THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Senate Secretariat
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Enrolment Services
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VANCOUVER SENATE

MINUTES OF APRIL 17, 2002

Attendance

The Eighth Regular Meeting of the Senate of the University of British Columbia for the Session 2001/02 was held on Wednesday, April 17, 2002 at 7:00 p.m. in Room 102, George F. Curtis Building.

Present: President M. C. Piper (Chair), Vice President B. C. McBride, Dean F. S. Abbott, Dr. P. Adebar, Mr. O. Alasaly, Ms. C. Bekkers, Dr. J. D. Berger, Dean J. Blom, Mr. P. T. Brady, Dean J. A. Cairns, Dr. D. W. Fielding, Dr. D. Fisher, Ms. M. Friesen, Dr. J. H. V. Gilbert, Dr. D. Granot, Mr. E. Greathed, Dr. S. W. Hamilton, Ms. M. Hassen, Dr. A. G. Hannam, Dr. P. E. Harding, Mr. R. R. Hira, AVP J. Hutton, Dean M. Isaacson, Dr. D. D. Kitts, Dr. S. B. Knight, Ms. J. Lau, Dr. V. LeMay, Ms. C. Lenis, Mr. G. Lloyd, Ms. Y. Lu, Dr. M. MacEntee, Dr. P. L. Marshall, Dean pro tem. A. Martin-Matthews, Dr. W. R. McMaster, Mr. W. B. McNulty, Dr. P. N. Nemetz, Dr. G. N. Patey, Dr. T. F. Pedersen, Mr. G. Podersky-Cannon, Dean M. Quayle, Ms. C. Quinlan, Dr. H. J. Rosengarten, Dean J. N. Saddler, Mr. A. F. Sheppard, Mr. B. Simpson, Dr. D. Sjerve, Dr. J. R. Thompson, Mr. D. Tompkins, Ms. G. Y. C. Tsai, Mr. D. R. Verma, Dr. D. Ll. Williams, Dr. R. A. Yaworsky, Ms. S. Yim, Mr. M. Yung, Mr. C. Zappavigna.

By Invitation: Dr. J. Bates (Medicine), Dr. P. Seixas (Education), Dr. J. Shapiro (Education).

Regrets: Dr. W. L. Sauder (Chancellor), Mr. R. Affleck, Dr. R. W. Blake, Mr. P. T. Burns, Dr. H. M. Burt, Mr. A. Campbell, Dean F. Granot, Rev. T. J. Hanrahan, Dr. J. Helliwell, Dr. R. Irwin, Dr. C. Jillings, Mr. I. Kathrada, Dean M. M. Klawe, Dr. B. S. Lalli, Mr. M. Litchfield, Mr. T. P. T. Lo, Mr. R. W. Lowe, Dr. K. MacQueen, Ms. V. G. Mirehouse, Dean D. Muzyka, Dr. F. P. D. Navin, Dr. J. Perry, Dr. V. Raoul, Ms. H. E. Roman, Dr. K. Schonert-Reichl, Mr. A. Schuster, Dr. C. Shields, Dr. C. E. Slonecker, Ms. L. M. Sparrow, Mr. C. Ste-Croix, Dr. B. Stelck, Dr. R. C. Tees, Dean R. Tierney, Dr. R. Wilson, Dean E. H. K. Yen.

Minutes of the Previous Meeting

CORRECTION TO FEBRUARY 27, 2002 MINUTES

The Secretary of Senate had accepted the following editorial correction to the Minutes as circulated:

- Append to last paragraph on p. 12868, "Dr. Lalli stated that the University had the moral obligation to honor the commitment made to the Federation of Sikh Societies of Canada."

Dr. Rosengarten
Dean Cairns
} *That the Minutes of the Meeting of February 27, 2002 be accepted as amended.*

Carried.

Remarks from the Chair and Related Questions

TUITION FEE INCREASES

The President reported that the Board of Governors had recently taken the decision to increase tuition fees. The increases had been controversial and had provoked a wide-ranging discussion across campus, and the President expressed the opinion that the end result was reasonable. The Board resolution placed UBC as one of only two universities in Canada with the policy that no qualified Canadian student should be denied admission for reasons of financial constraint. The President emphasized that it would be important for the University to honour this commitment and communicate it to prospective students so that qualified students were not deterred from applying.

The University administration planned to report back to the Board of Governors and the Senate Budget Committee with further details on allocation of the increased tuition revenue. The Board had requested that 20% be allocated to student financial assistance, and 40% to learning and student support enhancements. The Board of Governors was expected to approve a final budget for the 2002/2003 fiscal year at its May 2002 meeting.

HSBC BANK CANADA GIFT

The President was pleased to acknowledge a recent gift from HSBC Bank Canada, which had been matched by the University for a total of $2.8 million. This gift was the largest UBC had ever received from a bank, and the funds would be used as follows:

- $1 million to contribute to the physical structure of UBC at Robson Square
- $200,000 to assist the Learning Exchange to offer courses to Downtown Eastside residents
- $200,000 to the Liu Centre for the Study of Global Issues for an HSBC Visiting Lecturer series
- $700,000 to be endowed for HSBC scholarships and $700,000 to be endowed for HSBC bursaries for UBC undergraduate and graduate students.

LIFE SCIENCES CENTRE

The President reported that the provincial government had recently confirmed its commitment to fund the construction of a Life Sciences Centre at UBC. Vice President McBride and Dean Cairns would be working with government representatives to ensure the advancement of this project. The Life Sciences Centre would position UBC, in concert with the University of Victoria and the University of Northern British Columbia, as a leader in the life sciences, and would be the most significant Canadian building ever funded by provincial dollars. The President stated that the University would continue its efforts to ensure that the project was completed on time and within the established budget.

Presentation of Certificates

STUDENT REPRESENTATIVES TO SENATE

The President presented certificates of appreciation to the following student representatives to Senate, who had completed their elected terms on March 31, 2002.

- Timothy Chan
- Christopher Eaton
- Brian J. MacLean
- Ryan W. Morasiewicz
- Hannah Roman
- Diana C. Soochan

- Eric Storm
- Wesley Tong
- Wallace Yuen

ACTING REGISTRAR AND SECRETARY TO SENATE

President Piper presented a certificate of appreciation to Dr. David G. Holm, who was attending his last meeting of Senate as Acting Registrar and Secretary to Senate. Dr. Holm had served the University for more than 30 years as a faculty member and associate dean in the Faculty of Science, and had agreed to an additional appointment after his retirement to the position of Acting Registrar. Members of Senate acknowledged Dr. Holm's many contributions by way of a standing ovation.

Introduction of Student Senators

President Piper introduced the new and returning student representatives to Senate for the term from April 1, 2002 until March 31, 2003.

AGRICULTURAL SCIENCES

Ms. Christina Bekkers (continuing), Third Year Agricultural Sciences

APPLIED SCIENCE

Mr. Mike Yung (new), First Year Engineering

ARTS

Ms. Michelle Hassen (continuing), Third Year Arts (International Relations)

COMMERCE AND BUSINESS ADMINISTRATION

Mr. Andrew Schuster (new), Master of Business Administration

DENTISTRY

Mr. Iqbal Kathrada (continuing), Second Year Dentistry

EDUCATION

Mr. Chris Ste-Croix (continuing), Bachelor of Education - Secondary Option

FORESTRY

Mr. Adam Campbell (continuing), Fourth Year Forest Resources Management

GRADUATE STUDIES

Mr. David Tompkins (continuing), Ph.D., Electrical & Computer Engineering

LAW

Mr. Michael Litchfield (new), First Year Law

MEDICINE

Mr. Grayson Lloyd (continuing), Second Year MD

PHARMACEUTICAL SCIENCES

Mr. Omar Alasaly (new), Third Year Pharmaceutical Sciences

SCIENCE

Mr. Christopher John Zappavigna (new), Fourth Year Science (Chemistry)

MEMBERS AT-LARGE

Ms. Jennifer Lau (new), Third Year Arts

Ms. Christine Lenis (new), Third Year Arts (International Relations)

Ms. Yvette Lu (returning), First Year MD

Ms Gina Tsai (continuing), Second Year Pharmaceutical Sciences

Ms. Scarlett Yim (new), Second Year Science (Biology)

President Piper thanked the students for their contributions to university governance through service on Senate.

Senate Nominating Committee Membership

The Secretary to Senate issued a call for nominations for two elected student representatives to serve on the Nominating Committee for the term from May 15, 2002 until the May 2003 meeting of the Senate.

Admissions Committee

Dr. Rosengarten presented the reports as Chair of the Committee.

COMMERCE AND BUSINESS ADMINISTRATION: SUPPLEMENTARY APPLICATION FOR ADMISSION TO THE BACHELOR OF COMMERCE DIRECTLY FROM SECONDARY SCHOOL

The following proposal is for implementation for the 2003 Winter Session.

1. Supplementary Application for Admission to the Bachelor of Commerce (BCom) directly from Secondary School.

Present Calendar entry: UBC Calendar Year 2001-02 page 162 column 1

Admission from Grade 12 or Equivalent

The Faculty of Commerce & Business Administration will admit into Year 1 of the BCom program, a limited number of first year students on the basis of a Grade 12 average calculated on English 12, Principles of Mathematics 12 and two other approved examinable Grade 12 courses.

New Calendar Entry Proposal: Changes in Bold

Admission from Grade 12 or Equivalent

Admission of secondary school students into Year 1 of the BCom program will be based upon academic performance and overall records of leadership and accomplishment. Among the factors considered in the application review are grade 12 (or equivalent) courses required for admission, evidence of additional academic criteria including achievement in standardized tests and results from national or international competitions, short personal statements, letters of reference, demonstrated leadership skills, and active participation in extra-curricular activities.

Rationale:

Reviewing BCom applicants from secondary school based on both academic performance and overall records of leadership and accomplishment is aimed at admitting the highest quality students to UBC and to Commerce. The Faculty of Commerce seeks candidates who are well prepared academically and have additional experiences and leadership skills that will assist them to succeed in business organizations after graduation. At present Commerce is admitting students directly from secondary school with a minimum 88% average.

Our intention is to implement this procedure for the 2003 Winter Session. Implementation is contingent on a supplementary application fee approval by the Board of Governors. Details of the supplementary application will be worked out in consultation with other faculties, universities and secondary schools. It is our intention to keep the requirements of the application similar to the procedures for Broader-based Admission

for applicants outside of Canada approved by Senate. Further information will be provided to applicants via the UBC Viewbook and Commerce website.

Dr. Rosengarten
Mr. McNulty
} *That Senate approve the proposal for a supplementary application for admission to the Bachelor of Commerce directly from secondary school.*

Mr. Hira asked why the Faculty wished to consider more subjective criteria rather than restricting its consideration to objective grades, adding that he was in favor of objective criteria. Dr. Rosengarten stated that the Faculty was hoping to broaden its admission standard to include students with qualities that would stand them in good stead both in the program and after graduation. Dr. Hamilton stated that a very large cohort of direct entry applicants lie within one or two points of one another with regard to their grade point averages. Within such thin margins, the Faculty desired the capacity to examine other predictors of success. Broader based criteria was meant to cover slim gaps between applicants, and would not be used to admit students with unsuitably low grade point averages. Mr. Brady spoke in favour of the proposal, describing it as in keeping with previous Senate rulings on broader based admission. Ms. Lau was also in favour, stating that the learning environment was enriched by students with a wide variety of experience outside the classroom.

The motion was put and carried.

EDUCATION: DELETION OF ADMISSION REQUIREMENTS FOR THE BACHELOR OF EDUCATION, SECONDARY OPTION WITH AGRICULTURAL SCIENCES

Faculty of Education, Department of Curriculum Studies

A Proposal to delete admission requirements for the Bachelor of Education degree - Secondary Option with Agricultural Science

Present Calendar Entry (page 181, column 2 of the 2001-2002 Calendar)

Web Site: www.educ.ubc.ca/teacher_ed

Areas include agricultural science, biological sciences, chemistry, earth science, and physics.

Agricultural Science: Courses in the areas of introductory agricultural science, animal production and animal physiology and/or plant production and plant physiology are required. Preference will be given to applicants with experience in both animal and plant sciences. A course in the area of soil science and a course in the area of agricultural economics are also recommended. (Applicants must also satisfy the requirements for a concentration in another science subject.)

Proposed Calendar Entry: Delete areas marked in bold.

Areas include agricultural science, biological sciences, chemistry, earth science, and physics.

Agricultural Science: Courses in the areas of introductory agricultural science, animal production and animal physiology and/or plant production and plant physiology are required. Preference will be given to applicants with experience in both animal and plant sciences. A course in the area of soil science and a course in the area of agricultural economics are also recommended. (Applicants must also satisfy the requirements for a concentration in another science subject.)

Rationale:

Each year we receive 0 - 2 or 3 applications to the secondary program option in Agricultural Science. In the light of budgetary considerations in offering a course in curriculum instruction in this area for a very small number of students, it has become necessary that the Faculty of Education eliminate this subject area.

The current regulation requires that applicants presenting a concentration in agricultural science must have prepared another science subject area, which usually is biological sciences. Therefore, the implementation of this proposal will not significantly affect agricultural sciences students who will very likely need to complete additional courses in biological sciences to qualify for admission under the current regulation. We encourage students who are enrolled in the Bachelor of Science in Agroecology at the Faculty of Agricultural Sciences to prepare a major in biological sciences. The students need to complete 12 - 15 credits of senior level courses in the areas that are specified in our admission requirements for the secondary biological sciences, and in addition they must complete 3 credits of English literature and 3 additional credits of first year physics. They may be able to complete the above courses for their electives within their BSc requirements.

Effective Date: as soon as approved

Dr. Rosengarten
Mr. McNulty

That the recommendations of the Admissions Committee with respect to the Bachelor of Education, Secondary Option with Agricultural Science be approved.

Carried.

EDUCATION: BACHELOR OF EDUCATION, SECONDARY OPTION WITH COMPUTER SCIENCE

Faculty of Education, Department of Curriculum Studies

Admission Requirement Changes for the B.Ed - Secondary Option with Computer Science

Present Calendar Entry (page 180, column 3, 2001/02 Calendar: http://students.ubc.ca/publications/calendar/index.cfm?part=12&content=202&sub=320&topic=157)

Computer Science Concentration and Major

For the computer science concentration, students must take first and second year courses in computer programming, computer structures, and mathematics; 18 credits of senior computing courses covering advanced programming, systems design, programming languages, and the impact of computers on society.

For the Computer Science Major, students must take an additional 12 credits of elective courses in computer science. Applicants with a major in computer science must also prepare in a second teaching subject.

Proposed Calendar Entry:

Clearly indicate in bold any deletion, insertion, or change.

Computer Science Concentration and Major

For a computer science concentration, students must **have completed** first and second year courses in **computing** and mathematics; 18 credits of **third and/or fourth year level** courses in **computer science and/or computing or computer-related topics such as programming, computer applications, computer information systems/technology and/or the impact of technology on society.**

For a **major in computer science,** students must **have completed the concentration requirements and an additional 12 credits of third and/or fourth year level courses in computer science and/or computing or computer related courses.** Applicants with a major in computer science must also prepare in a second teaching subject.

For further information please refer to the website: www.educ.ubc.ca/teacher_ed.

Rationale:

The current program does not attract a sufficient number of students. The background needed for public school teachers of computer science has broadened considerably to include topics such as programming, computer applications, and/or knowledge concerning the social impact of technology. UBC computer science students will qualify for a concentration on completion of 18 credits of any CPSC courses at third/fourth year level and for a major on completion of 30 credits of any CPSC courses at third/fourth year level. The proposed changes are intended to be inclusive in that not only students with a degree in computer science but also students with courses in various computer applications can qualify for admission to our program.

Effective Date: as soon as approved.

Dr. Rosengarten
Dr. Fisher

That the recommendations of the Admissions Committee with respect to the Bachelor of Education, Secondary Option with Computer Science be approved.

Carried.

MEDICINE: APPLICANTS WITH DISABILITIES - MD UNDERGRADUATE PROGRAM

Present Calendar Entry (page 274 column 2):

Applicants with disabilities will be assessed on their ability to perform the tasks of a medical student and should submit a letter from a physician which describes the extent of the disability and its anticipated effect on the applicant's ability to perform the tasks required. For information, please contact the Faculty of Medicine Admissions Office. (TO BE DELETED)

Proposed Calendar Entry:

Applicants with disabilities will be accommodated in accordance with the University's policy on Academic Accommodation for Students with Disabilities. Applicants seeking academic accommodation due to disability have the responsibility to:

a. **provide the necessary documentation to the Disability Resource Centre. The University does not provide or assume the cost of diagnostic services.**

b. **bring the request for accommodations or for changes in the accommodation needs to the attention of the appropriate personnel in a timely manner in order to allow for arrangement of accommodations.**

All applicants to the Faculty of Medicine are required to meet certain technical standards. Applicants who are unsure of whether they are able to meet these standards are encouraged to contact the Faculty to arrange for an evaluation. If the Faculty has a concern about the ability of a particular applicant to meet these standards, the Faculty may require an evaluation. The Faculty reserves the right to deny an applicant admission if the student is unable to meet these standards. For further information, contact the Disability Resource Centre or the Faculty of Medicine Admissions Office.

Rationale:

UBC Faculty of Medicine is receiving an increasing number of applications and expressions of interest from students with disabilities. We have worked with the UBC Disability Resource Centre and the Associate Dean of Equity in the Faculty of Medicine to develop an appropriate process for the accommodation of students with disabilities. We request changes to the Calendar to communicate the new process to potential applicants.

Effective Date: May 1, 2002

Dr. Rosengarten
Dean Cairns
} *That Senate accept the recommendations of the Admissions Committee with respect to Applicants with Disabilities - MD Undergraduate Program.*

Carried.

MEDICINE: BLOOD BORNE VIRUS POLICY (HEPATITIS B)

Present Calendar Entry (page 274 column 2):

Applicants should be aware of a requirement for Hepatitis B testing and vaccination. (TO BE DELETED)

Proposed Calendar Entry:

Blood Borne Virus Policy (Hepatitis B)

Undergraduate medical students without immunity to Hepatitis B are at risk for infection. Students who are Hepatitis B antigen positive may pose a risk of passing infection to others. All students are strongly encouraged to know their serological status for Hepatitis B prior to applying to the undergraduate program of the Faculty of Medicine. Students are advised that undergraduate medical students who test positive for Hepatitis B antigen may face certain restrictions in the course of their medical training and may be constrained in their ability to practice.

All undergraduate medical students admitted to the Faculty of Medicine at UBC will have their vaccination records reviewed to determine their risk for communicable diseases. Undergraduate medical students who have not been vaccinated against Hepatitis B will be required to complete a vaccination series, unless they demonstrate they are Hepatitis B surface antigen positive. Sero-conversion will be tested in all medical students either upon entry if they have received prior vaccination, or upon completion of a vaccination series.

Undergraduate medical students who continue to fail to sero-convert will be tested for the presence of Hepatitis B antigen by Student Health. Students who demonstrate Hepatitis B infectivity may be required to complete a modified course of training and may pursue their studies only as long as their continued involvement does not pose a health or safety hazard to themselves or others and as long as they are able to meet the core requirements for a medical degree at UBC.

The Faculty of Medicine will make every reasonable effort to ensure that a modified course of training will meet professional licensing requirements. Licensing requirements and decisions are within the sole jurisdiction of the Colleges of Physicians and Surgeons. The Faculty of Medicine cannot guarantee that a modified course of training which will lead to the granting of an MD degree will be accepted or recognized by this or any other licensing body.

Counseling resources are available to any undergraduate medical student identified as Hepatitis B positive.

Rationale:

Given an approved policy, students require more detailed information about the potential impact of Hepatitis B infectivity on their education and future plans.

Effective Date: August 1, 2002

Dr. Rosengarten reported that the proposed Calendar statement would reflect a policy that had already been approved and implemented by the Faculty of Medicine. Because Hepatitis B infection was understood to be a disability, the University had the duty to accommodate infected students. Applicants would not be required to disclose their serological status prior to admission, but would be tested once admitted. Students found to be infected would be accommodated with a modified program of study.

Dr. Rosengarten
Dean Cairns
} *That the Calendar statement on Blood Borne Virus be approved by Senate.*

Dean Cairns stated that other institutions were also struggling with this issue, and that he believed that the Faculty had approved a forward-looking and reasonable policy. He invited Dr. Joanna Bates, Associate Dean, Admissions from the Faculty of Medicine, to join the discussion.

There was discussion about the role of the College of Physicians and Surgeons of British Columbia in granting licensure for practice. Some members of Senate were concerned that the College was not willing to state whether it would accept a modified program of study as suitable for licensure. Several members of senate expressed the opinion that the College should have been willing to issue a tentative statement of approval of a sample program modified as proposed by the Blood Borne Virus Policy. Mr. Brady cited the example of the Bachelor of Education, where graduates are eligible for licensure by the College of Teachers of British Columbia. He indicated that the University understood the necessary program elements in order to ensure its acceptability by the College of Teachers. He asked why a similar arrangement was not possible for the MD

program. There was concern that Hepatitis B-positive students would complete the modified MD program, only to find themselves unable to practice medicine.

Dr. Bates stated that the College of Physicians and Surgeons had been extensively involved in the development of the policy, which aimed to balance public protection with the accommodation and protection of students. The University had no jurisdiction over the activities of the College, including its willingness to accept any course of undergraduate studies from any institution. The MD degree was only one part of the licensing requirements: graduates were also required to pursue appropriate training and pass two sets of licensing examinations. In response to queries from Mr. Podersky-Cannon, Dr. Bates informed Senate that the University was not able to make a public statement about its graduates' eligibility for licensure by the College.

Dr. Cairns added that the licensing process was quite subjective and variable, and took into account the individual student's education, training, and experience. The College believed it to be in the best interests of the student that this judgement be made at the end of the process, rather than at the beginning. Dean Cairns was hopeful that the College would be quite permissive in accepting modified MD programs as outlined in the policy. As the student representative of the Faculty of Medicine, Mr. Lloyd stated that the modified program had the support of the students in the MD program.

The motion was put and carried.

MEDICINE: ABORIGINAL APPLICANTS TO THE MD UNDERGRADUATE PROGRAM

Present Calendar Entry - No previous entry

Proposed Calendar Entry:

The UBC Faculty of Medicine welcomes applications from qualified Aboriginal* applicants. The Aboriginal admission process of the Faculty of Medicine has a target of 5% of the annual complement of funded seats in the first-year MD Undergraduate Program. Aboriginal applicants can apply both to the regular stream of

admission or to the Aboriginal admission process. Applicants who self-identify as Aboriginal will be considered under the Aboriginal admission process as well as under the regular admission process. The Aboriginal admission process may require further information and an interview by members of the Aboriginal Admissions Selection Committee. Please contact the Aboriginal Programs Coordinator in the Faculty of Medicine at 604-822-5677 for further information.

*** See page xx of the Calendar or url on Web Calendar.**

Rationale:

Given an approved Aboriginal admissions process, the opportunity needs to be communicated to potential applicants.

Effective Date: August 1, 2002

Dr. Rosengarten
Dean Cairns
} *That Senate approve the Calendar statement on Aboriginal Applicants to the MD Undergraduate Program.*

Dean Cairns noted that the 5% was intended as a target rather than a quota. In some years the Faculty would likely reach the target, while in others it might exceed or fall short of the 5% target. Mr. Lloyd stated that the Medicine Undergraduate Society had passed a resolution in support of this proposed policy.

The motion was put and carried.

PHARMACEUTICAL SCIENCES: UNDERGRADUATE ADMISSION PREREQUISITES

Present Calendar Entry (page 311, column 2):

Biology
for UBC students: Biology 12 plus BIOL 121 (3) and BIOL 140 (1); for non-UBC students: two terms (full year) of 1st year Biology with a lab

Chemistry
CHEM 111 (3) & 112 (3) or CHEM 121 (3) & 122 (3)

English
1st year (6 credits)

Mathematics
MATH 102 & 103 (recommended) or MATH 100 & 101 or MATH 104 & 105

Physics
1st year University Physics with a lab (6 credits)
Also acceptable is the UBC Science One Program and 6 credits of first year English.

Proposed Calendar Entry: Changes indicated in bold

Students must have completed a minimum of 30 credits of the following UBC prerequisite courses or their equivalent:

BIOL 112, BIOL 121 & 140

CHEM 111 & **113** or CHEM 121 & **123**

1st year English (6 credits), **ENGL 112 is recommended**

MATH 102 (recommended) **or MATH** 100, 104, **120, 180 or 184**
MATH 103 (recommended) or **MATH** 101, 105 **or 121**

PHYS 101

Electives as required to fulfill 30 credit minimum or equivalent

Also acceptable is the UBC Science One Program **or the Coordinated Science Program (General Science Option) and BIOL 112 and** 6 credits of first year English.

Applicants without these specific UBC courses need to present a full year each (i.e. 2 semesters) of:

- **first-year university Biology with a lab**
- **first-year university Chemistry with a lab**
- **first-year university English (for which UBC gives transfer credit)**
- **first-year university Calculus, and**
- **one semester of 1st year university Physics equivalent to UBC Physics 101, with a lab,**
- **plus electives as required to fulfill 30 credit minimum.**

If admitted, these applicants may need to register in BIOL 112 and CHEM 113 or 123 if they have insufficient background for second year Microbiology and Organic Chemistry. Students who have any doubts about their preparedness for the first-year Pharmacy program should contact an advisor at pharask@interchange.ubc.ca, or telephone (604) 822-2390.

Rationale:

BIOL 112 is a new 1st year Science course, effective Sept 2001. It replaces MICB 201, offered for the last time in 2001, and is prerequisite to MICB 202, a required course in 1st year Pharmacy.

CHEM 113 is a new 1st year Science course partially replacing CHEM 112. It also partially replaces CHEM 231, offered for the last time in 2001. CHEM 113 is prerequisite to CHEM 233, a required course in 1st year Pharmacy.

CHEM 123 is a new 1st year Science course replacing CHEM 122. It also replaces CHEM 231, offered for the last time in 2001. CHEM 123 is prerequisite to CHEM 223, a required course in 1st year Pharmacy.

ENGL 112 is recommended, as effective written communication is an expected outcome for Pharmacy students.

MATH 120 is an honours math course, equivalent to the current MATH 102 requirement.

MATH 180 & 184 are new 1st year Science courses, equivalent to the current MATH 102 requirement.

MATH 121 is an honours math course, equivalent to MATH 101, 103 and 105.

PHYS 101 will provide sufficient physics background for Pharmacy students.

The Coordinated Science Program (General Science Option) reflects our admissions requirements provided BIOL 112 and 6 credits of English are taken as electives.

Students attending institutions other than UBC for their pre-Pharmacy courses may not have access to courses equivalent to BIOL 112 and CHEM 113 or 123 during the Winter Session.

Effective Date: September 2003

Dr. Rosengarten
Dean Abbott

That Senate accept the recommendations of the Admissions Committee with respect to the Faculty of Pharmaceutical Sciences Undergraduate Admission Prerequisites.

Carried.

Curriculum Committee

Please see 'Appendix A: Curriculum Summary.'

Dr. Berger presented the reports, as Chair of the Committee.

FACULTY OF SCIENCE

Dr. Berger
Mr. Greathed

That the curriculum proposals from the Faculty of Science be approved.

Carried.

FACULTY OF APPLIED SCIENCE

Dr. Berger
Dean Isaacson

That the curriculum proposals from the Faculty of Applied Science be approved.

Carried.

FACULTY OF ARTS

Dr. Berger
Dr. Harding
} *That the curriculum proposals from the Faculty of Arts be approved.*

Carried.

FACULTIES OF AGRICULTURAL SCIENCES AND APPLIED SCIENCE

Dr. Berger
Dean Quayle
} *That the course proposals for the Bachelor of Environmental Design from the Faculties of Agricultural Sciences and Applied Science be approved.*

Dr. Berger noted that these courses were part of a program that was to come forward for approval at the May 2002 meeting of Senate.

The motion was put and carried.

Dr. Berger
Dean Quayle
} *That the curriculum proposals from the Faculty of Agricultural Sciences be approved.*

Carried.

FACULTY OF GRADUATE STUDIES

Dr. Berger
Dr. Nemetz
} *That the curriculum proposals from the Faculty of Graduate Studies be approved.*

In response to a query from Mr. Brady, Dean Quayle described the study of `food democracy' as the examination of global access to food in various circumstances, including military conflict or crop failure.

The motion was put and carried.

Student Awards Committee

Dr. Thompson presented the following award for approval, on behalf of the Committee.

CORDULA AND GÜNTER PAETZOLD FELLOWSHIP

Fellowships of $18,000 each have been endowed by Cordula Paetzold and by the University of British Columbia for full-time masters or doctoral students, with preference given to graduate students with disabilities, First Nations graduate students, and women students pursuing graduate study in medicine, neuroscience, genetics, health care and epidemiology, pharmaceutical sciences, music, theatre and film, forestry and architecture. If, in any given year, there are not sufficient eligible candidates among the preferred groups, awards may be granted to outstanding graduate students in any field. The fellowships may be renewed for a second year, subject to satisfactory academic standing, attendance and progress. The awards are made on the recommendation of the Faculty of Graduate Studies.

Dr. Thompson stated that this award, which represented approximately 8% of the University's funding for University Graduate Fellowships, had been made possible thanks to the efforts of Dean Granot. The University had matched a generous donation in the amount of $3 million. The President remarked on the extraordinary nature of this gift.

Dr. Thompson
Dr. Kitts
} *That the award listed be accepted, that it be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Carried.

Reports from the Vice President, Academic and Provost

UNDERGRADUATE ENROLMENT TARGETS 2002/2003

Note: The full text of this report is not included in the Minutes of Senate. Print copies are available from the Manager, Senate & Curriculum Services.

Vice President McBride presented the proposed enrolment targets for the 2002/2003 academic year. He reminded members of Senate that controlling enrolment numbers was an inexact science because of the UBC policy of setting a minimum acceptable grade point average (GPA) and offering admission to every applicant above that minimum. Factors affecting enrolment were

complex, and included the state of the economy, the student return rate, and a general trend for students to register for fewer courses on average. The University attempts to guess the number of applications that will arrive, and how many students offered admission will accept those offers.

The University had admitted 1560 students in excess of the approved targets for the 2001/2002 academic year, mainly into the Faculties of Arts and Science. To compensate for this bulge moving through the undergraduate system, the number of college transfers into second year for the 2002/2003 year had been reduced. Vice President McBride remarked that it be unwise to drastically reduce first year enrolment, because that would result in an unrealistically high entrance GPA and an even more unequal distribution across the four years of the undergraduate program.

Vice President McBride
Dean Abbott
} *That Senate approve the 2002/2003 Academic Year Enrolment Targets.*

Mr. Brady asked how the University had made space for students for whom the University did not receive funding. Vice President McBride acknowledged that the over-enrolment had been a mistake, and that the University had relied on only the tuition fees paid by the extra students to fund the costs of their programs. Faculties had been forced to employ more sessional instructors, and classes had been larger than usual.

In response to a further query from Mr. Brady, Vice President McBride acknowledged that the number of college transfer students had been seriously reduced. He added that, although these cuts were unfortunate, there were 12 other degree granting institutions in the province and more to be established, pending new legislation.

In response to a question from Mr. Tompkins, Vice President McBride stated that the provincial government funding per student varied by program. The amount for Arts and Science students was $7200.

Ms. Lau made reference to students who find themselves unable to meet the competitive averages in Arts and Science who then enrol in Faculties with lower minimum GPA's, such as Forestry, only to transfer to their intended Faculty in second or third year. Vice President McBride stated that the Enrolment Management Committee was aware of this practice and was watching it carefully.

Dr. Isaacson indicated that some of the numbers being circulated had not in fact been seen and agreed to by all Deans, and suggested that the motion be modified to append '... subject to further concurrence of the relevant deans.' Vice President McBride agreed to the amendment.

In response to a question from Mr. Podersky-Cannon, Vice President McBride stated that joint programs between UBC and other institutions would be treated as obligations and would not be subject to enrolment cuts.

The motion was put and carried, as amended.

CENTRE FOR THE STUDY OF HISTORICAL CONSCIOUSNESS

Please see 'Appendix B: Proposal for a Centre for the Study of Historical Consciousness.'

Vice President McBride
Dean pro tem. Martin-Matthews

That the Senate approve the establishment of the Centre for the Study of Historical Consciousness.

Carried.

Adjournment

There being no further business, the meeting was adjourned. The next regular meeting of Senate will be held on May 15, 2002 at 7:00 p.m.

Appendix A: Curriculum Summary

FACULTY OF AGRICULTURAL SCIENCES

Food and Nutritional Sciences Double Major

Courses	AGRO 244, 340, 341, 440, 442 FNH 255 GRS 290, 390, 490

FACULTIES OF AGRICULTURAL SCIENCES AND APPLIED SCIENCE

Courses	ENDS 211, 301, 302, 320, 401, 402, 403, 410, 420, 440.

FACULTY OF APPLIED SCIENCE

Course	MECH 435

FACULTY OF ARTS

Classical, Near Eastern and Religious Studies

Major, Minor, and Honours in Near Eastern Studies
Theatre, Film & Creative Writing
Bachelor of Arts in Film Studies and Bachelor of Arts in Film Production to replace Bachelor of Arts in Film

Courses	FILM 334, 336, 338, 436, 438

Art History, Visual Art & Theory

BFA Honours Program
Minor in Studio Arts

Courses	FINA 387, 487

School of Music

Minor in Commerce

Women's Studies

Courses WMST 302, 303, 401, 403

FACULTY OF GRADUATE STUDIES

M. Mus (Harpsichord)

Courses
AGSC 501
ANSC 551
CHEM 517, 527
CIVL 521
CNRS 579
ECON 573
EECE 530, 546, 552, 569
EOSC 512
FRST 551
JRNL 523
MECH 526, 535, 543
MMAT 595
MMPE 557, 579, 583
RHSC 501, 503, 505, 507
SOCI 509

FACULTY OF SCIENCE

Upper-level Requirement

Course changes
BIOL 155, 457
CHEM 413, 427
CPSC 424
PSYC 263

Appendix B: Proposal for a Centre for the Study of Historical Consciousness

DESCRIPTION

The Centre for the Study of Historical Consciousness is a part of the Faculty of Education's successful proposal for a Canada Research Chair. The vision includes a Centre located jointly in the Faculties of Education and Arts. It will sponsor research in the field of historical consciousness, attract Canadian and international scholars as research collaborators and visiting lecturers, draw highly promising graduate students to UBC, and establish links with schools, museums, and the broader community for discussion and dissemination of research projects.

RATIONALE

History, heritage and myth are memory practices that help in different ways to make sense of the past, in order to provide a temporal and moral orientation towards the present. In the early 21st century, with different cultures butting up against one another-temporally, geographically and electronically-conflicting accounts of the past compete for our attention and our belief, with enormous consequences for national and group identities, public policies, and individual experience. In Canada, and elsewhere in the world, the idea of one unifying national history remains the political agenda of a relatively small contingent of vocal activists. Underneath their calls for unity, a plethora of competing narratives assert other claims to nationhood, or put regional, ethnic, religious, gender, class or other identity groupings at the center of the story. We confront this multiplicity of pasts variously, as enriching, enabling and fragmenting. How we reconcile these accounts will frame the way we conceive of our collectivities, resolve competing claims for current resources, and project our futures. And how we convey to the next generation both a sense of the past, and ways to deal with conflicting pasts will thus determine in large measure the quality of Canadian and global citizenship.

The term "historical consciousness" is relatively unfamiliar in North America, though the field is well established in Europe. That the study of historical consciousness is distinct from historical research can be put in this way: When we study history (e.g., researching and writing about John A. Macdonald), we are looking at the past. In contrast, when we study historical consciousness, we are studying how people look at the past: researching and writing about how various Canadians view John A. Macdonald today, for example, what he does, or does not, mean to them as a "founding father" from their standpoints in a multicultural, regionalized, gender-conscious 21st century. The study of historical consciousness thus includes historiography, which has traditionally focused on how historians examine at the past, but extends to the study of how others do so as well. Historical consciousness can thus be defined as individual and collective understandings of the past, the cognitive and cultural factors which shape those understandings, as well as the relations of historical understandings to those of the present and the future.[1]

[1] See Sharon Macdonald, ed. Approaches to European Historical Consciousness: Reflections and Provocations (Hamburg: Koerber-Stiftung, 2000).

The study of historical consciousness encompasses two fields which have been regrettably out of touch with each other during recent periods of vibrant growth in both.

The first of these are studies in collective memory, undertaken by scholars both in history and across the humanities and social sciences. They comprise, among other things, a growing international scholarship on collective memory, trauma studies, museum studies and public history.[2] These studies emphasize the cultural and historical specificity of forms and institutions of collective memory, often positioning academic history as modernity's memory. That work has only a submerged, if any, educational dimension: issues of policy that speak to the needs of a group of students in particular, or a citizenry in general, are of minor interest. In contrast, these policy concerns have been a central focus of a second academic growth phenomenon in the last decade. Developing largely within the disciplinary contexts of education and psychology, history educators have raised important questions about the ends and means of teaching and learning history, stimulating a substantial and vibrant field of study, concentrated in the United States, the UK, and Europe.[3]

The term "historical consciousness" takes something from each of these bodies of work. Like the memory studies, it sets up our own constructions of the past for comparison with those of other historical eras and other cultures. But, drawing from more policy-oriented educational research, the study of historical consciousness also potentially opens the question of what kinds of histories, and therefore what kinds of history education, are needed by and suited for, the cultural conditions of postmodernity. It opens the possibility, within the comparative context of memory studies, for discussion of policy trajectories for history education not only in schools, but also in the other cultural institutions that help to shape historical consciousness.

In Canada, federal and provincial governments, the CBC, the CRB Foundation, the Dominion Institute and the recently formed Histori.ca have recently channeled substantial public and private money into projects related to heightening historical consciousness, both within and beyond Canadian schools. But these initiatives have been designed largely without reference to the advances in the international research on collective memory and history education. Indeed, it would be unfair to expect otherwise, without a substantial existing bodyof Canadian-based research, informed by the international work. Until now, the goals for these projects have been articulated without full consideration of the range of possible ends for historical consciousness; projects are often planned on an ad hoc basis, without being informed by knowledge of successes and failures in past efforts here and elsewhere; and commonsense notions of young peo-

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[2] Michael Kammen, "Review of Iwona Irwin-Zarecka, Frames of Remembrance: The Dynamics of Collective Memory," History and Theory 34, no. 3 (1995): 245-261; Kerwin Lee Klein, "On the emergence of memory in historical discourse," representations, no. 69 (2000): 127-150.

[3] Peter Stearns, Peter Seixas, and Sam Wineburg, eds., Knowing, Teaching and Learning History: National and International Perspectives (New York: New York University Press, 2000).

ple's historical understanding are invoked, without the benefits of the research on progression in historical understanding.

Despite the pressing nature of the problems of historical consciousness, there does not currently exist anywhere in the world a research centre explicitly devoted to their study. In the UK, the locus of much of the pre-1990 history education research, political changes have reduced support for such work. In the US, there are several major curriculum projects, as well as a $50 million special allocation from Congress to improve US history teaching, but no centre for research. In Canada, in the wake of the McGill Institute for the Study of Canada's highly successful conference, "The Future of the Past," a national Institute for the Teaching of Canadian History has been developed, but its focus is exclusively Canada, and it has no research component.

U.B.C. offers a highly attractive location for such a centre. It has a critical mass of scholars doing research in the area, including the Faculties Arts, and Education, the Centre for Research in Women's Studies and Gender Relations, the Institute for European Studies, and the Museum of Anthropology, in addition to the Department of History itself. Its new program in Critical Curatorial Studies will complement a Centre for the Study of Historical Consciousness. The Peter Wall Institute has funded several related interdisciplinary projects, including ones on theoretical approaches to historical consciousness (associated with this Centre proposal), on reparations for historical injustices, and on narratives of trauma. Finally, the establishment of a Centre will augment the increased commitment to international outreach in the Faculties of Arts and Education and in the University as a whole, as expressed in the Academic Plan.

To summarize the rationale for a Centre:

1. In this era of globalization, intermingled collectivities, and contested identities, claims on the past and revisions of traditional histories have reached new levels of intensity, with significant impact on areas of public policy.
2. These developments have been reflected in the academic growth of two heretofore largely unconnected areas: studies in collective memory and history education. The time is ripe for major interdisciplinary thrust, which brings together scholars in the humanities with those interested in more policy-oriented research in education, broadly conceived.
3. UBC is uniquely poised, intellectually, to play a central role in research related to these developments.

GOALS:

1. To establish UBC as an internationally recognized scholarly centre for the study of history education, collective memory, and historical consciousness, by convening scholars

and developing networks from across campus, from across the country, and beyond, with an interest in these issues.
2. To help to move the field of history education research, largely curriculum and psychological studies, into a broader international scholarly domain of studies of historical consciousness.
3. To help scholars involved in the fields of collective memory understand the potential of schools, museums, the media and other public sites, as arenas for advancing historical consciousness.
4. To attract and train excellent graduate students, and to design models of practice in the training of teachers, museum educators, media workers and other practitioners engaged with issues of commemoration, historical consciousness, and history education.

ACTIVITIES

1. To assemble a critical mass of scholars at UBC in the fields of history, history education, historiography, collective memory, and historical consciousness from the Faculties of Arts and Education.
2. To provide an institutional platform for collaborative research, and concomitant training and support for graduate students and one or more postdoctoral fellows, in Canadian as well as international studies of historical consciousness.
3. To foster jointly sponsored courses across the Faculties of Arts and Education, in the fields encompassed by historical consciousness.
4. To sponsor visiting lectureships, including internationally recognized scholars invited to UBC for public lectures, seminars and meetings with graduate students.
5. To convene research symposia including leading international scholars of historiography, collective memory, history education, and/or public history.
6. To provide community outreach through conferences for teachers of humanities, social studies and history, museum educators, and other practitioners of public history.
7. To fund a teacher/public historian in residence, to co-direct teacher and curriculum development projects, Louise with schools, and participate in conference planning.
8. To develop research networks and dissemination of research findings through

print and web-based publications. Preliminary discussions have been held with the editors of the International Review of History Education, with view to a formal affiliation with the Centre.

FUNDING AND SPACE IMPLICATIONS AND PROGRESS TO DATE (FEB. 14, 2002)

The Centre will be funded through the Canada Research Chair (CRC) in Education, as well as other external grants. There are no new budget implications for either of the two Faculties. The CRC provides, in addition to the Chair's salary, $13,750 of research support annually. The Faculty of Education has committed approximately $50,000 annually in support of the Chair's programs. This research support would fund Centre activities. External grant proposals are at various stages of development. The Peter Wall Institute for Advanced Studies has funded ($20,000) an Exploratory Workshop in August, 2001, entitled "Canadian Historical Consciousness in International Context: Theoretical Frameworks". A database-driven website (see www.cshc.ubc.ca) has been developed through the U.B.C. Public Knowledge Project. With approximately 20 new papers posted on it, it already serves as a prototype for exchange on research and works-in-progress. A Letter of Intent for a Major Collaborative Research Initiative has been submitted to SSHRC (approximately $2 million over five years). The Canada Foundation for Innovation has approved an infrastructure grant of $68,416, which has been matched by the BC Knowledge Development Fund. The Faculty of Education has committed up to $34,208 to assure these grants. These will provide computer hardware, digital recording and editing equipment, as well as laboratory construction. Plans are for the Centre to be housed in the Scarfe Building of the Faculty of Education, with funds from the CFI and BCKDF used for internal renovations.

GOVERNANCE STRUCTURE AND TIMELINE FOR REVIEW

A Steering Committee, appointed by the Deans, will consist of a minimum of six and a maximum of twelve scholars in related fields, with a minimum of three in each of the two participating Faculties, designated by the respective deans. The Steering Committee will recommend to the Deans, the appointment of a Director and an Associate Director. In order to facilitate coordination, the Associate Director will normally be a member of the Faculty other than that of the Director.

The Steering Committee will advise the Director on the strategic direction of the Centre, including annual reports. It will also approve the budget for the Centre. The Director will report to the Dean of the Faculty of Education. The current secretary to the Canada Research Chair will serve as the secretary for the Centre, pending its approval. Other research assistants, associates, and postdoctoral fellows will become part of the Centre as funding grants permit. External reviews will take place on a schedule determined by the Dean of the Faculty of Education, in consultation with the Dean of the Faculty of Arts.

Beyond the Steering Committee, other U.B.C. Faculty members with related interests can become UBC associates of the Centre, receiving notices of events, participating in research projects, symposia, and conferences. An Advisory Council will consist of representatives of non-academic organizations with interests in the field of historical consciousness, as well as prominent individuals known for contributions in the area. Organizations involved as non-academic partners in the Major Collaborative Research Initiative include four provincial Ministries of Education, Histori.ca, the BC Heritage Branch, Canadian Heritage, and the Museum of Civilisation. The Council will meet annually, funding permitting, to review the program and directions of the Centre. Its role will be strictly advisory to the Steering Committee.

CONTACT

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