Now (now Lift Philanthropy Partners) has provided \$450,000 over three years to UBC Continuing Studies to support the development of the UBC Certificate in Cultural Planning and other educational programs in the area of cultural planning and development as a legacy of the Vancouver 2010 Olympic and Paralympic Winter Games.

The Creative City Network of Canada is providing ongoing professional advice and promotional support for the UBC Certificate in Cultural Planning. The Creative City Network of Canada is a national organization representing municipal staff working on arts, cultural and heritage policy, planning, development and support in cities across Canada. More than 120 Canadian municipalities are members of the Creative City Network of Canada.

### **Program Description:**

The UBC Certificate in Cultural Planning is designed for professional and managerial staff working or planning to work in the field of cultural planning at the local, regional and national levels. There is a growing demand within government at all levels for professionals with the education, training and skills to successfully develop and apply policy and programs that organize and leverage cultural resources to support and further sector, community and economic development. The UBC Certificate in Cultural Planning addresses this demand by providing students with a foundation of core knowledge, practical skills, and an historical, cross-sectoral and comparative perspective on cultural planning. The proposed program will be accessible worldwide as it will be delivered in an online format.

### **Rationale for the Certificate Program:**

The concept of cultural planning first emerged in the 1970's and 1980s as cities in Europe and North America began to incorporate and leverage arts and culture as part of their urban regeneration and economic development strategies. More recently, the work of Richard Florida, Charles Landry, Glen Murray and others has significantly raised the profile of creativity, culture and cultural planning as powerful new drivers for building local and regional economies and livable communities.

As a result, there is a growing demand for cultural planners at all levels of government, especially at the local level in cities across North America and Europe. However, there are no formal education programs in North America and very few in Europe that focus on cultural planning and the role it plays in community and economic development. Cultural planning offices (or their equivalents) recruit staff from arts organizations, government departments and other related sectors, and train them on the job, as best they can. This is a challenge even for cultural planning offices in large cities, and it is extremely difficult in small and medium sized communities.

The UBC Certificate Program in Cultural Planning addresses the growing demand for cultural planners across North America and Europe and provides focused continuing education in this topic area that is not currently available elsewhere.

### **Proposed Length/Duration (indicate hours, credits, months, etc.):**

The proposed UBC Certificate in Cultural Planning is equivalent to 150 hours of University study. Students must successfully complete two required core courses and four electives, which are all offered online. Each course is eight weeks in length and students are expected to spend ten to twelve hours per week on learning activities, which include lectures, videos, quizzes, readings, assignments, projects and group discussions.

### **Proposed Curriculum Topics (list by brief descriptive titles only):**

- Foundations of Cultural Planning (required)
- Urban Cultural Planning (required)
- Cultural Plans and Cultural Mapping (elective)
- Creative Placemaking (elective)
- Cultural Heritage (elective)
- Cultural Facilities (elective)
- Festivals and Special Events (elective)
- Cultural and Creative Tourism (elective)
- Program Evaluation (elective)

### **Target Learners:**

The UBC Certificate in Cultural Planning is targeted at

- staff currently working in cultural planning offices (or equivalent) in cities across North America and Europe and looking for professional development courses;
- staff working in other government departments looking to move into a cultural planning position;
- university-educated adults, usually with an arts background, looking to enter the field of cultural planning;
- staff employed in arts and cultural organizations and cultural industries; and
- consultants working in the field of cultural planning and development.

### **Student Admission Criteria:**

Students are expected to meet the following requirements:

- University degree or equivalent;
- Three years of work and/or volunteer experience in a relevant area (e.g., local government, arts and cultural organizations);
- Fluency in the English language, including good written and verbal communication skills;
- Access to a computer and full Internet access either through home or work, including an email account.

### **Student Assessment/Grading Methods:**

Students will be assessed in each course on learning activities (e.g., participation, assignments, individual and group projects, and tests). To receive credit for a course, students must earn a minimum passing grade of 60%. This program uses the Percentage/Letter Grade system used by the Faculty of Graduate Studies for master's programs.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
0-59	F (Fail)

To be awarded the certificate, students must earn a minimum passing grade in all six courses and must successfully complete the two required courses and four electives within four years of first enrolling in

the program (i.e., courses offered as part of the certificate program that are completed more than four years prior to graduation cannot be applied to meet the certificate requirements).

### **Program Delivery Format**

This is a part-time program. Courses are eight-weeks in length and delivered 100% online with the support of an online instructor.

The UBC Centre for Teaching, Learning and Technology (CTLT) is working with UBC Continuing Studies, on a cost recovery basis, to develop the online courses for the certificate program. The CTLT team is led by Jeff Miller, Senior Manager, Distance and Blended Learning and includes CTLT instructor designers/project managers.

We are using UBC's Learning Management System, Blackboard Learn, as the platform for all the online courses in the program.

### **Marketing/Promotion Strategy**

The UBC Certificate in Cultural Planning is promoted by UBC Continuing Studies through course calendars, websites, Google ad words, search engine optimization, and events. The program is also promoted through communities of practice and supporting organizations (e.g., the Creative City Network of Canada, local government departments, and regional and national departments and agencies such as the Canada Council and Heritage Canada).

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

We received a \$450,000 grant over three years from 2010 Legacies Now to support the development of the certificate program and other programs in cultural planning. The courses and program will be delivered on a cost-recovery basis.

### **Assessment of Financial Viability**

We conducted substantial market research in preparing our funding application for 2010 Legacies Now. This included consultations with the municipal cultural planning offices in Metro Vancouver and more than 100 individual members of the Creative City Network of Canada (mostly directors of cultural planning or equivalent from cities across Canada), as well as department and agency heads in Canada, the U.S. and the Council of Europe. We also held an intensive, two-day facilitated workshop with our advisory committee in Vancouver.

We are confident that there is sufficient demand for an online program of this type, especially in North America and Europe, and our enrolment and revenue projections (based on modest enrolment targets) show that student course fees will cover the full cost of delivering and maintaining the program.

## **Current Program Advisory Committee Members**

### UBC Committee Members:

- Robert Gardiner, Professor, Department of Theatre and Film, University of British Columbia
- Thomas Hutton, Professor, Centre for Human Settlements, University of British Columbia

### Community Committee Members:

- Elena Bird, Senior Policy Advisor, Economic Development and Cultural Policy, City of Toronto and Vice-President, Creative City Network of Canada
- Simon Brault, CEO, National Theatre School of Canada, Vice-Chair, Canada Council for the Arts, and Chair, Culture Montréal
- Sue Harvey, Principal, Taylor-Harvey, Inc. and former managing director, Cultural Services, City of Vancouver
- Tim Jones, President and CEO, ArtScape
- Bob Lynch, President and CEO, Americans for the Arts
- Robert Palmer, Director, Culture and Cultural and Natural Heritage, Council of Europe

The proposed UBC Certificate Program will be led by Don Black, Program Director, Community Programs and UBC Director of the UBC Continuing Studies Centre for Cultural Planning and Development. We have also contracted Burke Taylor to serve as the Community Director for the UBC Continuing Studies Centre for Cultural Planning and Development.

Don Black has more than 20 years of experience in post-secondary education, including online and distance education, and leads our arts, humanities and public affairs programs, as well as programs for seniors and special lectures and events (e.g., the annual Milton K. Wong Lecture and the annual Vancouver Human Rights Lecture, both broadcast nationally and internationally on the CBC Radio One program, *Ideas*). Don also recently developed the official education program for the Vancouver 2010 Olympic and Paralympic Games, which included the first online Olympic and Paralympic education program.

Burke Taylor is a leading cultural planner and producer. He was Vice President, Culture and Celebrations for the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC), and Executive Producer of the Cultural Olympiad. He is past director of Cultural Affairs at the City of Vancouver as well as founder and past president of the Creative City Network of Canada.

## Attachment A

1. Cultural planning positions include: cultural planning officer, cultural affairs officer, cultural coordinator, cultural development officer, and related manager positions. The following list of responsibilities was drawn from a recent job posting by the City of Toronto (2/10/12) for three Cultural Development Officers, and it provides an overview of a typical position that would benefit from professional development through the proposed certificate program.

<http://wx.toronto.ca/inter/hr/jobs.nsf/0/2252e7850db2b6b9852576570042ade5?OpenDocument>

### Major Responsibilities:

Reporting to the Senior Cultural Affairs Officer, the Cultural Development Officer assists in the development and implementation of cultural programs and projects to foster and enhance the growth of Toronto as a creative City.

- Identifies emerging cultural issues through knowledge of trends and changes in the sector, assesses the required resources, develops strategies and proposes initiatives to increase cultural impact on the economic and social life of the city
- Identifies opportunities (e.g., trade missions, major festivals) and proposes actions that the City could take to support the 'Agenda for Prosperity' to foster Global Toronto through culture
- Plans, conducts, interprets and evaluates research and policy studies, including joint projects within division and with other City divisions, task forces and committees, other levels of government and other external groups and agencies
- Consults and/or works collaboratively with external groups, including the development of contacts with others at the municipal, provincial, and federal levels, non-governmental organizations and interest groups, other agencies and the private sector
- Facilitates and initiates new and innovative partnerships to support cultural organizations to advance the development of the sector
- Maintains awareness of programs at other levels of government and conducts consultations with Toronto cultural organizations to foster international connections and profile for Toronto as a creative city
- Liaises with City Planning, Toronto Artscape, and cultural organizations to track changes in the Toronto real estate market to assess the impact (e.g. gentrification, new development) on affordable/sustainable art space in Toronto
- Proposes actions that the City could take to secure cultural space in the context of actions taken by other global cities with respect to attraction/competition for space
- Leads intra- and/or inter-divisional staff teams on special projects. Oversees the work of outside consultants
- Participates on internal or external work teams, steering committees, etc. Contributes content and reviews report drafts for congruence with City objectives
- Works with other City Divisions to ensure that cultural and creative objectives are properly aligned with corporate initiatives (e.g. developing recommendations with Affordable Housing Office for Artists Affordable Housing in the City's Housing Plan 2008)



- Provides background research on complex cultural issues and supports stakeholder consultations; information flow and internal City review processes
- Researches, organizes and writes briefing materials, discussion papers, policy proposals, reports and correspondence on cultural issues. Prepares reports on complex cultural subjects for consideration by City Council and its Standing Committees. Example, progress implementing the Culture Plan
- Provides input, analysis and direction on next steps into such documents as the 'Creative City Planning Framework' as a supporting document to the 'Agenda for Prosperity' and 'Imagine a Toronto'
- Develops roll-out plans, assists in communication requirements, liaises with service area communications staff, prepares mailing lists and ensures distribution to appropriate stakeholders
- Coordinates and prepares bi-annual progress reports for City Council on eleven cultural indicators
- Represents the City's interest on committees for national and provincial projects such as CADAC: Canadian Arts Database des Arts Canadienne; Creative Cities Network; the OMBI Culture Indicators Expert Panel
- Provides assistance to the Senior Cultural Affairs Officer on the operation of the Toronto Poet Laureate program
- Provides analysis of grant applications received from major cultural organizations, CultureBuild and Toronto Artscape to support the peer review process
- Reviews applications for completeness and quality of submission. Analyzes financial information, identifies issues, works with applicants to make improvements, etc.
- Organizes peer review meeting and prepares materials, etc. Attends meeting, takes notes, prepares documentation and follows up on issues
- Provides analysis of new requests and renewals for City Line of Credit guarantees and Capital Loan guarantees for cultural organizations
- Reviews requests for completeness and quality of submission. Analyzes financial information, identifies issues, works with organizations to make improvements, etc. Prepares draft materials for Corporate Finance. Ensures all required section management and Committee Chair are briefed
- Maintains the tracking database of organizations receiving guarantees for annual reporting purposes
- Develops and maintains content for the Section's web site by consulting with all Units in Cultural Services
- Maintains the Live With Culture website, showcasing all of the cultural activities in Toronto
- Attends the Creative City dinners and produces a written summary of the event/discussion for posting on the Live With Culture site
- Works with Web Competency Centre on appropriate presentation and look
- Liaises with Cluster and Strategic Communications on projects
- Acts as a point of contact for external and internal inquiries providing information related to cultural initiatives



# Certificate Program Under Development

Technology, Media & Professional Programs, UBC Continuing Studies

Executive Education, Sauder School of Business

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**Proposed Name of Certificate Program:** UBC Certificate in Digital Strategy

**Date of Submission:** May 3, 2012

**Sponsoring Faculty/Department/School:** Technology, Media & Professional Programs, UBC Continuing Studies

**Contact Person(s):**

**Name:** Raquel Collins

**Title:** Associate Director

**Telephone:** 604-822-8666

**Email:** [raquel.collins@ubc.ca](mailto:raquel.collins@ubc.ca)

**Name:** Fiona McAuley

**Title:** Senior Program Leader

**Telephone:** 604-822-7525

**Email:** [fiona.mcauley@ubc.ca](mailto:fiona.mcauley@ubc.ca)

**Supporting UBC Partners or External Partners:** Sauder School of Business, Executive Education

**Program Description:**

The Certificate in Digital Strategy is an applied program that helps students identify and enhance their knowledge base to effectively drive digital strategy. This includes developing a sound framework, combined with best practices in leading digital teams, assessing competitive intelligence, enabling customer engagement, identifying the digital value chain, and interpreting data to optimizing performance. Being able to assess an organizational culture and structure for digital readiness, aids in determining digital solutions and setting goals that align with the overall vision. Participants learn effective digital strategies using actual case studies from leading industry experts, digital innovators and digital strategy professionals. The curriculum is aligned with best and accepted practices that are demonstrated by organizations and industries successfully leading digital strategic initiatives while confronting the fast changing pace of innovation, information and technology. Topics include digital readiness, governance, strategic thinking in the digital context, digital market assessment, business models and performance optimization and digital strategic planning.

This part-time, 100% online certificate program is designed for those professionals, leaders and entrepreneurs who are looking to build their knowledge, skills and abilities in digital strategy.

**Certificate Program Under Development****Rationale for the Certificate Program:**

The UBC Certificate in Digital Strategy offers a range of business professionals the opportunity to explore digital strategies in a program that takes a flexible and integrated approach to education through 100% online delivery.

The program design has been guided by feedback from market research that included a review of labour market demand, job postings, and characteristics of the learner community (present and desired capabilities)\*. Market research was also obtained from practicing digital or social media specialists and potential students, as well as feedback from graduates of the UBC Award of Achievement in Web Analytics and the UBC Award of Achievement in Social Media, and the program advisory committee.

This program will build upon the current principles and knowledge learned through the Web Analytics and Social Media programs, as well as build on developing and new industry practices in the digital space to provide a more advanced level of courses for professionals who are actively playing the role of “digital strategist”.

This program will attract a more experienced professional who may also have not taken either Award of Achievement programs. The target audience would consist of both existing graduates from the Social Media, Integrated Marketing Strategy and Web Analytics programs (681 graduates) and new audiences looking to specialize in this field. A Digital Strategy certificate allows a window for future growth and opportunity to develop out new focus and specializations as the field matures. It also serves a need for more advanced courses to build towards industry certification maintenance such as PDUs for the Certified Web Analyst designation.

The program takes a case learning approach to assessing an organization’s digital readiness, and focuses on teaching participants how to apply critical –thinking, analytical skills, and situational awareness to the planning and implementation of a digital strategy. As the global world and environment shifts to include a range of digital platforms, organizations need to consider different business models and strategies to meet the challenges of on-going innovation and change. The new UBC Certificate in Digital Strategy program will provide a roadmap to advance in the digital space.

**Program Goal**

The goal of the UBC Certificate in Digital Strategy is to help leaders acquire the critical thinking and analytical skills to develop and lead strategy for the use of digital products, services and platforms. Specifically this includes determining strategies to lead and educate organizations to embrace the changing pace of technology, information, and innovation in the digital world.

**Key Learning Outcomes**

By the end of this program, participants should be able to...

- Define a digital strategy, identify stakeholders and communicate a plan that aligns with the organization's business models and goals.
- Undertake ongoing market assessment to determine rapidly evolving opportunities and threats in the digital space.
- Prioritize and rationalize resource allocation for digital initiatives.
- Motivate and lead high-performing, cross-functional teams as well as attract and develop talent for the digital space.
- Apply leadership and change management strategies to respond to emerging digital opportunities.
- Evaluate and optimize digital strategy across platforms to ensure positive ROI.

**Certificate Program Under Development**

- Articulate ethical guidelines and governance policies that support digital strategies.

**Target Learners**

The program serves the needs of learners pursuing study for professional development. The program will target Digital Strategic Managers and Digital Specialists, as well as professionals and entrepreneurs who are involved in marketing, communications, analytics, technology, and/or business development, and are driving innovation and change in the digital space.

Program participants include digital natives or a traditional well-seasoned manager who are taking on the role of “digital strategist”. The program is designed for those with at least three-five years’ experience in leading teams or start-ups, managing resources, and implementing strategy and who may come from a diverse range of industries and sectors (technology, entertainment, services, health, resource-based, government, non-profit). The program also benefits experienced digital practitioners who have worked in web analytics or social media roles and who wish to expand on their leadership and strategic planning skills.

**Proposed Length/Duration**

The certificate program will consist of 4 required courses (a minimum of 150 total hours) delivered part-time over a 24 month period. Courses for this certificate program will start being offered in Fall 2012/Winter 2013.

**Program Structure/ Delivery Format**

The program will be delivered 100% online using a case-based learning approach. All courses will be delivered through a learning management system.

The program is designed so that as each module of a course is completed; a foundation is established upon which each subsequent module will build. This progression ensures that students emerge with the knowledge and practical skills needed to support program management activities.

**Program Context**

The program will be a certificate program consisting of 4 required courses from 4 to 8 weeks in length (online). Each course will have a specifically designed and graded assessment strategy.

**Program Operation**

The program will be led and facilitated by experienced and practicing industry experts, digital innovators and digital strategy professionals.

**Proposed Curriculum Topics/Goals**

There are 4 required courses of this certificate program including:

**Strategic Thinking in the Digital Context**

To provide learners/participants a critical thinking framework, to create a comprehensive understanding and awareness of digital strategy as applied to organizational leadership.

**Digital Market Assessment, Business Models and Performance Optimization**

To provide learners/participants an understanding and applied skills for market assessment, business models and performance optimization

## Certificate Program Under Development

### Digital Readiness/Governance

To provide learners/participants the necessary skills to perform an organizational self-assessment, and evaluate the capabilities and level of readiness to apply to a digital strategy.

### Digital Strategic Planning

To create a "living" digital strategic plan that aligns with students' organizational goals, resources, and overall vision.

### Student Admission Criteria

All applicants to the UBC Certificate in Digital Strategy must meet the following minimum requirements:

- Program applicants must have post-secondary education and a management or entrepreneurial background gained through experience. Marketing, communications, analytics, technology, business development, leadership and/or operational management experience in the digital space is highly recommended.
- English language proficiency (TOEFL) test results may be required
- Access to a computer and full Internet access either through home or work, including an email account
- Familiarity with MS word, excel, PowerPoint and diagramming/flowcharting software applications

### Student Assessment/Grading Methods

To be granted the UBC Certificate in Digital Strategy, participants must successfully complete required courses and demonstrate competency in digital strategy by earning a minimum passing grade 60% on each of the required courses. Students will be assessed on participation, assignments, projects, and tests.

Participants should be prepared to spend six to ten hours per week reading case studies, lectures and white papers as well as completing online discussions and independent study. Participants participate in a self-assessment exercise at the start of the program and build their "digital skills" competencies throughout the program. Final assessment consists of creating a digital strategic plan for an organization.

Participants must complete all requirements for graduation within two years of admission to the program.

### Marketing/Promotion Strategy

This program will be promoted by UBC Continuing Studies and Sauder School of Business Executive Education through course calendars, websites, email marketing, brochures, direct mail, print advertising, ad words, search engine optimization, events and industry associations.

### Assessment of Impact on Departmental and University Resources

The program development costs have been accounted for and, based on projected earnings, should be recovered within two years from the launch date. The program's management and support staffing requirements will be allocated fairly and balanced among individuals' current program responsibilities. The program will also run off of existing systems for student registrations, scheduling, certificate tracking and learning management systems to benefit from economies of scale.

**Certificate Program Under Development****Assessment of Financial Viability**

The Certificate in Digital Strategy will be a cost-recovery program based on a revenue sharing model with the Sauder School of Business, Executive Education. Revenues from currently successful programs within the division will support the funding for the development but with the expectation that funds will be recovered through future earnings within 2 years from the launch date. The program offers a new curriculum and instructional expenses are based on a per student basis so it is possible to run a class with minimal enrollments.

**Current Program Advisory Committee Members**

- Rochelle Grayson: Program Advisor, and CEO, Book Riff
- Kelly Kubrik, President, Online Authority.com
- Christopher Berry, VP Measurement, Science Syncapse
- Andrea Hadley, Partner/Conference Director, eMetrics Toronto;; Partner/ Conference Director at IMC Vancouver
- Nick Jones Director, Founder Nick Jones Consulting, former Creative & Product Development CBC, Director Digital Product Development CBC
- Mathew Snyder, Founder & CEO, Analog.Digital.Objects Inc.; Co-Founder at ResponsiveAds; Founder and Producer at MXM ( MediaCrossMedia) Events
- Jim Southcott, Chief Strategic Officer at Station X; former Chief Strategic Officer at TBWA
- Michael Tippet, Founder NowPublic; Executive Director GrowLab; Cofounder 1TinyStep.com
- Angele Beausoleil: Chief Innovation Officer at Agent Innovateur Inc.; PHD Innovation
- Gordon Rein, Program Director, Program Director, Executive Education, Sauder School of Business, UBC
- Paul Cubbon, Instructor, Marketing Division, Sauder School of Business, UBC
- William Koty, Director, Centre for Sustainability, UBC Continuing Studies

**Administration:**

- Raquel Collins, Associate Director, UBC Continuing Studies
- Fiona McAuley, Senior Program Leader, UBC Continuing Studies

**Final Approval Expected from the Following Deans/Department Heads:**

Dr. Daniel Muzyka, Dean, Sauder School of Business, UBC

Dr. Judith Plessis, Executive Director, UBC Continuing Studies

**Proposed Name of Certificate Program:**

Certificate in Educational Administration and Leadership

**Date of Submission:**

April 17, 2012

**Sponsoring Faculty/Department/School:**

Faculty of Education

**Contact Person:**

Name Michelle Stack  
Title Associate Professor, Educational Studies  
Telephone 604-822-9101  
Email [michelle.stack@ubc.ca](mailto:michelle.stack@ubc.ca)

**Supporting UBC Partners or External Partners:**

UBC Department of Educational Studies

**Program Description (*maximum 250 words*):**

The **Educational Administration and Leadership Program** (EDAL) is a graduate program for students who aspire to be leaders in a wide array of formal and informal educational settings. The EDAL program offers both MA and MEd options. It aims to engage students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.

Graduates will be prepared to provide leadership as educators, administrators and facilitators of educational change within schools and communities.

We approach educational leadership as a situated ethical practice that extends the boundaries of schooling into the community by engaging with social justice issues. Educational leaders engage with multiple constituencies holding conflicting social, political and cultural claims regarding the aims of education in a democratic and pluralist society. We seek candidates who care about these issues, understand the potential of education in fostering personal development and citizenship in a democratic and multicultural society, and who want to positively influence teaching, learning and the public space in which education operates.

The Program has been operating for over 40 years and has over 800 graduates, many of whom occupy strategic educational roles in schools, school districts, non-governmental organizations and in other community settings.

A focus on education and educational leadership rather than “training” gives our program a special character.

**Rationale for the Program:**

The certificate addresses a Memorandum of Understanding for the Collaborative Development and Delivery of School Leadership Programs that UBC signed in 2008 along with eight other

post-secondary institutions in B.C., the Ministry of Education, and Ministry of Advanced Education in B.C. As collaboratively decided, each institution has developed its own certificate program, taking into consideration the flexibilities and constraints of the institutional context, that meets the MoU requirement for a pre-Master's level program that students can ladder into a Master's program in the area of educational leadership.

**Proposed Length/Duration (*indicate hours, credits, months, etc.*):**

12 credits (three required and one elective 3-credit courses). Courses are taught over the winter terms and in the spring and summer terms. Each three credits course involves 39 hours of classroom time. Winter term courses are usually held one evening a week for three hours for 13 weeks. Summer term 1 courses are held twice a week for 6-7 weeks and summer term 2 courses run daily, Monday to Friday, 3 hours each day for three weeks. For students taking one course per term, the certificate could be completed in four terms as outlined below. It could be completed in less time for those able to take more than one course per term.

**Proposed Curriculum Topics (*list by brief descriptive titles only*):**

Required courses are:

EDST 532 (3) Leadership in Educational Organizations

EDST 581 (3) Leadership, Administration, and the Aims of Education

EDST 582 (3) The Study of Educational Organizations

**Target Learners:**

1. Students who want to pursue graduate studies in educational leadership at the Certificate level;
2. Students who already have a master's degree in an area other than educational administration and leadership who are taking on leadership roles in schools and school districts and desire additional education related to leadership studies;
3. Students who want to take educational leadership courses prior to applying for a M.Ed. or M.A. in Educational Administration and Leadership.

**Student Admission Criteria:**

Criteria for admission to the Certificate program will be the same as those required for admission to the Faculty of Graduate Studies and the M.Ed. program in Educational Administration and Leadership. Graduates of the Certificate program will be required to apply to the M.Ed. or the M.A. program if they wish to pursue further studies in this area (i.e., admission to the master's program is not automatic once the Certificate is completed). Once admitted to the M.Ed. or to the M.A. program, students may apply Certificate courses to the degree program.

**Student Assessment/Grading Methods:**

All courses are percentage graded as follows:

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight,



and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

#### B Level (68% to 79%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- one or more significant errors in understanding
- superficial representation or analysis of key concepts
- absence of any special initiatives
- lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.

B+ is from 76% to 79%.

B is from 72% to 75%.

B- is from 68% to 71%.

C+ is from 64% to 67%

C is from 60% - 63%

The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students. Students should check the University Calendar for information on what constitutes “Satisfactory Progress” for masters and doctoral students. In general, a grade of 68% must be maintained to remain in good standing. See the Faculty of Graduate Studies section of Calendar for more information. < <http://www.students.ubc.ca/calendar/index.cfm?tree=3,42,0,0>>

Satisfactory progress as defined by the Faculty of Graduate Studies for masters' programs must be maintained.

#### **Program Delivery Format:**

The intent is that the certificate program will be delivered on campus; however, the possibility exists that the certificate may be offered later through off-campus cohorts or through distance education, which would likely involve the Faculty's Office of External Programs and Learning Technologies (EPLT). The certificate courses are already offered on campus, employing a flexible schedule (sometimes they are offered on weekdays and sometimes on Saturdays) designed to enable greater student participation.

#### **Marketing/Promotion Strategy:**

The EDAL will be advertised on the department's website and flyers will be developed and distributed to relevant organizations such school districts, unions, non-profit associations., educational stakeholder organizations.

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

EDAL certificate students will attend existing courses and thus no new curriculum development or staffing resources are required. Faculty and staff's involvement in the compilation and assessment of applications will increase slightly. Revenue generated will help with curriculum development such as the possibility of summer institutes.

**Assessment of Financial Viability:**

Given that this certificate builds on existing resources, the program is deemed to be financially sustainable and may generate additional resources to assist with upgrading and updating the curriculum.

**Fees:**

There will be a course-based tuition fee. Fees will be the same as for the Master of Educational Technology Certificate (\$1407.70 per 3 credits course) please see the [M.E.T.](#)

**Current Program Advisory Committee Members (*list names and affiliations*):**

All EDAL faculty will serve as the advisory Committee

Dr. Mark Aquash  
Dr. David Coulter  
Dr. Gerald Fallon  
Dr. Hartej Gill  
Dr. Andre Mazawi  
Dr. Wendy Poole  
Dr. Michelle Stack  
Dr. Taylor Webb

**Final Approval Expected from the Following Deans/Department Heads:**

Dr. Blye Frank, Dean of Education  
Dr. Donald Fisher,

**Attached:** UBC Curriculum Proposal Form.

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Education  <b>Department:</b> Educational Studies  <b>Faculty Approval Date:</b>  November 16, 2011  <b>Effective Session:</b> 2012 Summer</p>	<p><b>Date:</b> October 18, 2010  <b>Contact Person:</b> Wendy Poole  <b>Phone:</b> 604-822-5462  <b>Email:</b> wendy.poole@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>Graduate Programs</p> <p>...</p> <p>Graduate Certificates</p> <p><b>Graduate Certificate in Educational Leadership and Administration</b></p> <p><b>The Certificate in Educational Leadership and Administration engages students in learning that will help them understand, critique, and improve their educational practice to better serve children, communities, and the wider society.</b></p> <p><b>Admission, including language proficiency requirements, will be the same as for admission to the Faculty of Graduate Studies the Master of Education in Educational Administration and Leadership.</b></p> <p><b>Students in the Educational Leadership and Administration certificate program may apply for admission to the Educational Leadership and Administration Master of Education program and transfer up to four certificate courses (12 credits) towards completion of the degree.</b></p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0#7907">www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,430,0#7907</a></p> <p><b>Present Calendar Entry:</b></p> <p>Graduate Programs</p> <p>...</p> <p>Graduate Certificates</p> <p>Graduate Certificate in Technology-Based Distributed Learning (TBDL)</p> <p>...</p> <p><b>Type of Action:</b>  Create new graduate certificate</p> <p><b>Rationale for Proposed Change:</b>  The Graduate Certificate in Educational Leadership and Administration is being designed to meet the continuing professional development needs of educators with an interested in educational leadership including teacher leadership and school leadership. Such individuals might include head teachers, vice-principals and school principals, union leaders, informal educational leaders, Ministry of Education and school district personnel. Educational leadership in a wide variety of contexts including public, private, community schools, and not-for-profit agencies and organizations will be considered. Students will complete 12 credits of coursework</p>

<p><b>Certificate Requirements</b></p> <p><b>A student must complete four courses (12 credits). Three of the four courses must be core courses (EDST 532, EDST 581 and EDST 582). In addition, students will take one elective course in the Faculty of Education as approved by the pro tem advisor.</b></p> <p><b>Students must maintain satisfactory progress <a href="#">as defined by the University</a> for master's students.</b></p> <p>Graduate Certificate in Technology-Based Distributed Learning (TBDL)</p> <p>...</p>	<p>through which they will learn about the relation of multiple perspectives and theories to their practices as educators.</p> <p>Courses will face to face or a mix of face to face and online learning. Face to face sessions will be held on the UBC campus in the evening to allow for participation of students who are working during the day to attend.</p> <p><b>Rationale for Proposed Change:</b> The certificate addresses a Memorandum of Understanding for the Collaborative Development and Delivery of School Leadership Programs that UBC signed in 2008 along with eight other post-secondary institutions in B.C., the Ministry of Education, and Ministry of Advanced Education in B.C. As collaboratively decided, each institution has developed its own certificate program, taking into consideration the flexibilities and constraints of the institutional context, that meets the MoU requirement for a pre-Master's level program that students can ladder into a Master's program in the area of educational leadership.</p>
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# THE UNIVERSITY OF BRITISH COLUMBIA



Vancouver Senate Curriculum Committee  
c/o

**Enrolment Services | Senate & Curriculum Services**  
Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1  
lindsey.kovacevic@ubc.ca | PH 604.822.9134 | FX 604.822.5945

17 July 2012

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Summer Curriculum Proposals (approval)

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In accordance with rule 28 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 17 July 2012, the Senate Curriculum Committee approved the attached proposals from the Faculties of Graduate Studies (Applied Science, Education, and Medicine), Education, and Pharmaceutical Sciences.

The committee respectfully requests that Senate resolve as follows:

*That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.*

Respectfully submitted,

Peter Marshall, Chair  
Senate Curriculum Committee



THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<p><b>Faculty:</b> Applied Science  <b>Department:</b> ICICS  <b>Faculty Approval Date:</b> May 8, 2012</p> <p><b>Effective Session</b> <u>12W</u> <b>Term</b> <u>2</u>  <b>Year</b> <u>2012-13</u> <b>for Change</b></p>	<p><b>Date:</b> updated May 17/12  <b>Contact Person:</b> Panos Nasiopoulos  <b>Phone:</b> 604-827-4483  <b>Email:</b> panos@icics.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CICS 511 (1.5) Computational Structures</b></p> <p>Main theoretical foundations of computer science, design and analysis of algorithms with applications in computer science and engineering.</p> <p>Corequisite: CICS 505, 520</p>	<p><b>URL:</b> CICS</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale:</b>  This new course is basically a re-design of CICS 510 as a portion of the current CICS 510 material is obsolete and no longer relevant to the program. The new course CICS 511 will retain the relevant material of CICS 510.  CICS 511 will focus mainly on Discrete Structures.  This will allow us to create room for a new course, CICS 516, which will cover the range of key technologies and approaches in web technologies. The re-structuring of the material will balance the course load more effectively, by moving 1.5 credits to the following term, which will greatly benefit the students and the flow of the coursework.  There are three students who will be required to take the old CICS 510 in January 2012 as they are under the curriculum of the old program. For this reason, CICS 510 must remain in the program for the period January – April 2012.  This change does not affect the overall credits required for the program.</p> <p><b>X Not eligible for Credit/D/Fail (graduate)</b></p>



THE UNIVERSITY OF BRITISH COLUMBIA  
**UBC Curriculum Proposal Form**  
**Change to Course or Program**

**Category: (1)**

<b>Faculty:</b> Applied Science <b>Department:</b> ICICS <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session</b> <u>2013S</u> <b>Year</b> <u>2012-13</u> <b>for Change</b>	<b>Date:</b> updated May 17/12 <b>Contact Person:</b> Panos Nasiopoulos <b>Phone:</b> 604-827-4483 <b>Email:</b> panos@icics.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>CICS 514 (1.5) Computer Networks and Cloud Computing</b>  Concept, design and implementation of computer communication protocols and networks. Fundamentals of computer networking, internet protocols and technologies, and cloud computing  Pre-requisites: CICS 505, CICS 511 and CICS 520	<b>URL:</b> CICS  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course.  <b>Rationale:</b> Computer network protocols is an integral part of the program but for reasons below we find it essential to remove the Internet Programming portion of this course and to include it in the new course CICS 516. Therefore we create this new course to cover only the Computer Networks part of the old CICS 515 and reduce the credits to 1.5 instead of 3.0. There are two main benefits to the proposed change. First, the new course (CICS 516) will be able to fully cover the range of key technologies and approaches central to state-of-the-art Web development, handling both client- and server-side processes as well as the wide range of development strategies available to developers. Second, the new course will allow sufficient time for students to complete a significantly complex course project essential to them attaining the level of competency in Web programming (and more generally user-interface design and distributed programming) expected of MSS graduates. Overall number of credits required for the program will remain the same.  <b>X Not eligible for Credit/D/Fail (graduate)</b>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Applied Science <b>Department:</b> ICICS <b>Faculty Approval Date:</b> May 8, 2012  <b>Effective Session:</b> Summer 2013 for Change	<b>Date:</b> February 15, 2012 <b>Contact Person:</b> Panos Nasiopoulos <b>Phone:</b> 604-827-4483 <b>Email:</b> panos@icics.ubc.ca
<b>Proposed Calendar Entry:</b>  CICS 516 (3) <b>Web Technologies</b>  Computer network protocols, web application development technologies and software engineering.  Prerequisites: CICS 505, 511, 520	<b>URL:</b> CICS  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale:</b>  There are two main benefits to the proposed new course. First, the new course will be able to fully cover the range of key technologies and approaches central to state-of-the-art Web development, handling both client- and server-side processes as well as the wide range of development strategies available to developers. Second, by incorporating the other half of the old CICS 515 into the new course will allow sufficient time for students to complete a significantly complex course project essential to them attaining the level of competency in Web programming (and more generally user-interface design and distributed programming) expected of MSS graduates. Overall number of credits required for the program will remain the same.  <b>X Not eligible for Credit/D/Fail (graduate)</b>





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

**Category: (1)**

<p><b>Faculty:</b> Applied Science</p> <p><b>Department:</b> School of Community and Regional Planning</p> <p><b>Faculty Approval Date:</b> 2 December 2011(CfIS); July 12, 2012 (Ap. Sci.)</p> <p><b>Effective Session and Year for Change:</b> Winter 2012</p>	<p><b>Date:</b> 16 March 2011</p> <p><b>Contact Person:</b> Carol Jaeger</p> <p><b>Phone:</b> 2-2592</p> <p><b>Email:</b> carolj@ece.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>PLAN 579 (3) Public Health, Transportation and the Built Environment</b></p> <p>Health issues associated with transportation and the built environment; design of urban form for non-motorized transportation for the improvement of personal and environmental health; factors that impact transportation choices; applying findings from research to specific transportation planning processes and projects. Credit will be granted for only one of PLAN 579 or SPPH 571.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Equivalency:</i> SPPH 571</p>	<p><b>URL:</b> PLAN</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> Create new course; cross-list with new course in School of Medicine: SPPH 571</p> <p><b>Rationale for Proposed Change:</b> PLAN 579 has been taught as a special topics course in the School of Community and Regional Planning as PLAN 548Q in 2006/7 and 2008/9 and PLAN 581 in 2009/10. Between 7 and 10 students have taken this course each year. It is also highly beneficial and desirable that the specific course title and description appears on the student's transcripts.</p> <p>Cross-listing PLAN 579 and SPPH 571 will encourage interaction between students in the two schools.</p> <p><b>X Not eligible for Credit/D/Fail (graduate)</b></p>



THE UNIVERSITY OF BRITISH COLUMBIA

EARLY CHILDHOOD EDUCATION (IECER)

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

**Category: 1**

<b>Faculty: EDUCATION</b> <b>Department/UNIT: IECER</b> <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session for Change:</b> <b>Winter 2012</b>	<b>Date: November 9, 2011</b> <b>Contact Person: Marilyn Chapman</b> <b>Phone: 604-827-5005</b> <b>Email: marilyn.chapman@ubc.ca</b>  <b>URL: ECED</b>
<b>Proposed Calendar Entry:</b>  <b>ECED 530 (3): Early Childhood Development, Intervention, and Inclusion in Early Childhood Programs</b>	<b>Present Calendar Entry: none</b>  <b>Action:</b> Create new course  <b>Rationale:</b> Early childhood development and intervention are topics of great importance and interest to the various professions related to Early Childhood Education. This course has been taught twice as a special topics course and will be part of the new online Early Childhood Education Master of Education. It now needs to be a permanent offering and its own number.  <b>X Not eligible for Credit/D/Fail (graduate)</b>
<b>Proposed Calendar Entry:</b>  <b>ECED 531 (3): Supporting Young Children's Social Emotional Learning in Early Childhood Programs</b>	<b>Present Calendar Entry: none</b>  <b>Action:</b> Create new course  <b>Rationale:</b> Young children's social-emotional learning (SEL), especially self-regulation, has been shown to be critical for children's future well-being and success, indeed, it is more critical to children's success than cognitive development. There is now a substantial body of research on children's SEL and ways to foster it in early childhood settings. This course has been taught twice as a special topics course and will be part of the new online ECED MED. It now needs to be a permanent offering and its own number.  <b>X Not eligible for Credit/D/Fail (graduate)</b>



## THE UNIVERSITY OF BRITISH COLUMBIA

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

#### Category: (1)

<b>Faculty: Education</b> <b>Department: Curriculum and Pedagogy</b> <b>Faculty Approval Date: May 16, 2012</b>  <b>Effective Session __W_ Term _1__</b> <b>Year _2012__ for Change</b>	<b>Date: Feb, 2011</b> <b>Contact Person: Anthony Clarke &amp; Steve Collins</b> <b>Phone: 2-2003</b> <b>Email: anthony.clarke@ubc.ca &amp; steve.collins@ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>EDCP 515 (3) - Education and Complexity Theory</b>  Critical examination of current practices in education, teaching and teacher education from a complexity science perspective.	<b>URL: EDCP</b>  <b>Present Calendar Entry: None</b>  <b>Type of Action: New Course</b>  <b>Rationale for Proposed Change:</b> The notions of complexity and complex systems have been in use in both the popular and the scientific literature for well over fifty years, but nonetheless they remain difficult to articulate because they are used in so many different fields and contexts with a variety of approaches addressing many different types of problem. This course will address this challenge with a focus on the relationship between complexity and education.  One overarching connection between the variety of fields that have drawn upon notions of complexity has been the idea of 'self-organizing adaptive systems' or, put more simply, 'learning' (Johnson, 2001; Kauffman, 1995; Waldrop, 1992). Hence a key issue that will be explored in this course is whether complexity theory provide a fruitful approach for describing, analyzing, and understanding educational phenomena. In doing so, we pose the question: Does an analysis using complexity theory provide us with richer understandings of our own practice and inquiries in teaching and learning that allow us to think about and act in new and

	<p>productive ways. As such, the proposed course is an important addition to the offerings within the Department as it deliberately (and provocatively) problematizes established views of curriculum and pedagogy.</p> <p><b>X Not available for Cr/D/F grading (graduate)</b></p> <p><b>[ ] Pass/Fail or Honours/Pass/Fail grading</b></p>
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THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<b>Faculty: Education</b> <b>Department: Language &amp; Literacy Education (LLED)</b> <b>Faculty Approval Date: March 21, 2012</b>  <b>Effective Session __W__ Term _1__</b> <b>Year _2012/13__ for Change</b>	<b>Date:</b> October 4, 2011  <b>Contact Person:</b> Bonny Norton  <b>Phone:</b> 2-5236  <b>Email:</b> bonny.norton@ubc.ca
<b>Proposed Calendar Entry:</b>   LLED 512 (3): Multilingual Literacy and International Development	<b>URL:</b> LLED  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> Establish new graduate course  <b>Rationale:</b>  Given the complex relationship between literacy and socioeconomic development in a multilingual world, it is important to investigate those educational practices that promote rather than undermine development. In this spirit, the course seeks to investigate the complex relationship between literacy, multilingualism, and development, focusing on a range of themes including language policy and linguistic human rights, health literacy, gender and development, digital literacy in multilingual communities, and indigenous knowledge. The course will provide students with the opportunity to explore their own particular interests in multilingual literacy and international development, making use of a wide range of literature, original documentation, and website information. Students will be encouraged to work collaboratively and to take an active role in shaping the progress of the course.  <i>Pilot versions of this course were taught in 2009 and 2010, cross-listed as LLED 480 and LLED 565. The course is more appropriate at the graduate level.</i>  <b>X Not eligible for Credit/D/Fail (graduate)</b>



THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<b>Faculty:</b> Education <b>Department:</b> LLED <b>Faculty Approval Date:</b> May 16, 2012 <b>Effective Session (W or S):</b> W Term 1 <b>Effective Academic Year:</b> 2012	<b>Date:</b> March 5, 2012 <b>Contact Person:</b> Marlene Asselin <b>Phone:</b> 604 822 5733 <b>Email:</b> marlene.asselin@ubc.ca
<b>Proposed Calendar Entry:</b>	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1238">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1238</a>  <b>Present Calendar Entry:</b>  <b><i>Teacher Librarianship</i></b>  Degrees Offered: M.A., M.Ed. (For Ph.D., see Language and Literacy Education.)  <b>Members</b>  <b>Associate Professor</b>  M. Asselin.  <b>Program Overview</b>  The graduate program in Teacher Librarianship (LIBE) is part of the graduate offerings in the Department of Language and Literacy Education. The program focuses on school library organization and management, cooperative program planning, and information literacy.  Students who would like to undertake a Ph.D. specializing in Teacher Librarianship can do so through the graduate program in <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1238">Language and Literacy Education</a> .  Full-time and part-time study options are available.  <b>Master of Arts</b>  <b>Admission Requirements</b>  In addition to the Faculty of Graduate



~~Studies requirements, the program normally requires:~~

- ~~1. 18 credits of upper level coursework or a professional concentration in the area of interest, and~~
- ~~2. two years of formal teaching experience.~~

### **Program Requirements**

~~The program consists of 30 credits, including a thesis, normally 9 credits. At least 15 credits of coursework must be at 500 level or higher. A maximum of 6 credits may be taken at the 300 or 400 level.~~

~~For B.C. teachers: Teacher Qualification Service requires a capstone experience (e.g., thesis).~~

### **Master of Education**

#### **Admission Requirements**

~~Same as for the M.A.~~

#### **Program Requirements**

~~The M.Ed. program consists of a minimum of 30 credits; at least 24 credits of coursework must be 500 level or higher. A maximum of 6 credits may be taken at the 300 or 400 level. Students select either a program consisting entirely of courses (for example, ten 3-credit courses) or 27 credits of coursework, plus a 3-credit graduating project.~~

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

#### **Contact Information**



~~Department of Language and Literacy  
Education~~

~~2125 Main Mall~~

~~Vancouver, BC, Canada V6T 1Z4~~

~~Tel: 604.822.8259~~

~~Fax: 604.822.3154~~

~~Email: [anne.eastham@ubc.ca](mailto:anne.eastham@ubc.ca)~~

~~Web: [www.lled.educ.ubc.ca](http://www.lled.educ.ubc.ca)~~

~~Anne Eastham, Graduate Programs  
Assistant~~

**Type of Action:** Delete Program

**Rationale for Proposed Change:**

The masters in teacher librarianship program (M.A./M.Ed.) had become a professional development rather than graduate program. Students enrolling in the program were classroom teachers with no or minimal library experience; consequently they viewed the program as practical training for a teacher librarian position. Deleting the master's program and retaining the diploma and certificate programs serves the needs of students needing a focus on practical training.





THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<p><b>Faculty: Medicine</b>  <b>Department: Pathology and Laboratory Medicine</b>  <b>Faculty Approval Date: April 27, 2012</b>    <b>Effective Session: Winter Term: 2 Year: 2012 for Change</b></p>	<p><b>Date: April 23, 2012</b>  <b>Contact Person: Aleya Abdulla</b>  <b>Phone: 604.875.4111 x. 21075</b>  <b>Email: aabdulla@pathology.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b>            PATH 570 (3) Cardiovascular Pathophysiology            Pathogenesis, abnormal physiology and therapeutic approaches in heart disease including cardiac arrhythmia, heart failure, myocardial infarction, hypertension, atherosclerosis. <i>This course is not eligible for Credit/D/Fail grading.</i>    <b>Equivalency: MEDI 570</b></p>	<p><b>URL: PATH</b>    <b>Present Calendar Entry: None</b>    <b>Type of Action:</b>          Create new course equivalent to MEDI 570    <b>Rationale for Proposed Change:</b>          MEDI 570 is a graduate course currently under Department of Experimental Medicine. Since the director and co-director as well as at least half of the lecturers are from Pathology, we would like to change the name to a dual course: MEDI 570/PATH 570    <b>X Not eligible for Credit/D/Fail (graduate)</b></p>



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

**Category: (1)**

<p><b>Faculty:</b> Medicine</p> <p><b>Department:</b> School of Population and Public Health</p> <p><b>Faculty Approval Date:</b> 16 March 2011</p> <p><b>Effective Session and Year for Change:</b> Winter 2012</p>	<p><b>Date:</b> 16 March 2012</p> <p><b>Contact Person:</b> Jennifer Suratos</p> <p><b>Phone:</b> 2-2827</p> <p><b>Email:</b> <a href="mailto:Jennifer.Suratos@ubc.ca">Jennifer.Suratos@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>SPPH 571 (3) Public Health, Transportation and the Built Environment</b></p> <p>Health issues associated with transportation and the built environment; design of urban form for non-motorized transportation for the improvement of personal and environmental health; factors that impact transportation choices; applying findings from research to specific transportation planning processes and projects. Credit will be granted for only one of PLAN 579 or SPPH 571.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Equivalency:</i> PLAN 579</p>	<p><b>URL:</b> SPPH</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course; cross-list with new course in School of Community and Regional Planning, College for Interdisciplinary Studies: PLAN 579</p> <p><b>Rationale for Proposed Change:</b> SPPH 571/PLAN 579 has been taught as a special topics course in the School of Community and Regional Planning as PLAN 548Q in 2006/7 and 2008/9 and PLAN 581 in 2009/10. Between 7 and 10 students have taken this course each year.</p> <p>Cross-listing PLAN 579 and SPPH 571 will encourage interaction between students in the two schools.</p> <p><b>X Not eligible for Credit/D/Fail (graduate)</b></p>



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

**Category: (1)**

<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences          [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy].  <b>Faculty Approval Date:</b> June 27, 2012  <b>Effective Session (W or S):</b> Winter (Sep)  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Sue Stanton  <b>Phone:</b> 604-827-5374  <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          RHSC 501 (3) <b>Evidence for Practice</b>  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> RHSC</p> <p><b>Present Calendar Entry:</b>          RHSC 501 (3) <del>Evaluating Sources of Evidence</del> <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b> Change title</p> <p><b>Rationale for Proposed Change:</b>          RHSC 501 is a required course in the Graduate Certificate in Rehabilitation and the Master of Rehabilitation Science online programs. The course was initially approved by UBC and subsequently shared with another University. The agreement to share the course ends in June 2012 so that changes in course title, objectives and written course materials are now required to repatriate these courses to UBC. Other than the title change, the extent of the changes is comparable to the revisions that occur to all courses to ensure courses remain current.</p>



<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences          [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy].  <b>Faculty Approval Date:</b> June 27, 2012  <b>Effective Session (W or S):</b> Winter (Sep)  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Sue Stanton  <b>Phone:</b> 604-827-5374  <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          RHSC 505 (3) <b>Measurement for Assessment, Planning and Evaluation</b>  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> RHSC</p> <p><b>Present Calendar Entry:</b>          RHSC 505 (3) <del>Measurement in Practice</del>  <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b> Change title</p> <p><b>Rationale for Proposed Change:</b>          RHSC 505 is a required course in the Graduate Certificate in Rehabilitation and the Master of Rehabilitation Science online programs. The course was initially approved by UBC and subsequently shared with another University. The agreement to share the course ends in June 2012 so that changes in course title, objectives and written course materials are now required to repatriate these courses to UBC. Other than the title change, the extent of the changes is comparable to the revisions that occur to all courses to ensure courses remain current.</p>



<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences  <b>Faculty Approval Date:</b> May 29, 2012  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 24, 2012  <b>Contact Person:</b> Kristin Campbell  <b>Phone:</b> 604-827-4704  <b>Email:</b> kristin.campbell@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>RHSC 515 (3) <b>Physical Activity in Health and Chronic Conditions</b>  <b>Epidemiology, measurement, physiology, and adoption of physical activity in the prevention and treatment of chronic conditions.</b></p>	<p><b>URL:</b> RHSC</p> <p><b>Present Calendar Entry:</b></p> <p>RHSC 515 (3) <del><b>Exercise Physiology and Metabolism in Injury and Disease</b></del>  <del>Physiological factors underlying fatigue and recovery from injury and disease. Energy metabolism, substrate utilization, and the effects of training on skeletal muscle, and on respiratory and cardiovascular systems.</del></p> <p><b>Type of Action:</b>  Change course title and description</p> <p><b>Rationale for Proposed Change:</b></p> <p>This course has not been run consistently in the Rehabilitation Sciences program in the past 5 years. The rationale to update the course content at this time is to reflect the increasing focus on the role of physical activity on health and disease in the research literature and the clinical practice of rehabilitation professionals and other health care providers. In addition, this course fills a gap in current graduate courses currently available at UBC.</p> <p><b>X Not eligible for Credit/D/Fail (graduate)</b></p>



<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences          [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy].  <b>Faculty Approval Date:</b> June 27, 2012  <b>Effective Session (W or S):</b> Winter (Sep)  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Sue Stanton  <b>Phone:</b> 604-827-5374  <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          RHSC 587 (3) Major Project, Part I  <i>This course is not eligible for Credit/D/Fail grading. Prerequisite: Permission of the project coordinator is required.</i></p>	<p><b>URL:</b> RHSC</p> <p><b>Present Calendar Entry:</b>          RHSC 587 (3) Major Project, Part I  <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><b>Type of Action:</b> Add prerequisite (permission of project coordinator)</p> <p><b>Rationale for Proposed Change:</b>          RHSC 587 is the first course in a two-course work- or practice-based research (major) project for the MRSc degree. Requiring the permission of the Project Coordinator will ensure students are sufficiently prepared and aware of project requirements to make an informed choice, and facilitate planning and recruitment of supervisors which will enhance the cost effective delivery of the 'project courses'.</p>



<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences          [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy].  <b>Faculty Approval Date:</b> June 27, 2012  <b>Effective Session (W or S):</b> Winter (Sep)  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Sue Stanton  <b>Phone:</b> 604-827-5374  <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          RHSC 589 (6) Major Project, Part II  <i>This course is not eligible for Credit/D/Fail grading. Prerequisite: RHSC 587.</i>  <b>Permission of the project coordinator is also required.</b></p>	<p><b>URL:</b> RHSC</p> <p><b>Present Calendar Entry:</b>          RHSC 589 (3) Major Project, Part II  <i>This course is not eligible for Credit/D/Fail grading. Prerequisite: RHSC 587.</i></p> <p><b>Type of Action:</b> Change credits from 3 to 6; add prerequisite (permission of project coordinator)</p> <p><b>Rationale for Proposed Changes:</b>          A review of the major project showed that the demands (activities and time) required for students to carry out their research plan effectively in RHSC 589 reflects the workload of 6 credit course. The increase in credits will ensure that students receive proper credit for the RHSC 589 part of their major project. Even with the increase in RHSC 589 to 6 credits, RHSC 587 and 589 project totals 9 credits, still half of that of the 18 credit Rehab Science MSc thesis degree. This difference is more reasonable given the relative size and scope of the project and thesis.</p> <p>Like RHSC 587, requiring the permission of the Project Coordinator will ensure students are sufficiently prepared and aware of project requirements to make an informed choice about implementing their research plan.</p>



<p><b>Faculty:</b> Medicine  <b>Department:</b> Rehabilitation Sciences          [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy].  <b>Faculty Approval Date:</b> June 27, 2012  <b>Effective Session (W or S):</b> Winter (Sep)  <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012  <b>Contact Person:</b> Sue Stanton  <b>Phone:</b> 604-827-5374  <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b>          Rehabilitation Sciences          ...          Master of Rehabilitation Science</p> <p>The <a href="#">Master of Rehabilitation Science</a> (M.R.Sc.), unlike traditional thesis-based research master's programs, is a combination of <b>required</b> courses and <b>elective courses that include the option of completing</b> a work- or practice-based research project. It is delivered online with part-time options to meet the needs of working health professionals.          ...</p> <p><b>Program Requirements</b>  <b>The <a href="#">Master of Rehabilitation Science</a></b> (M.R.Sc.) is a 30-credit, non-thesis, online master's degree program. In addition to requiring the five graduate courses in the Graduate Certificate in Rehabilitation (<b>RHSC 501, RHSC 503, RHSC 505, RHSC 507, RHSC 509</b>), learners <b>will complete 15 credits of RHSC electives which may include 9 credits of major project (RHSC 587, RHSC 589).</b>          ...</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1222#11347">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1222#11347</a></p> <p><b>Present Calendar Entry:</b>          Rehabilitation Sciences          ...          Master of Rehabilitation Science</p> <p>The Master of Rehabilitation Science (M.R.Sc.), unlike traditional thesis-based research master's programs, is a combination of courses and a work- or practice-based research project. It is delivered <del>100%</del> online with part-time options to meet the needs of working health professionals.          ...</p> <p><b>Program Requirements</b>  <del>Our</del> Master of Rehabilitation Science (M.R.Sc.) is a 30-credit, non-thesis, online master's degree program. In addition to requiring the five graduate courses <del>(15 credits)</del> in the Graduate Certificate in Rehabilitation, learners <del>in this advanced master's degree will complete other courses and a major project.</del>          ...</p> <p><b>Type of Action:</b> Update Calendar to reflect change in program (degree) requirements; add hyperlinks.</p>





	<p><b>Rationale for Proposed Change:</b> Changes to the text in the UBC web Calendar are needed because a major project will no longer be required for the MRSc degree. The added links will enhance the information available to prospective students.</p>
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<p><b>Faculty:</b> Medicine <b>Department:</b> Rehabilitation Sciences [Dept of Occupational Science and Occupational Therapy (OSOT) and Dept. of Physical Therapy]. <b>Faculty Approval Date:</b> June 27, 2012 <b>Effective Session (W or S):</b> Winter (Sep) <b>Effective Academic Year:</b> 2012</p>	<p><b>Date:</b> April 12, 2012 <b>Contact Person:</b> Sue Stanton <b>Phone:</b> 604-827-5374 <b>Email:</b> <a href="mailto:stanton@mail.ubc.ca">stanton@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b> Graduate Certificate in Rehabilitation</p> <p>This interdisciplinary, <b>online <a href="#">Graduate Certificate in Rehabilitation</a></b> is targeted to occupational therapists and physical therapists, and other health professionals who want to update their knowledge and skills to better meet the "best practice" demands of the current health care environment. The program provides useable, evidence-based skills for the rehabilitation workplace. <b>Each course draws on the research and rehabilitation practice experience of those currently shaping the field.</b></p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,883,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,883,0</a></p> <p><b>Present Calendar Entry:</b> Graduate Certificate in Rehabilitation</p> <p>This interdisciplinary, <del>graduate-level web-based Certificate in Rehabilitation</del> is targeted to occupational therapists and physical therapists, and other health professionals who want to update their knowledge and skills to better meet the "best practice" demands of the current health care environment. The program provides useable, evidence-based skills for the rehabilitation workplace.</p> <p><del>Each course draws on the research and rehabilitation practice experience of those currently shaping the field. The collaboration between UBC and McMaster University in developing and delivering the courses brings greater content expertise to learners. It's web- and problem-based approaches enhance learners' experiences and practical skills.</del></p>



<p>The five courses in the program (<b>RHSC 501, RHSC 503, RHSC 505, RHSC 507, RHSC 509</b>) enable participants to develop essential knowledge and skills required for best practice in rehabilitation. Learners who successfully complete the five courses will receive the Certificate.</p> <p>...</p>	<p>The five courses in the program enable participants to develop essential knowledge and skills required for best practice in rehabilitation. Learners who successfully complete the five courses will receive the Certificate.</p> <p>...</p> <p><b>Type of Action:</b> Remove reference to collaboration with McMaster University from the Calendar; add hyperlink</p> <p><b>Rationale for Proposed Change:</b> The Graduate Certificate in Rehabilitation collaboration with McMaster University will cease on June 1, 2012; the program will <b>continue</b> to be offered by UBC. The legal agreement of collaboration includes a termination clause that requires all references to McMaster University to be removed from UBC websites by the termination date.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty: Education</b>  <b>Department: Curriculum and Pedagogy</b>  <b>Faculty Approval Date:</b> May 16, 2012</p> <p><b>Effective Session Winter Term 1 Year 2012 for Change</b></p>	<p><b>Date: March 27, 2012</b>  <b>Contact Person: Mary Leah de Zwart</b>  <b>Phone: 604-822-8891</b>  <b>Email: dezwart@mail.ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b>  <b>EDCP 329 (3) Agriculture in the Curriculum</b>  Agricultural awareness, understanding the food system and integration of food and agricultural literacy across the curriculum.</p>	<p><b>URL: EDCP</b></p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale for Proposed Change:</b> EDCP 362D has been offered for three years as part of the Home Economics Diploma summer institutes. It is a one-week course with pre- and post-assignments and is taught in collaboration with Ms. Lindsay Babineau, Executive Director, BC Agriculture in the Classroom Foundation. Since the course has been sufficiently piloted, the request is hereby made that a permanent number be assigned to it. EDCP 329 is suggested as this number is in the same area of numbers as other environmental courses such as EDCP 328.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>  <b>Rationale:</b> This course is NOT eligible for Cr/D/F grading because it is taken by Home Economics Diploma students as a core course and may be taken by graduate students as an elective, and it is not open to students in their B. Ed. program.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b>   <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Education  <b>Department:</b> Curriculum and Pedagogy  <b>Faculty Approval Date:</b> May 16, 2012   <b>Effective Session Winter Term 1 Year 2012 for Change</b></p>	<p><b>Date:</b> March 27 2012  <b>Contact Person:</b> Mary Leah de Zwart  <b>Phone:</b> 604-822-8891  <b>Email:</b> dezwart@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  EDCP 498 (3) Curriculum Inquiry in Home Economics Education  Culminating inquiry in curriculum and pedagogy for the Home Economics Education diploma.</p>	<p><b>URL:</b> EDCP   <b>Present Calendar Entry:</b> N/A   <b>Type of Action:</b> New Course   <b>Rationale for Proposed Change:</b> EDCP 495B (Inquiry into Home Economics Education) has been offered for three years as part of the Home Economics Diploma online courses. It is a 13-week course. Since the course has been sufficiently piloted, the request is hereby made that a permanent number be assigned to it. EDCP 498 is suggested as the number as it is in the same area of numbers as other home economics diploma core courses such as EDCP 491, 492, 493 and 494.   <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>  <b>Rationale:</b> This course is NOT eligible for Cr/D/F grading because it is taken by Home Economics Diploma students as a core course and may be taken by graduate students as an elective, and it is not open to students in their B. Ed. program.   <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



THE UNIVERSITY OF BRITISH COLUMBIA

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

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 170 (3) Reviewing the Principles of Teaching</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab, Kenya, who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, which will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will undertake reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date:</b>  <b>January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 172 (3) Language and the Curriculum</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 173 (2) Teaching History and Government I</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.          Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p><b>Faculty:</b> Education  <b>Department:</b> Teacher Education Office  <b>Faculty Approval Date:</b> January 11, 2012  <b>Effective Session:</b> Winter, Term 1  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date:</b> November 16, 2011  <b>Contact Person:</b> Rita Irwin  <b>Phone:</b> 822-0111  <b>Email:</b> <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 174 (2) Teaching Geography I</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> EDUC</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>





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<b>Faculty: Education</b> <b>Department: Teacher Education Office</b> <b>Faculty Approval Date: January 11, 2012</b> <b>Effective Session: Winter, Term 1</b> <b>Year <u>2012</u> for Change</b>	<b>Date: November 16, 2011</b> <b>Contact Person: Rita Irwin</b> <b>Phone: 822-0111</b> <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>EDUC 175 (2) Teaching Secondary English</b> For Dadaab, Kenya teacher education students. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL: EDUC</b>  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates. Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.  <b>X Not available for Cr/D/F grading.</b>  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>



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

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 12, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 176 (2) Teaching Mathematics I</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry: None</b></p> <p><b>Type of Action: New course</b></p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates. Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>

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

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 177 (2) Teaching General Sciences</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry: n/a</b></p> <p><b>Type of Action: New course</b></p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.          Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<b>Faculty: Education</b> <b>Department: Teacher Education Office</b> <b>Faculty Approval Date:</b> <b>January 11, 2012</b> <b>Effective Session: Winter, Term 1</b> <b>Year <u>2012</u> for Change</b>	<b>Date: November 16, 2011</b> <b>Contact Person: Rita Irwin</b> <b>Phone: 822-0111</b> <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>EDUC 179 (3) Practicum I</b> For Dadaab, Kenya teacher education students. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL: EDUC</b>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.  Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.  <b>X Not available for Cr/D/F grading.</b>  <b>X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</b>



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<p><b>Faculty:</b> Education  <b>Department:</b> Teacher Education Office  <b>Faculty Approval Date:</b> January 11, 2012  <b>Effective Session:</b> Winter, Term 1  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date:</b> November 16, 2011  <b>Contact Person:</b> Rita Irwin  <b>Phone:</b> 822-0111  <b>Email:</b> <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 270 (2) Communication Skills in Teaching</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> EDUC</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 272 (2) Teaching Chemistry</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> EDUC</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 273 (2) Teaching History and Government II</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry: None</b></p> <p><b>Type of Action: New course</b></p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<b>Proposed Calendar Entry:</b>  <b>EDUC 274 (2) Teaching Geography II</b> For Dadaab, Kenya teacher education students. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL: EDUC</b>  <b>Present Calendar Entry: none</b>  <b>Type of Action: New course</b>  <b>Rationale for Proposed Change:</b> This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.  Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.  <b>X Not available for Cr/D/F grading.</b>  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>





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<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 275 (3) Global Education</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates. Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 276 (2) Teaching Mathematics II</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> EDUC</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



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<b>Proposed Calendar Entry:</b>  <b>EDUC 277 (3) Teaching Physics</b> For Dadaab, Kenya teacher education students. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL: EDUC</b>  <b>Present Calendar Entry: None</b>  <b>Type of Action: New course</b>  <b>Rationale for Proposed Change:</b> This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.  Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.  <b>X Not available for Cr/D/F grading.</b>  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>



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<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 278 (2) Teaching Biology</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> EDUC</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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Change to Course or Program**

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDUC 279 (3) Practicum II</b>          For Dadaab, Kenya teacher education students. Pass/Fail.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EDUC</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New course</b></p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><b>X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</b></p>



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

**Category: (1)**

<p><b>Faculty: Education</b>  <b>Department: Teacher Education Office</b>  <b>Faculty Approval Date: January 11, 2012</b>  <b>Effective Session: Winter, Term 1</b>  <b>Year <u>2012</u> for Change</b></p>	<p><b>Date: November 16, 2011</b>  <b>Contact Person: Rita Irwin</b>  <b>Phone: 822-0111</b>  <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EPSE 171 (3) Education in the Adolescent Years</b>          For Dadaab, Kenya teacher education students.  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL: EPSE</b></p> <p><b>Present Calendar Entry: none</b></p> <p><b>Type of Action: New course</b></p> <p><b>Rationale for Proposed Change:</b>          This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.</p> <p>Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.</p> <p><b>X Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



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

**Category: (1)**

<b>Faculty: Education</b> <b>Department: Teacher Education Office</b> <b>Faculty Approval Date: January 11, 2012</b> <b>Effective Session: Winter, Term 1</b> <b>Year <u>2012</u> for Change</b>	<b>Date: November 16, 2011</b> <b>Contact Person: Rita Irwin</b> <b>Phone: 822-0111</b> <b>Email: <a href="mailto:rita.irwin@ubc.ca">rita.irwin@ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>EPSE 271 (3)</b> Teaching Adolescents with Special Learning Needs For Dadaab, Kenya teacher education students. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL: EPSE</b>  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> This will be a new course in a diploma program to be offered to practicing teachers in Dadaab who wish to upgrade their professional skills and competencies. UBC courses will be transferred to Moi University of Kenya, who will confer a Diploma in Teacher Education to successful candidates.  Teachers will practice reflective inquiry into the particulars of their daily teaching strategies, curricula, classroom organization and assessment, the needs and challenges of the learners, and the larger social/cultural dimensions of teaching connected to their particular school and community environments.  <b>X Not available for Cr/D/F grading.</b>  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Pharmaceutical Sciences <b>Department:</b> <b>Faculty Approval Date:</b> June 13, 2012  <b>Effective Session</b> <u>2012 W</u> <b>Term</b> <u>1</u> <b>Year</b> <u>2012</u> <b>for Change</b>	<b>Date:</b> June 27, 2012 <b>Contact Person:</b> Marion Pearson <b>Phone:</b> 604-822-4933 <b>Email:</b> marionp@mail.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>PHAR 403 (1) Clinical Skills – Administration of Injections.</b> Training for authorization to administer injections. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i>	<b>URL:</b> PHAR  <b>Present Calendar Entry:</b>  N/A  <b>Type of Action:</b>  New course  <b>Rationale for Proposed Change:</b>  The scope of pharmacy practice now includes the administration of injections, primarily influenza vaccines. The necessary training to obtain certification to inject has been provided on an ad hoc basis to 4 <sup>th</sup> year pharmacy students for the past two years, and is now being formalized in the curriculum.  <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b> This is a required course for pharmacy students, and not open to students in other programs.  <input checked="" type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>



# 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

29 August 2012

To: Vancouver Senate

From: Senate Curriculum Committee

RE: September Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

**Motion:** *That the new courses, changed courses, new programs, and program changes brought forward by the Faculties of Education and Land & Food Systems be approved.*

Respectfully submitted,

Dr. Peter Marshall, Chair  
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ginette.vallee@ubc.ca  
T: 604.822.0140 F: 604.822.5945

30 August 2012

To: Vancouver Senate

From: Senate Curriculum Committee

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

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Attached please find a submitted Category 1 undergraduate curriculum proposal from the Faculty of Education for your consideration.

The following **new courses**:

EDCP 329 (3)

EDCP 498 (3)



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Education  <b>Department:</b> Curriculum and Pedagogy  <b>Faculty Approval Date:</b> May 16, 2012</p> <p><b>Effective Session Winter Term 1 Year 2012 for Change</b></p>	<p><b>Date:</b> March 27, 2012  <b>Contact Person:</b> Mary Leah de Zwart  <b>Phone:</b> 604-822-8891  <b>Email:</b> dezwart@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  <b>EDCP 329 (3) Agriculture in the Curriculum</b>  Agricultural awareness, understanding the food system and integration of food and agricultural literacy across the curriculum.</p>	<p><b>URL:</b> EDCP</p> <p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b> New Course</p> <p><b>Rationale for Proposed Change:</b> EDCP 362D has been offered for three years as part of the Home Economics Diploma summer institutes. It is a one-week course with pre- and post-assignments and is taught in collaboration with BC Agriculture in the Classroom Foundation. Since the course has been sufficiently piloted, the request is hereby made that a permanent number be assigned to it. EDCP 329 is suggested as this number is in the same area of numbers as other environmental courses such as EDCP 328.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>  <b>Rationale:</b> This course is NOT eligible for Cr/D/F grading because it is taken by Home Economics Diploma students as a core course and may be taken by graduate students as an elective, and it is not open to students in their B. Ed. program.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: 1**

<p><b>Faculty:</b> Education  <b>Department:</b> Curriculum and Pedagogy  <b>Faculty Approval Date:</b> May 16, 2012   <b>Effective Session</b> Winter Term 1 Year 2012 for Change</p>	<p><b>Date:</b> March 27 2012  <b>Contact Person:</b> Mary Leah de Zwart  <b>Phone:</b> 604-822-8891  <b>Email:</b> dezwart@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  EDCP 498 (3) Curriculum Inquiry in Home Economics Education  Culminating inquiry in curriculum and pedagogy for the Home Economics Education diploma.</p>	<p><b>URL:</b> EDCP   <b>Present Calendar Entry:</b> N/A   <b>Type of Action:</b> New Course   <b>Rationale for Proposed Change:</b> EDCP 495B (Inquiry into Home Economics Education) has been offered for three years as part of the Home Economics Diploma online courses. It is a 13-week course. Since the course has been sufficiently piloted, the request is hereby made that a permanent number be assigned to it. EDCP 498 is suggested as the number as it is in the same area of numbers as other home economics diploma core courses such as EDCP 491, 492, 493 and 494.   <input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading.</b>  <b>Rationale:</b> This course is NOT eligible for Cr/D/F grading because it is taken by Home Economics Diploma students as a core course and may be taken by graduate students as an elective, and it is not open to students in their B. Ed. program.   <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>

# THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate and Curriculum Services  
2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1  
ubc.curriculum@ubc.ca  
T: 604.822.0140 | F: 604.822.5945

30 August 2012

To: Vancouver Senate

From: Senate Curriculum Committee

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

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Attached please find recently submitted Category 1 undergraduate curriculum proposals from the Faculty of Land & Food Systems for your consideration.

The following **new honours program**:  
Applied Animal Biology Honours program

The following **new courses**:  
APBI 414 (3)  
APBI 415 (3)  
FRE 402 (3)



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Land and Food Systems  <b>Department:</b> Applied Biology  <b>Faculty Approval Date:</b>  <b>Effective Session</b>__W__Term_1__Year  <b>2013__ for Change:</b></p>	<p><b>Date:</b> October 17, 2011  <b>Contact Person:</b> Drs. Dan Weary or  Marina von Keyserlingk  <b>Phone:</b> 604 822 3954 / 604 822 4898  <b>Email:</b> <a href="mailto:danweary@mail.ubc.ca">danweary@mail.ubc.ca</a>  or <a href="mailto:nina@mail.ubc.ca">nina@mail.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p>Applied Animal Biology Honours program</p> <p>The Applied Animal Biology Honours program is intended for exceptional students with an interest in research. Students interested in careers in research-intensive areas including veterinary medicine, biomedical science, animal welfare, animal nutrition and wildlife conservation may especially benefit from this opportunity.</p> <p><u>Who Should Apply</u></p> <p>This program will only accept students with both a strong academic record during their first and second years of study and an interest in research.</p> <p><u>Admission</u></p> <p>Successful applicants will have a cumulative average &gt;75%.</p> <p><u>Application</u></p> <p>Students apply near the end of their second year of study by contacting the Student Services Office at the Faculty of Land and Food Systems. The applicant must write a letter explaining why they wish to enroll, their career goals and any past or current research experience they may have.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,897,1446">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,897,1446</a> (new section to be inserted after Applied Animal Biology section)</p> <p><b>Present Calendar Entry:</b>  No current entry</p> <p><b>Type of Action:</b> Create an Honours program in Applied Animal Biology</p> <p><b>Rationale:</b> The Applied Animal Biology Honours program is intended for exceptional students with an interest in research. Students interested in careers in research-intensive areas including veterinary medicine, biomedical science, animal welfare, animal nutrition and wildlife conservation may especially benefit from this opportunity.</p> <p>An honours degree may provide students a competitive edge for admission to graduate degree programs at many Canadian and US universities.</p> <p>The Applied Animal Biology Honours Program will be limited to 20 students / year enrolled in the Applied Animal Biology program within the Faculty of Land and Food Systems. The Honours program will be completed during the third and fourth years of study.</p>



### Successful Applicants

Successful applicants admitted into the Honours program must complete a minimum of 129 credits rather than the 120 credits required to graduate with an Applied Animal Biology Degree. Of these 129 credits, 48 must be chosen from the Applied Animal Biology Restricted Electives list. Students must complete their degree within a maximum of 5 calendar years. During the third and fourth years, Honours students must not fail any attempted courses, must complete a minimum of 30 credits per calendar year, and maintain a minimum of 70% in every 300 and 400 level course completed. Students who do not meet these requirements will move to the Applied Animal Biology Major and will no longer be eligible to stay in the Honours program.

### Required Courses:

APBI 398 (3 credits) – Research Methods in Applied Animal Biology  
APBI 499 (6 credits) – Thesis

### APBI 499 Thesis course

During a student's third year of study, he or she must contact a prospective supervisor for the APBI 499 thesis course to discuss possible thesis topics. A thesis application/proposal form must be filled out by the student and approved by the prospective supervisor before the end of the fall semester of the year prior to the year in which the thesis is to be completed. If the proposal is not satisfactory, the student may have to make modifications and re-submit it over the summer.

Completion of the six-credit thesis course (APBI 499) will occur during the entire

### **Benefits of the Honours Program**

Graduates of the program will have:

1. Demonstrated their ability to succeed in a challenging program of study.
2. Gained exposure to a wide variety of topics in applied animal biology.
3. In depth experience in one or more areas of research.
4. Worked closely with faculty member and other researchers.
5. Gained skills in independent research, oral and written communication useful for a wide range of professional careers in knowledge-intensive industries.



fourth year of study. Students will complete a research project and write up a thesis similar to a master's thesis. At the end of the year, each student will present their work to other Honour students in third and fourth year.

#### Benefits of a Thesis

The APBI 499 thesis course gives students an opportunity to work closely with a supervisor or faculty member and work with material at an advanced level. This experience will give students an idea of what it is like to work at the graduate level, working on a single topic over many months. Thesis will also provide experience in academic writing and communications.

#### **Benefits of the Honours Program**

Graduates of the program will have

1. Demonstrated their ability to succeed in a challenging program of study.
2. Gained exposure to a wide variety of topics in applied animal biology
3. In depth experience in one or more areas of research
4. Worked closely with faculty member and other researchers
5. Gained skills in independent research oral and written communication useful for a wide range of professional careers in knowledge-intensive industries.





**Category (1)**

<p><b>Faculty: Land and Food Systems</b>  <b>Department: Applied Biology</b>  <b>Faculty Approval Date: January 20, 2011</b></p> <p><b>Effective Session __W__ Term __1__</b>  <b>Year __2013__ for Change</b></p>	<p><b>Date: January 18, 2011</b>  <b>Contact Person: David Fraser</b>  <b>Phone: 604-822-2040</b>  <b>Email: david.fraser@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>APBI 414 (3) Animals and Global Issues</p> <p>Research seminar integrating diverse information to address global animal issues: animal-source foods and human health, environmental impact of livestock production, trade in exotic animals, etc. [3-0-0]</p> <p><i>Prerequisite:</i> at least one of APBI 314 or 315</p>	<p><b>URL:</b> APBI</p> <p><b>Present Calendar Entry:</b> None.</p> <p><b>Type of Action: New Course</b></p> <p><b>Rationale for Proposed Change:</b>  The course is planned principally as an elective for final year undergraduates in the Applied Biology Degree (animal stream) and for graduate students in the Animal Science graduate program. It provides a logical follow-on from the two existing third-year courses, APBI 314 (Animals and Society) and APBI 315 (Animal Welfare and the Ethics of Animal Use). The course has been successfully piloted as APBI 490 for two years.</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading.</b></p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b></p>

**Category: (1)**

<p><b>Faculty: Land and Food Systems</b>  <b>Department: Applied Biology</b>  <b>Faculty Approval Date: October 21, 2011</b>  <b>Effective Session __W__ Term __1__</b>  <b>Year_2013__ for Change</b></p>	<p><b>Date: October 17, 2011</b>  <b>Contact Person: Dr. Dan Weary</b>  <b>Phone: 604 822 3954</b>  <b>Email: <a href="mailto:danweary@mail.ubc.ca">danweary@mail.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>APBI 415 (3) Applied Animal Behaviour</p> <p>Application of principles and research methods of animal behaviour to practical problems in the care of farm, companion, wild and research animals, and in animal training, and human-wildlife conflict. [3-0-0]</p>	<p><b>URL:</b> APBI</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course proposal</p> <p><b>Rationale:</b>  Students in this course will learn how the principles and research methods of animal behaviour can be applied to solve practical problems such as improving living conditions for farm animals, reducing problem behaviours in companion animals, easing the training of animal athletes and performers, and preventing conflicts between humans and wildlife.</p> <p>The course is proposed as a 3-credit, one-session course that students will normally take in their fourth year. It is designed especially for Applied Biology students who have an interest in Applied Animal Biology. The envisioned class size is approximately 25 students; enrolment would be limited to a maximum of 30.</p> <p>It is proposed that the course consist of two 1.5 hour classes per week. The classes will include a combination of presentations (by instructors, guests and students), in-class exercises, and group discussions (whole-class and small-group).</p> <p>Time table and lab requirements: The course would require a mid-sized room suitable for group discussions in or near the MacMillan Building.</p>

	<p><i>Teaching load/assignments:</i> It is proposed that one Sessional Lecturer (i.e., an applied animal behaviour researcher) lead the course under the supervision of Professor Dan Weary (NSERC Industrial Research Chair in Animal Welfare – Faculty of Land and Food Systems), with participation of other researchers and students working in this area. The course will include guest speakers from other Faculties and Universities, as well as other researchers from the Faculty of Land and Food Systems.</p> <p><i>Teaching assistant requirements:</i> Teaching assistants will not be required if class size remains in the proposed range.</p> <p><b>Intended Learning Outcomes</b> Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• describe key principles and research approaches to the study of animal behaviour;</li> <li>• apply their understanding of behaviour to address practical issues in animal care and human-animal interactions; and</li> <li>• analyse, interpret, summarize and communicate findings from research in applied animal behaviour.</li> </ul> <p><b>Grading system and assessment strategies</b> Evaluation emphasizes comprehension of the concepts, critical thinking, and independent research as evidenced by 3 essay-style assignments (30%), in-class participation (15%), a term paper (40%), and an oral presentation to the class (15%).</p> <p><b>Available for Cr/D/F grading.</b></p>
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<p><b>Faculty: Land and Food Systems</b>  <b>Department: Food, Nutrition and Health</b>  <b>Faculty Approval Date: October 21, 2011</b>  <b>Effective Session _S_ Term _1_</b>  <b>Year _2013_ for Change</b></p>	<p><b>Date:</b> June 3, 2011  <b>Contact Person:</b> Jim Vercammen  <b>Phone:</b> (604) 822-5667  <b>Email:</b> james.vercammen@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>FRE 402 (3) Market Research and Analysis in Agri-Food Industries</p> <p>Macro and micro aspects of agri-food market and industry analysis, market strategy, consumer behaviour, secondary market research, quantitative and qualitative market research. [3-0-0]</p> <p>Prerequisite: One of ECON 101, ECON 310</p>	<p><b>URL:</b> n/a</p> <p><b>Present Calendar Entry:</b> n/a.</p> <p><b>Type of Action:</b> Create a new upper level course for students in the Faculty of Land and Food Systems and other faculties across campus (FRE 402)</p> <p><b>Rationale:</b> The proposed course has been taught as a special topics course (FRE 490) for the past four years. This course will be offered on a permanent basis into the foreseeable future so it should have its own course number and title. The demand for this course has been steadily growing; the most recent enrollment was about 30 students. This course is ideal for students in the Food Market Analysis Major of the Food, Nutrition and Health degree program. This course also works well for students in the Global Resource Systems program.</p>

# 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

13 August 2012

To: Vancouver Senate

From: Senate Nominating Committee

Re: **a) Adjustment to Membership of Student Awards Committee (approval)**  
**b) Adjustment to Committee Compositions (approval)**

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## **a) Adjustment to Membership of Student Awards Committee (approval)**

At the May 2012 meeting of the Vancouver Senate, a motion was passed to change the membership and composition of the Student Awards Committee. One of the resulting changes was the addition of a second Convocation Senator.

As such, the Nominating Committee recommends the following:

***Motion:*** *That Senate approve the addition of Dr. Lawrence Burr to fill the vacant Convocation Senator position on the Student Awards Committee.*

## **b) Adjustment to Committee Compositions (approval)**

The motion below reflects an adjustment to the title of a position. The Nominating Committee requests that Senate adjust the membership of the Library, Admissions, and Academic Building Needs Committees to replace the ex-officio member “Vice-Provost and Associate Vice-President, Academic Resources,” with the “Vice Provost and Associate Vice President Enrolment and Academic Facilities.”

***Motion:*** *That Senate approve the adjustment to the composition of the Library, Admissions, and Academic Building Needs Committees to reflect the change in title from Vice-Provost and Associate Vice-President, Academic Resources to Vice Provost and Associate Vice President Enrolment and Academic Facilities.*

Respectfully submitted,

Dr. Rhodri Windsor-Liscombe, Chair  
Senate Nominating Committee

# THE UNIVERSITY OF BRITISH COLUMBIA



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

September 7, 2012

From: Senate Committee on Student Awards, Vancouver

To: Senate

Re: New Awards and Changes to Existing Awards (August 2012)

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The Student Awards Committee recommends:

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

**ALLNORTH Consultants Limited Award in Engineering** – Two \$1000 awards are offered by Allnorth Consultants Limited to third or fourth year undergraduate students studying Civil, Electrical, or Mechanical Engineering who exemplify both academic excellence and leadership qualities. Class participation and involvement in university and community organizations will be taken into consideration. The awards are made on the recommendation of the Departments of Civil, Electrical, and Mechanical Engineering in alternating years. (First Award Available in the 2012/2013 Winter Session)

**Margaret E. Barr BIGELOW Memorial Scholarship** – Scholarships totalling \$14,190 have been endowed in memory of Dr. Margaret E. Barr Bigelow for undergraduate or graduate students. To be considered, undergraduate candidates must be entering their penultimate or final year of study, and graduate students must be entering the first year of their program. Candidates enrolled in any year study in the DMD, MD and JD programs are also eligible. Adjudications are made by Enrolment Services. (First Award Available in the 2013/14 Winter Session)

**BITES Institute Prize in Dentistry** – A \$2,500 prize and a one year membership to the BITES Study Club are offered by the BITES Institute to a graduating DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2012/2013 Winter Session)

**Hon Justice Grant BURNYEAT Award in Law** - An award in the amount of at least \$10,500, the gift of Hon Justice Grant Burnyeat, is available to provide the yearly tuition fee of a student enrolled in any year of the J.D. program who has demonstrated academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Faculty of Law. (First Award Available in the 2012/2013 Winter Session)

**CASIRO Family Island Medical Program Award** – Awards totalling \$1,000 have been endowed by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine in consultation with the Office of Student Affairs of the Island Medical Program. (First Award Available in the 2012/2013 Winter Session)

**N. G. CHAKRABARTI and Aparna Chakrabarti Memorial Scholarship in Engineering** - Scholarships totaling \$1,000 have been endowed for Materials Engineering students who are specializing in Minerals and Metal Extraction by Mr. Swaraj K. and Mrs. Gayatri Chattopadhyay in memory of Mrs. Chattopadhyay's parents, N. G. and Aparna Chakrabarti. N. G. Chakrabarti (1912-1984) devoted many years of his life as an "Expert Foundry Engineer" all over the world on behalf of the United Nations Industrial Development Organization (UNIDO). Recommendations are made by the Department of Materials Engineering. (First Award Available in the 2012/2013 Winter Session)

**CHRYSLIS Dental Centre Vancouver Prize in Dentistry** – A \$2,500 prize is offered by Chrysalis Dental Centre - Vancouver to a third year DMD student who demonstrates a special interest and excellence in the field of implantology. The award is made on the recommendation of the Faculty of Dentistry. (First Award Available in the 2012/2013 Winter Session)

**CLASS of 1961 Forestry Award** – A \$1,000 award has been endowed by the Class of 1961 for an undergraduate student in the Faculty of Forestry. Preference is given to students who are in good academic standing with demonstrated leadership skills and significant involvement in, or contribution to, university and community activities. The award is made on the recommendation of the Faculty of Forestry. (First Award Available in the 2012/2013 Winter Session)

**David J. COFFIN Memorial Bursary in Geology** – Bursaries totalling \$3,500 have been endowed by friends and family in memory of David Coffin for undergraduate students pursuing a major in geology within the Faculty of Science. David was the founder and co-editor of the Hard Rock Analyst publications but started his career working as a prospector and project manager. David always believed in the importance of supporting talent and helping young people get the experience required to help make tomorrow's discoveries. He was always happy to give advice and encouragement and this bursary is a fitting legacy to David's generosity of spirit. Adjudications are made by Enrolment Services. (First Award Available in the 2012/13 Winter Session)

**CONETEC Geotechnical Award in Engineering** – Three service awards of \$2,500 each are offered by the Conetec Education Foundation to undergraduate students in second or third year who have demonstrated leadership, curiosity and independent thinking and who have indicated a desire and suitability to pursue field work and field research. Applicants from Civil Engineering, Geotechnical, Geological and Mining Engineering will be selected annually. Recipients may also be invited to apply for paid summer internship experience for a period of 12 – 16 weeks at one of ConeTec's North

American field operations. The awards are made on the recommendation of faculty within the departments of Civil, Geotechnical Geological and Mining Engineering in the Faculty of Applied Science. (First Award Available in the 2012/13 Winter Session)

**Ingrid and Birgit CURREY Award in Nursing** – Awards totalling \$12,500 are offered by H. David Currey, BAsC (Agricultural Engineering), 1950 for students pursuing an undergraduate degree in Nursing in the Faculty of Applied Science. In addition to academic merit, consideration is given to qualities such as leadership skills, involvement in student affairs, extracurricular activities or community service. Preference will be given to students demonstrating financial need. These awards are established in memory of Mr. Currey's wife, Birgit, a Swedish nurse, and in honour of their daughter, Ingrid, who is an active teacher in psychiatric nursing. No individual award shall exceed \$4,000. Awards are made on the recommendation of the School of Nursing. (First Award Available in the 2012/13 Winter Session)

**Daniel J. GRIMBLE Memorial Bursary** – A \$1,000 bursary has been endowed in memory of Mr. Daniel J. Grimble. The bursary is awarded to a student in the Sauder School of Business Bachelor of Commerce in the Real Estate program. It is adjudicated by Enrolment Services. Preference will be given to a mature student in financial need. Mr. Grimble graduated with his Bachelor of Commerce from UBC in 1973 as a mature student. His quest for knowledge was one of the many driving forces in his life. His continued passion for education kept him in classrooms into his final years. Dan was a consummate gentleman who practiced ethical, honest business. He was a loving husband and father and will forever be missed by his family, friends and business associates. (First Award Available in the 2012/13 Winter Session)

**Lillian HALBERG Southern Medical Program Bursary** – Two \$5,000 bursaries are offered by Mrs. Lillian Halberg to support students in the Faculty of Medicine Southern Medical Program. Students must be Canadian citizens. Adjudications are made by Enrolment Services. (First Award Available in the 2012/13 Winter Session)

**Marlowe HANSON Memorial Men's Basketball Award** – Awards totalling \$1,900 are offered by family and friends of Marlowe Hanson to UBC Men's Basketball players with a high level of basketball proficiency who exemplify the strong qualities of leadership, commitment and loyalty. Marlowe Hanson was a passionate fan and avid supporter of UBC Men's Basketball, and father of Head Coach, Kevin Hanson (2000 to present). A well-respected businessman with the Royal Bank, Marlowe was always seen at UBC home games, sitting up behind the team bench in his regular reserved seats cheering on the Thunderbirds. In everything he did, he tried to make a positive difference. Recommendations are made by the Department of Athletics and Recreation. (First Award Available in the 2012/13 Winter Session)

**Dave HUSBY TLA Scholarship in Forest Operations** - Through a gift of \$2,500 from The Truck Loggers Association, a scholarship, in memory of Dave Husby, is available to a third-year student majoring in Forest Operations in the Faculty of Forestry, on the basis of academic standing in the program. The awards are made on the recommendation of the Faculty of Forestry. (First Award Available in the 2012/13 Winter Session)



**KAO SHAO CHING Graduate Travel Award in Art History** – A \$10,000 award is offered to a student in the Art History graduate program in the Department of Art History, Visual Art and Theory (AHVA) whose work focuses on the Asian Art stream of the program. The award supports a graduate student conducting research at other academic institutions, archives, museums and galleries to which they must travel overseas. The award is made on the recommendation of the Department of Art History, Visual Art and Theory (AHVA) in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Winter Session)

**Charles KIM Student Mobility Award in Arts** – Two \$7,500 awards are offered to undergraduate students in the Faculty of Arts who seek opportunities to study abroad in Korea. The awards will support undergraduate students who will study at one of UBC's partner universities in South Korea (one of: Ewha Womans University, Korea University, Seoul National University, and Yonsei University) through Go Global for either one term or one year. The awards are made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Enrolment Services. (First Award Available in the 2012/13 Winter Session)

**Willard KITCHEN Memorial Bursary** – Bursaries, totalling \$1,000, have been endowed by the Estate of Judith Jardine in memory of Willard Kitchen (1860-1937). Mr. Kitchen, the grandfather of Ms. Jardine, played an active role in the early development of Canada's railway system both in the Maritimes and in Western Canada. The awards are available to students in the Faculty of Medicine. Adjudications are made by Enrolment Services. (First Award Available in the 2012/13 Winter Session)

**KNIGHT Family Centenary Scholarship for Aboriginal Students** - Scholarships totalling \$700 have been endowed by Dr. Ursula H. Abbott (née Knight) for British Columbian Aboriginal students who have achieved good academic standing and are in need of financial assistance. Adjudication is made by Enrolment Services. (First Award Available in the 2012/2013 Winter Session)

**LAW Foundation of British Columbia Entrance Award** – Awards totalling \$3,720 have been endowed by the Law Foundation of British Columbia to students entering the JD program. The awards are intended to reduce financial barriers and to assist a diverse body of students in obtaining their legal education. Recommendations are made by the Faculty of Law. (First Award Available in the 2012/2013 Winter Session)

**LIFEMARK Health Award in Leadership, Clinical Excellence & Innovation in Occupational Therapy** – A \$3,000 award is offered by LifeMark Health (a division of Centric Health) to recognize a graduating student in the Master of Occupational Therapy program who demonstrates exceptional leadership talent, a commitment to clinical excellence and best practice, and innovation in health care delivery. The award is made on the recommendation of the Department of Occupational Science & Occupational Therapy, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Winter Session)

**LIFEMARK Health Award in Leadership, Clinical Excellence & Innovation in Physical Therapy** – A \$3,000 award is offered by LifeMark Health (a division of Centric Health) to recognize a graduating student in the Master of Physical Therapy program who demonstrates exceptional leadership talent, a commitment to clinical excellence and best practice, and innovation in health care delivery. The award is made on the recommendation of the Department of Physical Therapy, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2012/13 Winter Session)

**Brian MCILROY Scholarship in Film Studies** – A scholarship in the amount of \$1,000 has been funded by Dr. Brian McIlroy and alumni, friends, and colleagues to either an undergraduate major or honours student entering 4th year of the BA in Film Studies or a graduate student. The award will be given on the recommendation of the faculty of the Film Studies Program in the Department of Theatre and Film and in the case of a graduate student, in consultation with the Faculty of Graduate Studies. (First Award Available in the 2013/14 Winter Session)

**MONTALBANO Scholars Fellowship** – Fellowships of \$10,000 each are offered by John and Dana Montalbano to support PhD students in International Relations or International Law who are recipients of one or more of the following: Four Year Doctoral Fellowship; Killam Doctoral Fellowship; Canadian Institutes of Health Research Doctoral Research Award or Canada Graduate Scholarship; Natural Science and Engineering Council Postgraduate Scholarship or Canada Graduate Scholarship; or Social Sciences and Humanities Research Council Doctoral Fellowship or Canada Graduate Scholarship. Preference will be given to students entering their first year of the PhD program at the University of British Columbia. John Montalbano is an alumnus of UBC, a Leslie Wong Fellow at UBC's Portfolio Management Foundation and a Chartered Financial Analyst. He is CEO of RBC Global Asset Management and Phillips, Hager & North Investment Management, and is responsible for RBC Global Asset Management worldwide. Mr. Montalbano is a trustee of the Killam Trusts, co-chairs the Downtown Eastside Community Arts Fund and he serves on the board of the Take a Hike Youth at Risk Foundation, the board of the Phillips, Hager & North Centre for Financial Research and the Bureau of Asset Management at the University, and is also an advisor to Power To Be Adventure Therapy Society. Provided that a successful candidate continues to meet the eligibility criteria, the fellowship may be renewed for an additional two years. The recommendation is made by the Faculty of Graduate Studies. (First Award Available in the 2013/2014 Winter Session)

**Eric Walter MOUNTJOY Memorial Scholarship** – Scholarships totaling \$4,375 have been endowed by the Estate of Eric Walter Mountjoy to undergraduate geological science students who are originally from Quebec. Recommendations are made by the Department of Geological Sciences. (First Award Available in the 2012/13 Winter Session)

**Daniel F. MUZYKA Award in Entrepreneurship** – A \$3,500 award has been endowed in honour of Daniel F. Muzyka as a tribute to his inspiring vision, tireless commitment and distinguished service to the Sauder School of Business as Dean and Professor from 1999-2012. The endowment has been created through lead gifts from Robert T. Stewart

and Gregory J. Peet, proceeds from Le Grand Voyage Celebratory Gala and contributions from friends of the Sauder School community. The Award is made on the recommendation of the Faculty to a third or fourth year student in the Bachelor of Commerce Program at the Sauder School of Business who has demonstrated an interest in entrepreneurship and displayed outstanding leadership in student or community affairs. (First Award Available in the 2012/2013 Winter Session)

**Rev. Dr. Bernard J. O'CONNOR Scholarship** – One \$3,000 scholarship is offered to a graduate student in the second or subsequent year(s) of study who is in the process of researching and writing his or her thesis on a subject related to numismatics, which is the art, science, and history of coins, medals, tokens, paper money and related financial instruments. Research and writing may be in areas such as the numismatics of Canada, fine art and money, banking history, the history of collecting, metallurgy and money, and economic history. The scholarship is in honour of Bernie O'Connor, who was a lifelong collector who specialized in the specie of pre-Confederation Canada. The recommendation is made by the Faculty of Graduate Studies. (First Award Available in the 2012/2013 Winter Session)

**ORW Opportunities through Rehabilitation and Work Society Graduate Award** – A \$1750 award has been endowed by ORW Opportunities through Rehabilitation and Work Society for a graduate student in any Faculty whose work or research addresses how policy change can reduce or remove barriers to employment and enhance workplace inclusiveness for persons with disabilities. Preference will be given to a student who, in their academic, professional or volunteer work, is helping to effect policy change and advocating workplace inclusiveness. ORW is a non-profit organization that seeks out new and innovative approaches to facilitate change so that there are no barriers designed into employment legislation, policies, regulations and programs for persons with disabilities. Persons with disabilities will have the same flexibilities, opportunities and productive work options as others in the work world. Research or studies that address any disability, including mental health and developmental disability, are eligible. Students from all Faculties are eligible, but preference will be given to students in the Faculty of Arts and the Sauder School of Business. The award is made on the recommendation of the Faculty of Graduate Studies. (First Award Available in the 2012/2013 Winter Session)

**Noel Roddick Service Award** - Awards totalling \$1,000 have been funded by Terralink Horticulture Inc. and by family and friends in honour of Noel Roddick (B.Sc.Ag.1962), whose outstanding service has helped to sustain the agricultural community in the face of numerous challenges. The awards are intended for undergraduate or graduate students in good academic standing who engage in community service, including research projects, on topics relevant to the reduction of risks to the Delta, BC farm community due to agronomic, economic or social factors. Preference is given to students conducting projects in collaboration with the Delta Farmers' Institute, Delta Farmland and Wildlife Trust or members of the local agricultural business community. The awards are made on the recommendation of the Faculty of Land and Food Systems. (First Award Available in the 2012/2013 Winter Session)

**Sopow Shellard SOPOVA Education Bursary** – Bursaries totalling \$2,000 have been generously donated by Marya Sopova, formerly Mary (Sopow) Shellard, to provide financial aid to a single mother who is pursuing an undergraduate degree in education. Adjudications are made by Enrolment Services. (First Award Available in the 2012/13 Winter Session)

**Twenty-8 Group Academic Achievement Award** – The Twenty-8 Group Award for Academic Achievement will provide one award (minimum value \$1,000) for a member of each women's Thunderbird team. This annually-funded award is being established in recognition of returning student athletes that have demonstrated academic leadership while competing in varsity sport. Preference will be given to student-athletes who have achieved 80% average or greater in a full-time course of study, as determined by the respective intercollegiate governing body. Recommendations are made by the Department of Athletics. (First Award Available in the 2012/13 Winter Session)

**Twenty-8 Group Leadership Award** – The Twenty-8 Group Leadership Award will provide one award (minimum value \$1,000) for each women's Thunderbird team in recognition of outstanding student athletes who have demonstrated leadership attributes. This annual award is being established in recognition of the additional time and effort required to participate in varsity athletics. Recommendations are made by the Department of Athletics. (First Award Available in the 2012/13 Winter Session)

**UNDERGRADUATE Arts Co-op Student of the Year Award** – One award of \$1,000 is offered to an outstanding co-op student in the Arts Co-operative Education Program annually in recognition of outstanding achievement in all aspects of their performance, including academic standing, workplace performance, and professional/community involvement. The award is made on the recommendation of the Director of the Arts Co-op Program in consultation with the Arts Co-op Program Advisory Committee. (First Available in the 2012/13 Winter Session)

**VANCOUVER and District Dental Society President's Award** - A \$1,000 award, established by the Vancouver and District Dental Society is offered to a community minded dental student who demonstrates volunteerism and service in the dental outreach program. The recommendation is made by the Faculty of Dentistry. (First Available in the 2012/13 Winter Session)

**Don WEST Memorial Bursary** – A bursary of \$1,300 has been endowed in memory of Donald T. West by friends, colleagues and three corporations with whom Don had long-standing relationships: Connaught Oil & Gas Ltd., Enerplus Corporation and Pulse Seismic Inc. The bursary will be awarded to an undergraduate student entering the fourth year of study in the Department of Earth, Ocean and Atmospheric Sciences at UBC, majoring in Geophysics. Don was born in Vancouver, raised on the west coast and was a graduate of UBC, earning a B.Sc. in Geology and Physics. He pursued a successful career in oil and gas exploration, ultimately becoming a prominent and influential leader in the industry. Don was a life-long learner and believed in giving back to the community. The award is made on the adjudication of the Enrolment Services. (First Available in the 2013/14 Winter Session)

**Don WEST Memorial Prize** – A prize of \$1,300 has been endowed in memory of Donald T. West by friends, colleagues and three corporations with whom Don had long-standing relationships: Connaught Oil & Gas Ltd., Enerplus Corporation and Pulse Seismic Inc. The prize is awarded to undergraduate students entering their fourth year of studies in the Department of Earth, Ocean and Atmospheric Sciences at UBC, majoring in Geophysics. Don was born in Vancouver, raised on the west coast and was a graduate of UBC, earning a B.Sc. in Geology and Physics. He pursued a successful career in oil and gas exploration, ultimately becoming a prominent and influential leader in the industry. Don was a life-long learner and believed in giving back to the community. The award is made on the recommendation of the Department. (First Available in the 2012/13 Winter Session)

**Greg YEN Scholarship for Excellence in Finance** – A \$1,500 scholarship is offered by Greg Yen, BCom'87 and past president of the Commerce Undergraduate Society, to support a third year student specializing in finance at the Sauder School of Business. The recipient will be selected based on top academic standing and extracurricular involvement. Recommendation is made by the Sauder School of Business. (First Award Available in the 2012/13 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)

**Dr. A. DODEK Outstanding Clinical and Ethical Performance in Cardiology Award** – A \$900 award will be granted to 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)

**How Amended:** Inclusion of “Dr. A. Dodek” as per the donor’s request

**#5116 Charlotte Froese FISCHER Student Mobility Award in Science** – A \$1,500 award has been endowed by Dr. Charlotte Froese Fischer (B.A.1952, M.A. 1954) for an undergraduate student in the Faculty of Science who is participating in a recognized UBC exchange with a partner institution outside of Canada. The award will support incoming and outgoing exchange participants in alternating years, with preference given to students who intend to complete two semesters abroad. The award is made on the recommendation of the Go Global Student Mobility Program Office in consultation with the Enrolment Services.

**How amended:** the donor would like preference to be given to students going on exchange for two semesters, and would like to ensure that it alternates between incoming and outgoing exchange students in alternating years.

**#0952 HUGHES Condon Marler: Architects Scholarship** - A \$875 scholarship has been endowed by Hughes Condon Marler: Architects for a student in the Master of Architecture Program with preference for a students entering their final year who has demonstrated a strong understanding of architecture as it relates to its regional context at an urban design level. The award is made on the recommendation of the School of Architecture and Landscape Architecture and in case of a graduate student, in consultation with the Faculty of Graduate Studies.

**How amended:** this annual award is now endowed and the donor has completed his five year pledge of \$25,000. This endowment is grandfathered under the endowment minimum thresholds of 2007.

**#5659 Yamuna KALYANPUR Prize in Obstetrics and Gynecology** - A \$1,000 prize is offered in honour of Dr. Yamuna Kalyanpur, Clinical Professor of Obstetrics and Gynecology in the Faculty of Medicine. The award is to be given out to an Obstetrics and Gynaecology resident who is in the top 10% academically and embodies the other personal qualities that Dr Kalyanpur processes such as kindness and compassion. The award can be given out to a resident in either the PGY-4 or PGY-5 year of training and it may or may not be given out every year.

**How amended:** top 10% requirement added to the criteria as well as soft skills of kindness and compassion and the specific years of study the residents must be enrolled in the residency program for consideration. In addition a note has been included that the prize may not be given out every year if there is not a suitable candidate. (Revision to commence in the 2011/12 Winter Session)

**#2343 Bert Welch TLA Scholarship in Forest Operations** – Through a gift of \$2,500 from The Truck Loggers Association, a scholarship, in memory of Bert Welch, is available to a second-year student majoring in Forest Operations in the Faculty of Forestry, on the basis of academic standing in the program. The awards are made on the recommendation of the Faculty of Forestry.

**How amended:** lowered the value from \$5,000 to \$2,500, limited the award to a second year student and named the award in honour of Bert Welch.



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

Vancouver Senate 19 September 2012  
Item 11a Page 1 of 3

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Provost and Vice President Academic

## MEMORANDUM

June 13, 2012

To: Senate, Vancouver  
c/o Christopher Eaton, Associate Registrar, Senate and Curriculum Services

From: David H. Farrar  
Provost and Vice President Academic

Re: **Appointment of Vice Provost and Associate Vice President Enrolment and Academic Facilities**

I write to advise that the appointment of Dr. Angela Redish, as Vice Provost and Associate Vice President Enrolment and Academic Facilities, was approved by the Board of Governors at its meeting on June 12, 2012. The appointment was made in accordance with Policy #18, Appointment of Designated Senior Academic Administrators (joint Senate and Board policy).

Attached is a copy of the announcement that was distributed to UBC (Vancouver) faculty members.






## MEMORANDUM

June 12, 2012

To: The UBC Faculty members (Vancouver)

Copy: Deans, Principals; Associate Vice Presidents; Vice Presidents  
Members of the President's Advisory Committee for the Selection of a  
Vice Provost and Associate Vice President Enrolment and Academic Facilities

From: David H. Farrar, Provost and Vice President Academic 

Re: **Appointment of Vice Provost and Associate Vice President Enrolment  
and Academic Facilities**

I am very pleased to announce that the Board of Governors has accepted the President's recommendation that Dr. Angela Redish be appointed as the Vice Provost and Associate Vice President Enrolment and Academic Facilities for a five-year term commencing September 1, 2012.

Dr. Redish is a Professor in the Department of Economics in the Faculty of Arts at UBC, having taught here for nearly 30 years. She received her PhD in Economics from the University of Western Ontario, and her subsequent research studied the evolution of the European and North American monetary and banking systems. She served as Special Advisor at the Bank of Canada in 2000-2001, and continues to be active in monetary policy debates. Her teaching has been mainly in the areas of economic history, monetary and macro-economics.

Professor Redish served as Head of UBC's Department of Economics from 2001-2006 and subsequently served as Senior Advisor to President Toope, acting as a faculty liaison and providing advice on such issues as the university budget, and government relations. More recently, Professor Redish has been actively involved with the project to establish the Vancouver School of Economics at UBC.

Professor Redish has been involved in various committees at UBC, including search committees for senior administrators, and the Faculty of Arts Promotion and Tenure Committee, and has also served on the Executive of the Faculty Association. Externally, Dr. Redish has served on the Board of Trustees of the Economic History Association and on the Executive Council of the Canadian Economics Association.

Following confidential interviews, the Advisory Committee recommended that Professor Redish be appointed to the position.

To: UBC Faculty Members (Vancouver)  
From: David H. Farrar, Provost and Vice President Academic  
Re: Appointment of Vice Provost and AVP Enrolment and Academic Facilities  
Date: June 12, 2012

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I would like to thank the members of the Advisory Committee for their commitment of time and energy throughout the search.

I would also like to express my gratitude to Dr. Paul Smith for his service to the University in stepping in to the *pro tem* position for the past year. In this short time in the Provost's Office, Dr. Smith provided strong leadership in such areas as Access Copyright, international student programs, capital and building projects and Enriched Educational Experiences.

I look forward to working with Dr. Redish as part of the senior management team of the Provost's Office. Her strong leadership skills, commitment to research, teaching and learning, will be a great complement to the work of this office and the University.

# 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

19 September 2012

To: Vancouver Senate

From: Susan Porter, Dean *pro tem* of the Faculty of Graduate Studies

RE: Rolling Graduation – Faculty of Graduate Studies

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In February 2012, the Senate approved a proposal brought forward by the Faculty of Graduate Studies via the Senate's Academic Policy Committee. The approved proposal will allow graduate degrees to be approved at any regular meeting of the Vancouver Senate. Thesis-based graduate students can defend at any time during the year. Rolling graduation would allow for the degree to be granted and appear on the student transcript after approval by Senate. Parchments would continue to be given out at the two convocation ceremonies.

At a joint meeting of the Graduate Council and the Faculty of Graduate Studies held on 10 May 2012, the following motion was approved to implement rolling graduation:

Motion: *“That the Faculty of Graduate Studies delegate to the Graduate Council's Academic Policy Committee its responsibility for approving candidates for graduation and recommending them to Senate for the degrees they have earned.”*

Under sections 40 (c) and 41 of the *University Act*, such a rule made by a faculty is not effective or enforceable until a copy has been sent to the Senate and the Senate has given its approval.

Therefore, we ask to Senate to approve the delegation of authority and responsibility as outlined in the above motion.

Respectfully submitted,

Dr. Susan Porter, Dean *pro tem*  
Faculty of Graduate Studies