THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Vancouver Senate

THE SECOND MEETING OF THE VANCOUVER SENATE FOR THE 2026/2027 ACADEMIC YEAR

WEDNESDAY, 21 OCTOBER 2026

5:00 P.M. | LSC 1003 AND VIA ZOOM

1. **Call to Order and Territorial Acknowledgement** – Dr Benoit-Antoine Bacon

2. **Senate Membership** – Dr Rella Ng (information)

   a. **Declaration of Vacancy**

   Pursuant to *Rule 11* of the *Rules and Procedures of Vancouver Senate*, the seat of Kevin Doering, Representative of the Convocation, is declared vacant (resigned).

   b. **New Members**

   - Amy Charkowski, Dean of the Faculty of Land and Food Systems, to replace David Kitts, Dean of the Faculty of Land and Food Systems *Pro Tem.*, until replaced; and
   - Ashley Dennis, Student for the Faculty of Education, until 30 September 2027 and thereafter until replaced.

3. **Minutes of the Meeting of 16 September 2026** – Dr Benoit-Antoine Bacon (approval) (docket pages 3-31)

4. **Business Arising from the Minutes** – Dr Benoit-Antoine Bacon (information)

   a. Update on Instructure Data Breach – Dr Elisa Baniassad (information)
   b. Update on Law School Entrance Exams for Iranian Students – Prof Bruce MacDougall (information)

5. **Remarks from the Chair** – Dr Benoit-Antoine Bacon (information)

6. **Admissions Committee** – Dr Joanne Fox

   a. Suspension of Admission: Master of Rehabilitation Science (approval) (docket pages 32-33)

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

b. Suspension of Admission: Graduate Certificate in Rehabilitation (approval) (docket page 34)

7. Curriculum Committee – Dr Sathish Gopalakrishnan

a. October Curriculum Proposals (approval) (docket pages 35-56)
b. Non-Credit Credential Proposal (approval) (docket pages 57-69)

8. Joint Report of the Academic Policy, Admissions, and Curriculum Committees – Dr Sathish Gopalakrishnan

New Graduate Certificate in Healthy Aging (approval) (docket pages 70-96)

9. Joint Report of the Admissions, and Curriculum Committees – Dr Sathish Gopalakrishnan

New Post-baccalaureate Certificate in Social Work (approval) (docket pages 97-118)

10. Nominating Committee – Dr Ben Britton

a. Appointments to the Council of Senates, Council of Senates Committees, and Senate Committees (approval) (docket pages 119-120)
c. Establishment of an Ad Hoc Labour Disruption Preparedness Committee (information) (docket page 121)

11. Report from the Provost – Dr Gage Averill

a. *UBC's Strategic Directions 2025-2030*: Year 2 Actions (information) (docket pages 122-131)
b. Update from Provost's Working Group on Global Partnerships (information)

12. Report from the Registrar – Dr Rella Ng

2026 Vancouver Senate Student Elections (information) (docket page 132)

13. Other Business

Regrets: Telephone 604.822.5239 or email: facsec@mail.ubc.ca

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

VANCOUVER SENATE

MINUTES OF 16 SEPTEMBER 2026

DRAFT

Attendance

Present: B.-A. Bacon (Chair), R. Ng (Secretary), C. Addison, M. Adshade, S. Anandasabapathy, D. Askey, G. Averill, E. Baniassad, S. Bates, E. Bhangu, S. Bredin, B. Britton, B. Buraga, L. Burr, A. Chui, I. Chung, J. Cool, C. Crowston, A. d'Entremont, R. Derksen, A. Dulay, S. Eshghi Furuzawa, D. Fontana, N. Ford, S. Forwell, L. Foster, J. Fox, D. Garnet, B. Goold, S. Gopalakrishnan, J. Hare, M. Hirst, A. Ivanov, M. Jud, J. Kalra, S. Kamal, R. Kozak, C. Laffin, H. Larjava, K. Li, M. Li, K. Lo, B. MacDougall, M. MacLachlan, S. McElduff, S. McGillivray, C. Menzies, I. Mitchell, W. Norman, J. Panchi, S. Pelech, J. Phelps, I. Price, M. Prost, C. Rideout, E. Ruggiero, M. Senbel, S. Singh, C. T. Somerville, P. Spilsbury, A. Thauberger, N. Viegas, G. Werker, E. Whitney, D. Wilkinson, M. Wilson Sladkus, S. Wilton

Regrets: B. Agafitei, P. Awasthi, B. Bhandar, J. Cragg, D. Dahl, D. Evans, C. Godwin, K. Kanji, D. Kitts, C. Kyle, C. Lim, J. Lorien, Z. Nawar, P. Ng, J. Olson, A. Pratap-Singh, L. Raman-Wilms, S. Razia, J. Rogers, R. Topping, G. Turcotte

Clerk: C. Eaton

Call to Order and Territorial Acknowledgement

The President and Chair of Senate, Dr Benoit-Antoine Bacon, called the first meeting of the Senate for the 2026/2027 academic year to order at 5:03 pm and he provided an acknowledgement of the land.

Senate Membership

SENATE MEMBERSHIP 2026-2029

The Registrar and Secretary to Senate, Dr Rella Ng, welcomed the new and returning members and thanked the returning Senators for continuing to serve.

The President welcomed all members to the 2026-2029 Triennium. He thanked both new and returning members for their dedication, expertise, and ongoing commitment to the academic mission.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

NOMINATING COMMITTEE

The Clerk to Senate, Mr Christopher Eaton, reported that four Senators, Dean Jan Hare of the Faculty of Education, Dr Ben Britton, Dr Charles Menzies, and Dr Wendy Norman, were acclaimed to the Senate Nominating Committee following the first call for nominations, and three additional Senators, Mr Stewart McGillivray, Ms Eshana Bhangu, and Dean Clare Crowston of the Faculty of Arts, were acclaimed following the second call. He noted that one vacancy remained and invited nominations.

Senator Ingrid Price inquired about the work of the Nominating Committee.

> In response, the Clerk explained that the Committee was particularly active at the start and end of the Triennium, with responsibilities including making recommendations for committee appointments, considering onboarding and orientations for senators, and identifying revisions and improvements for the next Triennium. He added that its work between these periods included policy matters and implementation of the *External Review of the Vancouver Senate*.

Senator Price nominated herself for the remaining seat.

There being no further nominations, the Clerk declared that Senator Price was elected by acclamation.

Minutes of Previous Meetings

Wendy Norman Nicholas Viegas	*That the minutes of the meetings of 13 May 2026 and 31 August 2026 be approved.*

Approved

Business Arising from the Minutes

Senator Bryan Buraga referred to a question raised at the previous Senate meeting regarding the Instructure Inc. data security incident that affected the Canvas Learning Management System and whether students would be informed about the data that might have been accessed.

> Senator Elisa Baniassad responded that information about the data security incident was still being gathered and processed, and that updates would be provided in due course.
>
> By general consensus, the President noted that the matter would be included under Business Arising from the Minutes for the October Senate meeting.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

UPDATE FROM THE PROVOST'S WORKING GROUP ON GLOBAL PARTNERSHIPS

The Provost, Dr Gage Averill, reported that the Working Group had met four times and reviewed the University's existing global partnerships, institutional processes, student safety abroad, research security requirements, and approaches at other Canadian universities. He noted that the group supported a concise, principles-based framework rather than prescriptive policy. He advised that the draft framework was being finalized and would be brought to Senate for consideration at the October Senate meeting.

Senator Sarah Kamal asked whether student participation in the development of the Working Group's work could be addressed before its presentation to Senate in October.

> In response, the Provost explained that the draft framework would return to Senate for full debate. He clarified that the Working Group had been asked to develop principles as advice for Senate and that a student member served on the Working Group. He added that the Working Group had not consulted individual constituencies due to time and scheduling constraints, but students would continue to be involved in the broader discussion.

UPDATE ON JOINT SENATE POLICY J-500: *ACADEMIC FREEDOM*

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, reported that, following consultation with the Senate Office and the Chairs of the Vancouver and Okanagan Senate Academic Policy Committees, consideration of the policy was recommended for deferral until the after the committees had been reconstituted.

Remarks from the Chair

The President welcomed new Senators and welcomed members back to campus for the new Academic Year. The President noted the Senate reception held at Norman MacKenzie House and highlighted the return of campus activities, including Imagine UBC, the pep rally, and Homecoming.

The President reported that the University had received federal investment in the Eddie Goldenberg Research Chairs of Canada and had recruited nine researchers through the first intake. The President also noted a $40 million donation from the MacIsaac family and reported that the School of Nursing had been renamed the MacIsaac School of Nursing with approval by the Senate and the Board of Governors. The Gateway Health Building had also been renamed the MacIsaac Health Building.

The President reported that the University, in partnership with the Province of British Columbia, would mark the groundbreaking of the first phase of the Lower Mall Precinct Project. The

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

project was expected to provide 1,500 beds for graduate students at a total cost of approximately $550 million, with $300 million in provincial support.

The President noted that university researchers attracted almost $1 billion in research funding annually, supporting more than 10,000 research projects. The President also reported that more than 300 ventures had been established from UBC research.

The President observed that these developments reflected the talent, impact, and momentum at the University. The President reported that the University was one year into implementing the refresh strategic plan endorsed by Senate and had made significant progress. A presentation from the Provost on *UBC's Strategic Directions 2025-2030* was included on the agenda.

The President noted that the post-secondary sector across Canada continued to face fiscal and broader political and geopolitical challenges. He reported that the University remained in a relatively solid fiscal position while noting the need for continued financial discipline.

The President reminded Senate that the University was a public, non-sectarian, and non-political post-secondary institution and would work with elected officials of any party. The President noted that the University did not support or endorse political candidates or parties as an institution, while encouraging members of the university community to participate in political discourse and vote.

The President noted the upcoming municipal elections in British Columbia and reported that the University would continue to work with the City of Vancouver to advance its priorities, including the proposed Millennium Line UBC Extension.

Senator Buraga inquired about the impact of U.S. sanctions on Iranian citizens and residents who were unable to access services provided by the Law School Admission Council, including the LSAT. He noted that, to his understanding, the Law School Admission Test was a requirement for admission to the Juris Doctor program at the Peter A. Allard School of Law. He reported that the issue had already affected some students and asked how the University was responding. He also asked whether the admissions process should be reviewed.

> In response, Dean *Pro Tem*. of the Peter A. Allard School of Law, Prof Bruce MacDougall, explained that alternative tests were available, including the National Admissions Test for Law, which was used by some universities in the United Kingdom and Asia. He noted that, based on his understanding, affected Iranian citizens who were outside Iran could take the Law School Admission Test if they contacted the testing agency. He added that the University was continuing to clarify the process.
>
> Dean MacDougall reported that Deans across Canada were working towards a coordinated approach for students affected by the inability to take the test. He confirmed

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

that accommodations would be provided, although the specific arrangements had not yet been determined pending further information from the Law School Admission Council.

Dean MacDougall also noted that a class action had been initiated in the United States regarding the sanctions and that the University was monitoring developments in that matter.

The Dean *Pro Tem*. of the Faculty of Graduate and Postdoctoral Studies, Dr Leonard Foster, added that the issue affected prospective students from Iran across graduate programs. He noted that certain English-language testing companies were prohibited from allowing students to take examinations if they used Iranian identification, even when they were outside Iran.

Dean Foster reported that the University was working with graduate studies schools across Canada to develop a solution.

By general consensus, the President noted that the matter would be included under Business Arising from the Minutes for the October Senate meeting.

Senator Ben Britton inquired about the University's change in its provision of disability accommodations, specifically the use of a generative artificial intelligence notetaking tool. He expressed the view that the change could affect individual students' academic progression and could intersect with instructors' academic freedom. He acknowledged the University's responsibility to provide accommodations for students with disabilities. He observed that the change could affect classroom discourse and interactions among students, including the topics discussed.

Senator Britton asked how the decision had been reached and whether the matter should have been brought to Senate.

Senator Charles Menzies asked whether fiscal considerations, including potential cost savings or efficiencies, had informed the decision to replace individual human note-takers with a generative artificial intelligence tool. He reported that he had tested the tool using his own lectures and presentation materials and suggested that, in his experience, it appeared less responsive than a human note-taker.

In response, Senator Simon Bates explained that the software had been in use at UBC Okanagan for one year. He noted that the software was introduced through the Centre for Accessibility. Discussions had taken place with the Associate Deans, although a full consultation had not occurred. The software had undergone a Privacy Impact Assessment, as required for software used at the University, and had been found compliant.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Senator Britton acknowledged the response and explained that his concerns related to the implications for academic interactions between instructors and students, rather than other considerations. He suggested that the matter be discussed as an academic issue rather than solely in relation to the replacement of note-takers, while also recognizing the labour implications.

Senator Ben Britton proposed that the matter be referred to the Teaching, Learning and Library Committee, given the nature of the issue.

MOTION TO REFER

Ben Britton Charles Menzies	*That the matter concerning the implications of generative artificial intelligence note-taking be referred to the Teaching, Learning, and Library Committee for consideration and to report to the Senate on the results of its consideration.*

Motion to Refer Approved

From the Board of Governors

The President confirmed that the listed affiliation agreement and material from the following meetings, as approved by Senate, and where applicable, the Council of Senates, were subsequently approved by the Board of Governors as required under the *University Act*:

Affiliation Agreement: UBC Faculty of Forestry and Environmental Stewardship and Guangdong University of Technology (GDUT)

18 March 2026

Awards: New and revised awards

Curriculum: Curriculum proposals from the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Applied Science, Arts, and Education), and Pharmaceutical Sciences

15 April 2026

Awards: New and revised awards

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Curriculum (Part 1 of 2): Curriculum proposals from the Faculties of Arts, Education, Graduate and Postdoctoral Studies (Arts, Medicine), and Pharmaceutical Sciences

Curriculum (Part 2 of 2): Curriculum proposals from the Faculty of Graduate and Postdoctoral Studies (Applied Science and Education)

13 May 2026

Awards: New and revised awards

Curriculum: Curriculum proposals from the Faculties of Applied Science, Arts, Education, Graduate and Postdoctoral Studies (Pharmaceutical Sciences, Science), Medicine, and Science

New Programs: New Graduate Certificates in Marine Vessel Design and in Mechanical Engineering in the Faculty of Graduate and Postdoctoral Studies (Applied Science)

Revised Program and Related Curriculum: Revised Master of Engineering Leadership in the Faculty of Applied Science

Candidates for Degrees

The President advised that an exceptional request had been received to grant two degrees.

Bryan Buraga Susan Forwell	*That the candidates for the degree of Bachelor of Commerce, as recommended by the Faculty of Commerce and Business Administration, be granted the degree effective September 2026, and that a committee comprised of the Registrar, the Dean of the relevant Faculty, and the Chair of the Senate be empowered to make any necessary adjustments.*

Approved

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

REVISIONS TO ACADEMIC REGULATIONS FOR COURSE GRADING POLICY FOR THE FACULTIES OF APPLIED SCIENCE, AND GRADUATE AND POSTDOCTORAL STUDIES (APPLIED SCIENCE): MECHANICAL ENGINEERING

Kin Lo
Kevin Li

That Senate approve the revisions to the Faculty of Applied Science and the Faculty of Graduate and Postdoctoral Studies Mechanical Engineering Course Grading Policy, effective 2027 Winter Session and thereafter.

Approved

REVISIONS TO ACADEMIC REGULATIONS FOR CREDIT REQUIREMENTS AND REGULATIONS FOR DOUBLE-COUNTING FOR THE FACULTY OF ARTS: BACHELOR OF ARTS

Kin Lo
Eli Whitney

That Senate approve the revisions to the Faculty of Arts Bachelor of Arts credit requirements and regulations relating to double-counting, effective 2026 Winter Session and thereafter.

Approved

Agenda Committee

The Vice-Chair of the Senate Agenda Committee, Dr Joanne Fox, presented.

AMENDMENTS TO THE *RULES AND PROCEDURES OF THE VANCOUVER SENATE*

Senator Fox noted that the updated list of Senate standing committees reflected changes, specifically that the Teaching and Learning Committee and the Library Committee had been disestablished, and the Teaching, Learning, and Library Committee had been established.

Joanne Fox
Wendy Norman

That the Rules and Procedures of the Vancouver Senate *be amended as follows:*

27. The standing committees of Senate are as follows:

a. Academic Policy

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

b. *Admissions*
c. *Agenda*
d. *Appeals on Academic Standing*
e. *Awards*
f. *Budget and Academic Buildings*
g. *Curriculum*
~~*h. Library*~~
~~*i.*~~*h. Nominating*
~~*j.*~~*i. Research and Scholarship*
~~*k.*~~*j. Student Appeals on Academic Discipline*
~~*k. Teaching and Learning*~~
l. *Teaching, Learning, and Library*
m. *Tributes*
n. *Council of Senates Vancouver Representative Committee One*
o. *Council of Senates Vancouver Representative Committee Two*
p. *Council of Senates Vancouver Representative Committee Three*
q. *Council of Senates Vancouver Representative Committee Four*
r. *Council of Senates Vancouver Representative Committee Five*

Approved

Appeals on Academic Standing Committee

The Chair of the Senate Appeals on Academic Standing Committee, Dr Susan Forwell, presented.

ANNUAL REPORT

Senator Forwell reported that all appeals on file were progressing in accordance with established procedures. She noted an increase in the number of standing appeals in Vancouver in recent months, as reflected in the five-year data presented.

Senator Forwell explained that the Committee functioned as an appellate tribunal and did not rehear matters. She noted that students sometimes sought to have underlying decisions reconsidered rather than alleging unfair or improper procedures, which the Committee had authority to review. She identified this as a reason for the low rate at which appeals were allowed.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Senator Forwell reported that the complexity and volume of appeals continued to increase, with staff receiving increasingly detailed and individualized questions from appellants that required tailored responses. She noted that these matters increased the time required for all parties to prepare for requested changes and contributed to an increase in pre-hearing matters directed to the Chair.

Senator Forwell reported an increase in the identification of actual and perceived conflicts of interest between Committee members and parties. She explained that Committee members identified as having a potential conflict were replaced on the relevant panel and that members were now canvassed for potential conflicts before panel assignments to reduce disruptions.

Senator Forwell thanked the members of the Committee. She also recognized Jo-anna Cowen and James Goddard of the Senate Office for their support.

Awards Committee

The Chair of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AWARDS AND CHANGES TO EXISTING AWARDS

See Appendix A: Awards Report

Lawrence Burr Ben Britton	*That the Senate approve the new and revised awards as listed, that they be forwarded to the Board of Governors for approval and that letters of thanks be sent to the donors.*

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Sathish Gopalakrishnan, presented.

RATIFICATION OF PROPOSALS APPROVED IN THE SUMMER MONTHS

See Appendix B: Curriculum Report

Sathish Gopalakrishnan Simon Bates	*That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.*

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Approved

Student Appeals of Discipline Committee

A member of the Senate Student Appeals of Discipline Committee, Mr Stewart McGillivray, presented.

ANNUAL REPORT

Senator McGillivray explained that the Committee differed from the other appeals committee in that it addressed non-academic misconduct, academic misconduct, and allegations under Policy SC17: *Sexual Misconduct Policy*.

Senator McGillivray reported that four appeals had been heard during the reporting year, none of which had been allowed. He noted that one complex matter had involved multiple potential hearing dates and up to 1,500 pages of material. Although the hearing had ultimately not proceeded, he indicated that the matter illustrated the increasing complexity of cases before the committees.

Senator McGillivray referred to statistics on appeals filed in each year and noted that these could be considered alongside the reports of the President's Advisory Committee on Student Discipline.

Senator Ingrid Price noted the work involved with the Appeals of Academic Standing Committee and asked whether approaches could be considered to streamline or change the process.

> The Clerk responded that an internal review of the appeals procedures had been conducted four years earlier to identify improvements for students. He reported that measures had included reducing the Committee's quorum to allow more panels to operate regularly.
>
> The Clerk reported an increase in appeals, grievances, and complaints across the University. He noted that the University needed to review its regulations, particularly those relating to academic standing, as appeals in this area had become lengthy and involved complex matters.
>
> The Clerk explained that revisions to the rules were being considered to streamline the process, including the possibility of written-submission-only procedures for simpler matters.
>
> The Clerk reported that the current focus was on providing decisions to appellants and that the preparation of reasons for decisions was taking longer than desired. He noted that

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

changes in the Canadian legal landscape had also increased the complexity of the documentation required for decisions, resulting in longer reasons than had previously been required.

Senator Ben Britton reported that he had drafted reasons on behalf of one of the standing committees and noted that preparing the reasons for one case had taken several hours in addition to his regular work. He explained that the process involved reconciling the discussion and documentation with support from the Senate Office.

Senator Britton referred to the External Review of the Senate discussed during the previous triennium and noted that appeals had been addressed as an explicit item. He explained that the recommendations included alignment between the two Vancouver Senate appeals committees to address common issues related to scheduling and committee operations, as well as support for the Senate Office in implementing updates. Senator Britton recommended that Senators assigned to the appeals committees review the recommendations before participating in committee discussions and training.

Senator Wendy Norman noted a recurring issue concerning academic discipline that had also been observed when hearing student appeals. She explained that students often appeared to expect that an appeal could result in a decision being reversed, whereas the Senate committees were responsible for determining whether the process had been followed.

Senator Norman asked whether information could be provided to appellants earlier in the process, or before an appeal was submitted, to clarify that the appeal concerned whether the process had been followed and did not provide an opportunity to reverse the underlying decision. She suggested that appellants could be required to read and acknowledge information explaining the purpose and scope of an appeal when submitting an application.

The Clerk responded that information about the appeal process was communicated to potential appellants as explicitly as possible, but noted that questions remained about whether appellants understood or reviewed the information provided. He explained that a web page and application form were being considered to require appellants to clearly identify their grounds of appeal. He noted that this would clarify that an appeal was not an opportunity to reconsider a decision, but required identification of a procedural error or unfairness in the previous process and an explanation of why the decision should be reversed or returned for reconsideration.

Senator C. Tsur Somerville suggested that an initial written or online submission could outline the reasons for an appeal and be used to determine whether a matter should proceed to a hearing. He noted that this could distinguish requests concerning the process from those concerning the underlying decision without requiring a hearing to be convened, given the scheduling challenges identified in the reports.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

The President indicated that the suggestions would be taken forward for discussion to consider ways of making the processes simpler and more manageable over time.

Report from the Provost

The Provost, Dr Gage Averill, presented.

UBC'S STRATEGIC DIRECTION 2025-2030: YEAR 1 PROGRESS UPDATE

The Provost reported on progress under the refreshed strategic plan and noted that 16 actions had been identified in the first year across seven strategic directions. He reported that 13 of the 16 actions had been marked as progressing, while three had been moved into the second year.

The Provost explained that work on cross-campus pathways and mobility had been moved to later years due to issues related to budgets, calendars, and course numbering. He noted that work continued on the objective of greater mobility between campuses.

He highlighted that the expansion of experiential education had been moved into the second year due to issues with consistent tracking data and funding. He noted that funding requests had been brought forward and that work was underway at the other campus, with similar work to begin at this campus.

The Provost noted that work on the Millennium Line UBC Extension continued and noted that the project remained dependent on various government bodies and was subject to provincial budget pressures. He reported that advocacy continued with provincial and federal governments.

The Provost reported on progress across the other strategic actions. Under Discover and Innovate for Impact, he highlighted research initiatives in areas including climate resilience, battery innovation, bioproducts, clean energy, prescribed fire training, critical minerals infrastructure, and sustainable agriculture. He reported that approximately 85% of the $25 million investment in these initiatives came from external funding sources.

The Provost highlighted that more than 314 net new undergraduate research positions had been created across the campuses through a four-year, $2 million pilot.

Under Creating Flexibility for Learners, the Provost reported that 18 new micro-credentials had been approved in 2025-2026 across both campuses. He noted that these offerings addressed areas including artificial intelligence skills, the blue economy, primary care and nursing, and health and environmental sciences.

The Provost reported that the first cohort of 16 students had been enrolled in the Faculty of Education's Teacher Mentorship Pilot Program, developed in partnership with First Nations and

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

the Okanagan School of Education. He highlighted the program's multi-access format and its delivery in Indigenous languages, including the Okanagan language.

He also reported on progress in experiential education and noted that the MacIsaac Health Building brought 10 health-care programs together under one roof and integrated student health and well-being services. He explained that the building housed the University's first purpose-built interprofessional primary care teaching clinic and provided students with hands-on experience through team-based care and integrated training.

The Provost highlighted that the Experiential Education Competency Framework had been piloted at UBC Okanagan and would be developed across all campuses before being brought to Senate for system-wide endorsement. He also reported that more than 2,900 students had created e-portfolios through the Experience & Involvement Hub to document competencies and skills developed through experiential learning.

He also noted that on initiatives under Partnering for Purpose, including the launch of the UBC Catalyst Ventures Fund with an initial $20 million investment to support the development and scaling of companies based on UBC research and intellectual property. He reported that the University had raised $301 million in philanthropy, engaged more than 122,000 alumni, and received more than 782 major gifts in fiscal 2026. He also highlighted the $8 million Canadian Prescribed Fire Training Program, developed by UBC Okanagan in collaboration with the Weston Family Foundation.

The Provost highlighted that 23 of 78 recommendations from the Strategic Task Force on Admissions and Recruitment had been implemented and that international student applications had increased by 25% across both campuses. He also noted that UBC Okanagan had established three academic priorities focused on resilience for a sustainable future, place-based global perspectives, and distinctive student experiences.

Regarding investments in emerging technologies, he highlighted a $30 million commitment over five years through the Digital Research and Academic Infrastructure Initiative to support AI platforms, computing capacity, teaching, and innovation. He reported that five AI-enabled teaching projects had been launched through the Learning Technology Innovation Centre and had reached more than 1,500 students. He also reported that six new or updated AI courses were under development or launching in 2026, 675 faculty members had participated in AI training, and more than 1,250 learners had enrolled in the AI Skills Accelerator for IT, Digital and Enterprise Systems Professionals Non-credit Program Certificate.

The Provost noted that on initiatives under Nurturing a Strong and Vibrant UBC Community, noting that more than 10 signature community events had been delivered across the campuses. He reported that graduate and postdoctoral support had been strengthened through an increase in guaranteed Doctor of Philosophy funding to $40,000 and the establishment of a minimum stipend of $55,000 for postdoctoral fellows.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

He also noted that the UBC Student Strategic Plan had been refreshed with new priorities concerning student-centred navigation and experiences that shape students. He noted a focus on new-to-UBC graduate student experiences and on supporting a greater sense of belonging among transfer and first-year undergraduate students.

The Provost highlighted progress across the seven strategic directions and noted that many of the actions were multi-year initiatives. He reported that the next year's strategic priorities and related actions would be brought to Senate and that progress would continue to be reported to Senate.

Senator Charles Menzies commented on the emphasis in the strategic plan on technology, discovery, innovation, capitalization, seed funding, graduate education, and study permit support. He suggested that greater consideration be given to the role of the University's academic and human dimensions, including research that might not have an immediate impact or be directed towards industry.

Senator Menzies reflected on the role of research that was not conducted for industry and suggested that the University consider how the humanity of academic practices could be reflected across its activities. He also suggested reconsidering language associated with corporate and neoliberal approaches.

Senator Menzies noted work on the deskilling of the workforce and drew a comparison with the potential effects of artificial intelligence on knowledge and comprehension. He suggested that the University consider how it could serve as an anchor against such developments while also drawing on established academic practices and approaches.

> The Provost responded that discovery was not necessarily oriented towards industry and included learning in the classroom, interactions between faculty members and students, and the expansion of students' horizons. He explained that the University's contributions to the world extended through various forms of research and knowledge transmission.
>
> The Provost noted that the strategic plan did not capture the full range of activities undertaken by the University's faculty, staff, and students. He described it as a point-in-time summary of selected areas intended to move the University forward in the coming years.
>
> The Provost acknowledged Senator Menzies' comments concerning the impact of artificial intelligence and noted that the implications of AI would continue to be discussed by Senate as more was learned about its effects. He also noted that, while the strategic plan was not solely focused on technology, the University operated within a digital environment and that its learning management, communications, financial, and human resources systems were digital. He suggested that the University might consider

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

approaches such as oral examinations and other ways of incorporating greater human interaction into teaching while addressing the University's role within a digital system.

The President noted that he was concerned about deskilling and that the University was considering how to leverage these technologies while maximizing their positive impacts and minimizing potential negative impacts.

Senator Drédyn Fontana asked for further information on the work related to UBC's Budget Reimagination, including issues that had arisen and the current stage of the work. He asked whether the work remained focused on data analytics or had progressed beyond that stage.

The Provost responded that the Budget Reimagination work was currently focused on examining the operation of the University's budget model, which had been introduced in 2010. He noted that the analysis considered how the model worked in relation to the University's current needs and anticipated needs over the next 10 to 30 years.

The Provost reported that the current phase involved an analysis of the existing model to establish a shared understanding of its operation. He explained that a design phase was expected to begin in January or February and would involve further community consultation. He noted that the process would consider potential changes to the model, followed by implementation based on the consultation. He anticipated that a new or revised model would be several years away and noted that a discussion of principles was expected in early winter.

The President indicated that the year two actions would be brought forward at the October Senate meeting.

Report from the Registrar

The Registrar, Dr Rella Ng, presented.

2027-2028 TERM DATES

The Registrar reported that, in accordance with Senate Policy V-125: *Term and Formal Examination Scheduling*, the 2027-2028 Academic Year had been set.

2026-2029 TRIENNIAL ELECTION RESULTS (CONTINUED)

The Registrar advised Senate that pursuant to Section 16 of the *University Act*, that Maged Senbel, Associate Professor in the Faculty of Applied Science elected as representative of the Joint Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until a successor is elected.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

The Registrar advised Senate that, pursuant to Section 16 of the *University Act*, Steve Wilton, Professor in the Faculty of Applied Science, had been elected as a representative of the Faculties on the Vancouver Senate for a term beginning 1 September 2026 and ending 31 August 2029 and thereafter until a successor was elected.

The Registrar also advised Senate that, pursuant to Section 15 of the *University Act*, Brenna Bhandar, Professor in the Peter A. Allard School of Law, and Ian Mitchell, Professor in the Faculty of Science, had been acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning 1 September 2026 and ending 31 August 2029 and thereafter until successors were elected.

Other Business

MOTION ON REFERENDA

Pursuant to the notice provided at the May meeting, Senator Bryan Buraga confirmed that the motion would not be moved.

Report from the Faculty of Graduate and Postdoctoral Studies

The Dean *Pro Tem.* of the Faculty of Graduate and Postdoctoral Studies, Dr Leonard Foster, presented.

RESCINDMENT OF DEGREE

MOTION TO MOVE *IN CAMERA*

Leonard Foster Jenny Phelps	*That the Senate enter an* in camera *session to consider a* Rescindment of Degree.

Approved

The Senate rose from *in camera* session at 7:12 pm.

Adjournment

Seeing no other business, the meeting was adjourned at 7:12 pm.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Carl James Brunker Memorial Award in Medicine
Awards totalling $1,750 have been made available through an endowment established by the estate of Carroll Thomas Brunker, in memory of Carl James Brunker, for outstanding M.D. students who demonstrate financial need. Carroll (B.Ed. (Sec). 1963) was a respected educator, a dedicated volunteer treasurer with the Vancouver Retired Teachers Association and a member of both the Vancouver School Board and Vancouver Board of Education's Archives and Heritage Committee. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2027/2028 winter session).

Edwin Lai Bursary in Engineering
Bursaries totalling $1,750 have been made available through an endowment established by Edwin Lai (B.A.Sc. 2019) for undergraduate engineering students in the Faculty of Applied Science. Since graduating from the Computer Engineering program at UBC, Edwin has worked in software engineering roles in the San Francisco Bay Area. After benefiting from bursary funding during his studies, he is now proud to support the next generation of engineering students who require financial assistance. The bursaries are adjudicated by Enrolment Services. (First award available for the 2026/2027 winter session).

Stewart and Elinor Martin Award in Education
Awards totalling $1,750 have been made available through an endowment established by Elinor Martin (B.A. 1954, B.Ed. 1958), in memory of Stewart Martin (1927–2022), for Bachelor of Education teacher candidates in the international baccalaureate cohort who have demonstrated excellence during their practicum. After completing his Ph.D. at the University of Alberta, Stewart (B.A. 1949, B.Ed. 1957, M.Ed. 1964, Ph.D.) had a career as a high school and elementary school principal, as well as being the Assistant Superintendent in charge of International Baccalaureate (I.B.) schools in Vancouver. He was forever grateful to Walter Gage for personally supporting him in his initial enrolment at UBC in the 1940s. Elinor had a long and distinguished career as an elementary, middle and high school teacher, and was the first teacher to introduce the I.B. to West Vancouver schools. She is proud to support the next generation of teachers who recognize the value of the I.B. curriculum and approach. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2026/2027 winter session).

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

William and Min-Min Tong Centennial Scholars Award
Renewable entrance awards totalling $10,500 have been made available through an endowment established by William Tong (B.Arch. 1964) and Min-Min Tong (B.Sc. 1961, Ph.D. 1965), for outstanding domestic undergraduate students entering university directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit for post-secondary transfer students and academic achievement prior to undergraduate studies for those entering directly from secondary school, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Min-Min and William experienced financial hardship while attending UBC in the 1960's. This award has been established to support future undergraduate students by reducing barriers to accessing post-secondary education. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Ying Memorial Leadership Award in Pharmaceutical Sciences
Awards totalling $1,750 have been made available through an endowment established in memory of Ying, for outstanding second year students in the Entry-to-Practice Doctor of Pharmacy program or the Bachelor of Pharmaceutical Sciences program who demonstrate leadership through community service, volunteerism or extra-curricular activities. Ordinarily, one student will receive the award each year. This award celebrates Ying's (B.Sc. (Pharm.) 2015) commitment to pharmaceutical sciences, learning and leadership. Reflecting the meaning of her name, Ying exemplified wisdom, excellence and giftedness through her academic achievements, research, student leadership with the UBC Pharmacy Undergraduate Society and her contributions to pharmacy practice and education as a pharmacist, manager and instructor. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2027/2028 winter session).

Ying Memorial Entrance Award in Pharmaceutical Sciences
Awards totalling $1,750 have been made available through an endowment established in memory of Ying, for outstanding students entering the Entry-to-Practice Doctor of Pharmacy program who demonstrate leadership through community service, volunteerism or extra-curricular activities. Ordinarily, one student will receive the award each year. This award celebrates Ying's (B.Sc. (Pharm.) 2015) commitment to pharmaceutical sciences, learning and leadership. Reflecting the meaning of her name, Ying exemplified wisdom, excellence and

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

giftedness through her academic achievements, research, student leadership with the UBC Pharmacy Undergraduate Society and her contributions to pharmacy practice and education as a pharmacist, manager and instructor. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2027/2028 winter session).

NEW AWARDS – ANNUAL

Al Cameron Memorial Award in Football
Awards totalling $2,000, which may range from a minimum value of $500 to the maximum allowable under athletic association regulations, have been made available annually through gifts from family, friends and the Thunderbird Football Alumni, in memory of Alan "Al" Cameron (1951–2021), for outstanding offensive linemen on the UBC Thunderbirds Football team, in any year of study, who demonstrate leadership and an exceptional work ethic on and off the field. Al transferred to UBC from the University of Colorado after being recruited by his longtime mentors and coaches, Frank Smith and Ray McLeod. His team became Hardy Cup Champions and Vanier Cup finalists in 1976, helping re-establish UBC Football's reputation for excellence, and he earned All-Canadian honors in 1976 and Canada West All-Star recognition in 1975 and 1976 as an outstanding CIAU offensive lineman. During his time at UBC, he built lifelong friendships, developed critical life skills and went on to play professionally in the Canadian Football League. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2026/2027 winter session).

Martyn Golding Graduate Scholarship in Poetry
Scholarships totalling $2,000 have been made available annually through a gift from Martyn Golding (Ph.D. 2014) for outstanding Master of Fine Arts students in the School of Creative Writing who are focusing on poetry and have completed one year of study. Martyn, a paleontologist, is also an amateur poet and a supporter of the arts in the Lower Mainland, BC. He established this award with the hope that it will provide financial support to emerging poets and encourage them to share the beauty of their art with the world. The awards are made on the recommendation of the School of Creative Writing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2026/2027 winter session).

Gordon Keep Scholarship in Commerce for Indigenous Students
Scholarships totalling $20,000 have been made available annually through a gift from Gordon "Gord" Keep (M.B.A. 1983) for outstanding First Nations, Inuit or Métis students of Canada who are entering the Bachelor of Commerce program. Ordinarily, each award will be valued at $5,000. Gord is a distinguished corporate finance professional and entrepreneur with extensive

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

experience in investment banking and public natural resource companies. He is the CEO of Fiore Management & Advisory Corp., a private financial advisory firm, and has advised numerous leading mining and energy companies from start-up through to sale over a career spanning more than four decades, including several partnerships with First Nations. Gord has been a long-time supporter of UBC's Indigenous community and is proud to support future generations of Indigenous commerce students. The awards are made on the recommendation of UBC Sauder School of Business. (First award available for the 2027/2028 winter session).

PeerSupport Presidential Scholars Award
Awards totalling $10,000 have been made available annually through a gift from PeerSupport.io for domestic students from Yukon. Eligible recipients are those who demonstrate academic distinction prior to undergraduate studies when entering directly from secondary school, or academic merit when transferring directly from another post-secondary institution in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Ordinarily, each award will be valued at $5,000. PeerSupport.io, established in Whitehorse, YT by UBC Sauder School of Business alum Chirag Jadhwani (B.Com. 2025), builds autonomous AI tools to assist healthcare workers, and is proud to support the next generation of students from Yukon. The awards are made on the recommendation of the Presidential Scholars Entrance Award Committee. (First award available for the 2027/2028 winter session).

Dental Hygiene Medal and Prize
A $2,000 prize has been made available annually through a gift from Sherry Priebe, RDH (B.D.Sc. 2003, M.Sc. 2009), for a graduating Bachelor of Dental Science student who has the highest academic standing. Sherry is a renowned international and local researcher, educator and speaker on oral healthcare. She is a community oral health advocate, lead mentor and clinical instructor for the UBC Dentistry Vietnam International Learning Program and received the UBC 2017 Alumni Builder Award in honour of her work. Sherry continues to share her passion as an oral health advocate through research, educational programs and as a practitioner by mentoring oral health professionals and students. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2027/2028 winter session).

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5709 - ITCC Award in Humanitarianism

Rationale for Proposed Changes
To allow for multiple recipients per year.

Current Award Description
A $3,750 award has been made available through an endowment established by the International Taoist Church of Canada to support a cardiology resident or clinical fellow in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The award is made on the recommendation of the Faculty of Medicine in consultation with the UBC Division of Cardiology.

Proposed Award Description
Awards totalling $3,750 ~~award has~~ have been made available through an endowment established by the International Taoist Church of Canada to support ~~a~~ cardiology residents or clinical fellows in recognition of demonstrated moderation, compassion and humility in community service and/or volunteerism. The International Taoist Church of Canada wishes to establish this award in support of cardiology trainees who emulate the core values of Taoism. The awards are ~~is~~ made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology & Cardiac Surgery.

5707 - ITCC Award for Cardiovascular Research Excellence in Adult Cardiology

Rationale for Proposed Changes
To allow for multiple recipients per year.

Current Award Description
A $3,750 award has been made available through an endowment established by the International Taoist Church of Canada to support an adult cardiology resident or clinical fellow in recognition of the successful publication of research findings in the field of adult cardiology or presentation

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The award is made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology.

Proposed Award Description
Awards totalling $3,750 ~~award has~~ have been made available through an endowment established by the International Taoist Church of Canada to support ~~an~~ adult cardiology residents or clinical fellows in recognition of the successful publication of research findings in the field of adult cardiology or presentation at a national or international conference. Recognizing the need to support the next generation of cardiologists, the International Taoist Church of Canada wishes to establish this award to support research excellence in the field of cardiology at the University of British Columbia. The awards are ~~is~~ made on the recommendation of the Faculty of Medicine, in consultation with the UBC Division of Cardiology & Cardiac Surgery.

8809 - Janet Fleck Ladner Bursary

Rationale for Proposed Changes
The donor requested a maximum number of student recipients per year.

Current Award Description
Bursaries totalling $8,300 have been made available through an endowment established by the Ladner Family in memory of Janet Fleck Ladner (1919-2000) for undergraduate and graduate students who identify as women and are mature students. Preference will be given to students who are single parents. Janet (B.A. 1940, B.A.Sc. 1944, M.A. 1977) received two undergraduate degrees and raised six children before she returned to UBC as a mature student. After writing her MA thesis in Portuguese, she became an international expert on the Braganza royal family. Her research sparked a passionate interest in Napoleon and led to editing several historical texts for Napoleonic authors while working on her own unfinished book. Her family created the award to help other women return to university and fulfil their dreams and ambitions as she did. The bursaries are adjudicated by Enrolment Services.

Proposed Award Description
Bursaries totalling $8,300 have been made available through an endowment established by the Ladner Family in memory of Janet Fleck Ladner (1919~~–~~–2000) for undergraduate and graduate students who identify as women and are mature students. Preference will be given to students

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

who are single parents. Ordinarily, a maximum of five recipients will receive the award each year. Janet (B.A. 1940, B.A.Sc. 1944, M.A. 1977) received two undergraduate degrees and raised six children before she returned to UBC as a mature student. After writing her M.A. thesis in Portuguese, she became an international expert on the Braganza royal family. Her research sparked a passionate interest in Napoleon and led to editing several historical texts for Napoleonic authors while working on her own unfinished book. Her family created the award to help other women return to university and fulfil their dreams and ambitions as she did. The bursaries are adjudicated by Enrolment Services.

8682 - Dr. Wilbert G. Bos Bursary in Physics

Rationale for Proposed Changes
To remove outdated information related to the adjudication process.

Current Award Description
Bursaries totalling $4,300 have been made available through an endowment established in memory of Dr. Wilbert G. Bos, and matched by The University of British Columbia, for undergraduate students in the Department of Physics who demonstrate financial need. Preference is given to students who have overcome adversity. The bursaries are adjudicated by Enrolment Services in consultation with Access and Diversity.

Proposed Award Description
Bursaries totalling $4,300 have been made available through an endowment established in memory of Dr. Wilbert G. Bos, and matched by ~~T~~the University of British Columbia, for undergraduate students in the Department of Physics and Astronomy who demonstrate financial need. Preference is given to students who have overcome adversity. The bursaries are adjudicated by ~~Enrolment Services in consultation with Access and Diversity~~ the Committee on Awards for Students with Disabilities.

8683 - Nini M. Harris-Lowe Memorial Bursary for Chronic Conditions and Disability

Rationale for Proposed Changes
To remove outdated information related to the adjudication process.

Current Award Description
Bursaries totaling $2,100 have been made available through an endowment established by Mr. Rick Lowe (B.Sc.1982) and matched by the University of British Columbia, in memory of his

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

spouse, Mrs. Nina M. "Nini" Harris-Lowe, for students entering or pursuing any eligible degree program who cope with chronic pain, chronic conditions or illness, disabilities or any other impairment that impacts their university studies. Recommendations are made by Enrolment Services in consultation with Access & Diversity.

Proposed Award Description
Bursaries totaling $2,100 have been made available through an endowment established by Mr. Rick Lowe (B.Sc.1982) and matched by the University of British Columbia, in memory of his spouse, Mrs. Nina M. "Nini" Harris-Lowe, for students entering or pursuing any eligible degree program who cope with chronic pain, chronic conditions or illness, disabilities or any other impairment that impacts their university studies. ~~Recommendations are made by Enrolment Services in consultation with~~ ~~Access and Diversity~~ The bursaries are adjudicated by the Committee on Awards for Students with Disabilities.

Annual Awards

437 - Workers Compensations Board Fellowship

Rationale for Proposed Changes
To allow for multiple recipients and to clarify the source of donations. The award type has also been changed as financial need has been introduced into the criteria. Additional changes have been made to bring the award into alignment with current day writing practices.

Current Award Title: Workers Compensations Board Fellowship

Current Award Description
Two fellowships of $4,500 each have been provided through an endowment established by the Workers Compensation Board of B.C. The fellowships are awarded to students entering or continuing in the M.Sc. or Ph.D program in Audiology and Speech Sciences. Recipients are selected on the basis of academic excellence.

Proposed Award Title: Audiology and Speech Sciences Award ~~Workers Compensations Board Fellowship~~

Proposed Award Description
~~Two~~ ~~fellowships~~ Awards ~~of~~ totalling ~~$4,500~~ ~~each~~ $9,000 have been made available annually ~~provided~~ through an endowment held at the Vancouver Foundation and established by ~~the~~

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

~~Workers Compensation Board of B.C~~ friends of the School of Audiology and Speech Sciences ~~The fellowships are awarded to~~ for outstanding students entering or continuing in the M.Sc. or Ph.D. program in Audiology and Speech Sciences who demonstrate financial need. ~~Recipients are selected on the basis of academic excellence.~~ The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5000 - NAIOP Real Estate Challenge Award

Rationale for Proposed Changes
NAIOP have rebranded as the Commercial Real Estate Development Association (CREDA).

Current Award Title: NAIOP Real Estate Challenge Award

Current Award Description
Awards totalling $8,000 are offered annually by NAIOP Vancouver, the Commercial Real Estate Development Association, to students enrolled at UBC at the undergraduate or graduate level. The awards are given to students who participate in the annual NAIOP Real Estate Challenge and recognize the students' sacrifices of time and energy, and dedication to excellence and teamwork. The awards are made on the recommendation of the Sauder School Business in consultation with the Centre for Urban Economics and Real Estate, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~NAIOP~~ CREDA Real Estate Challenge Award

Proposed Award Description
Awards totalling $8,000 are offered annually by ~~NAIOP Vancouver,~~ the Commercial Real Estate Development Association (CREDA), ~~to~~ for students enrolled at UBC at the undergraduate or graduate level. The awards are given to students who participate in the annual ~~NAIOP~~ CREDA Real Estate Challenge and recognize the students' sacrifices of time and energy, and dedication to excellence and teamwork. The awards are made on the recommendation of the UBC Sauder School of Business in consultation with the Centre for Urban Economics and Real Estate, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

1071 - NAIOP Award in Commercial Real Estate

Rationale for Proposed Changes
NAIOP have rebranded as the Commercial Real Estate Development Association (CREDA).

Current Award Title: NAIOP Award in Commercial Real Estate

Current Award Description
Awards totalling $4,000 have been made available annually through a gift from the NAIOP's Vancouver Chapter for Bachelor of Commerce students in the Real Estate option who demonstrate an interest in commercial real estate and an involvement in their community through volunteering. Founded in 1967, NAIOP, North America's Commercial Real Estate Development Association, provides advocacy, education and networking opportunities for its members. The awards are made on the recommendation of the UBC Sauder School of Business.

Proposed Award Title: ~~NAIOP~~ CREDA Award in Commercial Real Estate

Proposed Award Description
Awards totalling $4,000 have been made available annually through a gift from the ~~NAIOP's~~ CREDA's Vancouver Chapter for Bachelor of Commerce students in the Real Estate option who demonstrate an interest in commercial real estate and an involvement in their community through volunteering. Founded in 1967, ~~NAIOP~~, North America's Commercial Real Estate Development Association (CREDA)~~,~~ provides advocacy, education and networking opportunities for its members. The awards are made on the recommendation of the UBC Sauder School of Business.

8099 - Ronald Elder Coastal Silviculture Committee Award

Rational for Proposed Changes
The Coastal Silviculture Committee has requested to endow their existing annual award. Edits have also been made to reflect the new faculty name.

Current Award Description
Awards totalling $2,000 have been made available annually through a gift from Coastal Silviculture Committee, in memory of Ronald (Ron) Elder (1943–2021) for undergraduate students majoring in Forest Management. Preference will be given to students concentrating in silviculture and who have demonstrated financial need. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in BC as a silviculture

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

forester for over fifty years, and was a respected mentor. In the latter part of his career he travelled throughout BC training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990 and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber's Award by the Forest Nursery Association of BC. The awards are made on the recommendation of the Faculty of Forestry.

Proposed Award Description

Awards totalling $2,000 have been made available ~~annually through a gift from~~ through an endowment established by Coastal Silviculture Committee, in memory of Ronald (Ron) Elder (1943–2021) for undergraduate students majoring in Forest Management. Preference will be given to students concentrating in silviculture and who have demonstrated financial need. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in BC as a silviculture forester for over fifty years and was a respected mentor. In the latter part of his career he travelled throughout BC training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990 and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber's Award by the Forest Nursery Association of BC. The awards are made on the recommendation of the Faculty of Forestry & Environmental Stewardship.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

Appendix B: Curriculum Report

FACULTY OF EDUCATION

New non-credit program certificate
Non-Credit Program Certificate in Kinesiology Teaching Excellence

FACULTY OF FORESTRY AND ENVIRONMENTAL STEWARDSHIP

New non-credit program certificate
Non-Credit Program Certificate in Advanced Silviculture

New non-credit program microcertificates
Advanced Silviculture & Forest Management, Non-Credit Program Microcertificate; Forest & Stand Development, Non-Credit Program Microcertificate

FACULTY OF LAND AND FOOD SYSTEMS

Revised non-credit program certificate
Non-Credit Program Certificate in Food Product Development

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Suspension of Admission – Master of Rehabilitation Science (approval)
b) Suspension of Admission – Graduate Certificate in Rehabilitation (approval)

---

a) Suspension of Admission – Master of Rehabilitation Science (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval suspension of admission to the Master of Rehabilitation Science program, effective for the 2027 Winter Session and thereafter. Following the last intake (2025 Winter Session), there has been a significant decline in enrolment in the degree program.

Motion: That Senate approve the suspension of admission to the Master of Rehabilitation Science program, effective for the 2027 Winter Session and thereafter.

b) Suspension of Admission – Graduate Certificate in Rehabilitation (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval suspension of admission to the Graduate Certificate in Rehabilitation, effective for the 2027 Winter Session and thereafter. Following the last intake (2025 Winter Session), there has been a significant decline in enrolment in the certificate program.

Motion: That Senate approve the suspension of admission to the Graduate Certificate in Rehabilitation program, effective for the 2027 Winter Session and thereafter.

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Admissions Proposal Form

Faculty: Medicine **Department:** Rehabilitation Sciences **Faculty Approval Date:** July 14, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** 12/04/2025 **Contact Person:** Peter Jones **Email:** pjones1@mail.ubc.ca
Proposed Calendar Entry: […] **Master of Rehabilitation Science** **Admission to the Master of Rehabilitation Science is suspended effective for entry to the 2027 Winter Session and thereafter.** The Master of Rehabilitation Science (M.R.Sc.), unlike traditional thesis-based research master's programs, is a combination of required and elective courses that include the option of completing a work- or practice-based research project. It is delivered online with part-time options to meet the needs of working health professionals. […]	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/degree-programs/rehabilitation-sciences **Present Calendar Entry:** […] **Master of Rehabilitation Science** The Master of Rehabilitation Science (M.R.Sc.), unlike traditional thesis-based research master's programs, is a combination of required and elective courses that include the option of completing a work- or practice-based research project. It is delivered online with part-time options to meet the needs of working health professionals. […]
	Type of Action: Add rider about suspended admissions **Rationale for Proposed Change:** The Rehabilitation Science Online Programs (RSOP) accepted its final cohort for the Master's in Rehabilitation Science (MRSc) in September 2025. Following years of declining enrolment, the decision was made to close admission to these programs. We are requesting a rider update to the calendar to reflect that these programs are now closed to new enrollments.

UBC Admission Proposal Form
Change to Course or Program

<table>
<tr>
<td>Faculty: Medicine
Department: Rehabilitation Sciences
Faculty Approval Date: July 14, 2026
Effective Session (W or S): W
Effective Academic Year: 2027</td>
<td>Date: 12/04/2025
Contact Person: Peter Jones
Email: pjones1@mail.ubc.ca</td>
</tr>
<tr>
<td rowspan="2">Proposed Calendar Entry:

Graduate Certificate in Rehabilitation

Admission to the Graduate Certificate in Rehabilitation is suspended effective for entry to the 2027 Winter Session and thereafter.

This interdisciplinary, online Graduate Certificate in Rehabilitation is targeted to occupational therapists, physical therapists, and other health professionals who want to update their knowledge and skills to better meet the demands of the current health care environment. The program provides useable, evidence-based skills for the rehabilitation workplace. Each course draws on the research and rehabilitation practice experience of those currently shaping the field.

The five courses in the program (RHSC_V 501, 503, 505, 507, 509) 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.

[…]</td>
<td>URL:
https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-medicine/graduate-certificate-rehabilitation

Present Calendar Entry:

Graduate Certificate in Rehabilitation

This interdisciplinary, online Graduate Certificate in Rehabilitation is targeted to occupational therapists, physical therapists, and other health professionals who want to update their knowledge and skills to better meet the demands of the current health care environment. The program provides useable, evidence-based skills for the rehabilitation workplace. Each course draws on the research and rehabilitation practice experience of those currently shaping the field.

The five courses in the program (RHSC_V 501, 503, 505, 507, 509) 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.

[…]</td>
</tr>
<tr>
<td>Type of Action:

Add rider about suspended admissions
Rationale for Proposed Change:

The Rehabilitation Science Online Programs (RSOP) accepted its final cohort for the Graduate Certificate in Rehabilitation (GCR in September 2025. Following years of declining enrolment, the decision was made to close admission to these programs. We are requesting a rider addition to the calendar to reflect that these programs are now closed to new enrollments.</td>
</tr>
</table>

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, and Medicine and encloses those proposals it deems as ready for approval including 5 new courses, 1 new subject code, and 1 revised program.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the new courses, new subject code, and revised program brought forward by the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, and Medicine.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

FACULTY OF APPLIED SCIENCE

New course
PLAN_V 422 (3) Indigenous Health and Wellness Planning

FACULTY OF ARTS

New course
ECON_V 415 (3) Behavioural Economics

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

Revised program
Graduate Certificate in Global Mine Waste Management

FACULTY OF LAND AND FOOD SYSTEMS

New courses
FNH_V 410 (3) Physical Properties of Foods; **FRE_V 393 (3)** Global Food Security: Problems, Solutions and Controversies

FACULTY OF MEDICINE

New subject code
AGE_V: Aging

New course
AGE_V 448 (3-6) Directed Studies in Healthy Aging

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science **Department:** School of Community and Regional Planning (SCARP) **Faculty Approval Date:** Oct. 30, 2025 **Effective Session (W or S):** W **Effective Academic Year:** 2027-2028	**Date:** May 14, 2026 **Contact Person:** James Connolly **Email:** james.connolly@ubc.ca
Proposed Calendar Entry: **PLAN_V 422 (3)** Indigenous Health and Wellness Planning Indigenous health and wellness planning through community-driven development processes.	**URL:** N/A **Present Calendar Entry:** N/A
	Type of Action: Create new course. **Rationale for Proposed Change:** The Major in Urban Studies is jointly offered by the Department of Geography in the Faculty of Arts and the School of Community and Regional Planning (SCARP) in the Faculty of Applied Science. The 48-credit Urban Studies program combines foundational and applied knowledge with progressively advanced community-engaged learning. Students are required to complete 12 credits in core courses (including a capstone) and a further 30 credits from courses taken in each of the following focus areas (FA) (with a minimum of 2 in each area): FA1. Indigenous Urban Life FA2. The Nature of Cities FA3. Globalizing Cities FA4. Technology and Cities FA5. Cities and Communities As the program is fairly new, several of these focus areas have only one PLAN course offering, alongside several GEOG offerings. We are currently in the process of building out the focus areas to have a minimum of two PLAN courses. This course will support the Cities and Communities

	Focus Area, allowing us to have some options and flexibility for our majors in this area. Specifically, PLAN 422 explores Indigenous health and wellness planning through community-driven development processes. Students examine local, national, and international case studies, with emphasis on BC First Nations, focusing on Indigenous determinants of health (self-determination, land, language, culture, ancestral wellness). The course emphasizes values, cultural dimensions, and trauma-informed, strengths-based tools used in Health & Wellness Plans and related community planning. Through seminar dialogue and project-based learning, students build practical skills to support planning processes guided by Indigenous values and traditions. The course will: 1.Explain how Indigenous determinants of health shape community wellness planning, differentiating from western, biomedical/deficit models. Communicate planning recommendations clearly to community partners and decision-makers. 2.Differentiate public/regional health planning roles (e.g., health authorities, Nations–Crown relations) and explain implications for Indigenous self-determination and data sovereignty. 3.Apply trauma-informed, strengths-based, and culturally grounded methods to a planning scenario. Integrate language revitalization and traditional medicines/ceremonies into practical wellness planning tools (indicators, budgets, implementation phases). 4.Critically analyze a Health & Wellness Plan (HWP) or related policy for governance, data sovereignty, language/culture integration, and implementation gaps. 5.Co-design an actionable wellness planning brief with strategies that centre self-determination and language/culture as core determinants and demonstrates governance, partnership, and knowledge-mobilization strategies appropriate to First Nations community contexts. 6.Practice reflective, relational ethics (OCAP®, consent, reciprocity, accessibility) in planning proposals/project stages and class engagement The course is offered at the 400-level in order to allow for engagement with somewhat sensitive material related indigenous community planning within a seminar-style format and for the

	development of relatively independent projects within the assessment strategy.
	☐ **Not available for Cr/D/F grading (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: Not applicable to graduate-level courses.) **Rationale for not being available for Cr/D/F:** **(**The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

<table>
<tr><td>Category: 1
Faculty: Arts
Department: Economics
Faculty Approval Date: May 7, 2026
Effective Session (W or S): W
Effective Academic Year: 2027</td><td>Date: 2026-01-29
Contact Person: Jonathan Graves
Email: jonathan.graves@ubc.ca</td></tr>
<tr><td rowspan="2">Proposed Calendar Entry:

ECON_V 415 (3) Behavioural Economics

The theoretical and empirical study of economic decision-making, based on alternatives to traditional (rational) economic frameworks. Applications to economic theory and public policy.

Prerequisite: One of ECON_V 301, ECON_V 304, ECON_V 315 and one of ECON_V 325, ECON_V 327, STAT_V 200, STAT_V 251; or permission of the School.</td><td>URL:
https://vancouver.calendar.ubc.ca/course-descriptions/subject/econv

Present Calendar Entry: N/A</td></tr>
<tr><td>Type of Action: New course.

Rationale for Proposed Change:

Behavioural economics is an important field of economics, which studies economic decisions using alternatives to “traditional” economic models, usually characterized by rationality. Behavioural economics has implications in many related fields, including public policy, industrial organization, and finance. It has been the subject of several Nobel prizes, and is now a fundamental part of economics as a discipline.

However, UBC’s Vancouver School of Economics does not currently have an undergraduate course dedicated to behavioural economics, nor do any closely related programs (e.g., Commerce, Land and Food Systems). Based on student surveys, such a course has been one of the top three requests from students for new courses at the School. Pilot projects run in 2024 and 2025 showed clear demand for such a course. With new faculty joining</td></tr>
</table>

	the School in 2025, we now feel prepared to offer such a course formally, for the long-term. This proposal seeks to create a course in behavioural economics, for students in Economics and related fields.
	☐ **Not available for Cr/D/F grading (undergraduate courses only)** **Rationale for not being available for Cr/D/F:** N/A ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** ☐ **Special Topics/Variable Credits (STVC)** ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Applied Science **Department:** Mining Engineering **Applied Science Faculty Approval Date:** March 12, 2026 **G+PS Faculty Approval Date:** May 15, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** January 22, 2026 **Contact Person:** Carmen Jensen **Phone:** 604-822-4642 **Email:** carmen.jensen@ubc.ca
	URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science/graduate-certificates-programs/graduate-certificate-global-mine-waste-management
Proposed Calendar Entry: **Graduate Certificate in Global Mine Waste Management** Please see Graduate Certificate in Global Mine Waste Management [Link to new page below] in the Faculty of Graduate and Postdoctoral Studies section of the Academic Calendar.	**Present Calendar Entry:** **Graduate Certificate in Global Mine Waste Management** ~~The Graduate Certificate in Global Mine Waste Management is a 2 year, 12 credit specialized program for engineers and geoscientists on tailings and mine waste management.~~ ~~The program aims to prepare engineers from relevant disciplines and geoscientists to address challenges with mine waste management and contribute to finding solutions to issues associated with mine waste management, globally.~~ ~~Students who complete the certificate have the option of laddering the coursework into masters programs offered by the Mining Engineering Department (master of engineering or master of applied science degree in Mining Engineering).~~ ~~To facilitate laddering, criteria for admission to the certificate program will be the same as those required for admission to master's programs offered by the Mining Engineering Department.~~ …

	~~**Certificate Requirements:**~~ ~~All students must complete the following four courses (12 credits): MINE 586 (3), MINE 587 (3), MINE 588 (3), and MINE 589 (3).~~ ~~Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's students must be maintained.~~ ~~Students must complete their requirements within 4 years of starting the program.~~ ~~Required: CIVL 210 (4) or Introductory Soils Mechanics course;~~ ~~Recommended: MINE 480 (3) (or applicable mine waste management design or operations experience or approval of the faculty).~~
	Type of Action: Remove program details and replace with link to new location **Rationale for Proposed Change:** Under policy V-128, administrative and academic responsibility for graduate-level certificate programs is held by the Faculty of Graduate and Postdoctoral Studies (G+PS). Effective 26W, G+PS will assume these responsibilities for the Graduate Certificate in Global Mine Waste Management. To reflect this new organizational structure, we are proposing to move information about this program to the G+PS section of the Academic Calendar.
Proposed Calendar Entry: **Certificate Programs** **Contents**	**URL:** https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs **Present Calendar Entry:** **Certificate Programs** **Contents**

Graduate Certificate in Applied Geological Engineering **Graduate Certificate in Global Mine Waste Management** Graduate Certificate in Migration Studies Graduate Certificate in Nurse Practitioner Oncology	Graduate Certificate in Applied Geological Engineering Graduate Certificate in Migration Studies Graduate Certificate in Nurse Practitioner Oncology **Type of Action:** Create page for Graduate Certificate in Global Mine Waste Management under the G+PS Certificate Programs section in the Academic Calendar. **Rationale for Proposed Change:** Under policy V-128, administrative and academic responsibility for graduate-level certificate programs is held by the Faculty of Graduate and Postdoctoral Studies (G+PS). Effective 26W, G+PS will assume these responsibilities for the Graduate Certificate in Global Mine Waste Management. To reflect this new organizational structure, we are proposing to move information about this program to the G+PS section of the Academic Calendar.
Proposed Calendar Entry: **Graduate Certificate in Global Mine Waste Management** The Graduate Certificate in Global Mine Waste Management is a 2-year, 12 credit specialized program for engineers and geoscientists on tailings and mine waste management. The program aims to prepare engineers from relevant disciplines and geoscientists to address challenges with mine waste management and contribute to finding solutions to issues associated with mine waste management, globally. Students who successfully complete courses to satisfy the requirements of the Graduate Certificate in Global Mine Waste Management and are admitted to the M.Eng. in Mining Engineering or the M.A.Sc. in Mining Engineering may request to ladder up to 12 of	**URL:** N/A (New Page) **Present Calendar Text:** **Graduate Certificate in Global Mine Waste Management** The Graduate Certificate in Global Mine Waste Management is a 2 year, 12 credit specialized program for engineers and geoscientists on tailings and mine waste management. The program aims to prepare engineers from relevant disciplines and geoscientists to address challenges with mine waste management and contribute to finding solutions to issues associated with mine waste management, globally. Students who complete ~~the certificate have the option of laddering the coursework into masters programs offered by the Mining Engineering Department (master of engineering or master of applied science degree in Mining Engineering).~~

the certificate credits toward the requirements for the master's program. … **Program Requirements** Students must successfully complete the following 12 credits in the following cycle: • Year One: MINE_V 586 (3) and MINE_V 587 (3); • Year Two: MINE_V 588 (3) and MINE_V 589 (3). Courses are designed to be taken concurrently, in pairs, as shown above in the cycle outlined. Year One courses are prerequisites for the Year Two courses. Each pair of courses required for the certificate is offered once every two years. Students should take this into consideration when planning their studies. Students are required to register for at least two courses in each year. Students seeking to take an informal break from their studies in a given year must discuss their intentions with the graduate program office in advance. Failure to register for two consecutive cycles may result in the student being required to withdraw from the program. Students must complete all program requirements within 4 years of starting the program. **Contact Information** Academic Lead: Dr. Luis Torres-Cruz; email: ltorresc@mail.ubc.ca Director Professional Programs: Carmen Jensen; email: carmen.jensen@ubc.ca	~~To facilitate laddering, criteria for admission to the certificate program will be the same as those required for admission to master's programs offered by the Mining Engineering Department.~~ … ~~Certificate~~ **Requirements**~~:~~ ~~All students~~ must complete the following ~~four courses (~~12 credits~~):~~ MINE_V 586 (3)~~,~~ MINE_V 587 (3)~~,~~ MINE_V 588 (3)~~,~~ and MINE_V 589 (3).~~ Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's students must be maintained.~~ ~~Students must complete their requirements within 4 years of starting the program.~~ ~~Required: CIVL 210 (4) or Introductory Soils Mechanics course;~~ ~~Recommended: MINE 480 (3) (or applicable mine waste management design or operations experience or approval of the faculty).~~ **Type of Action:** • Move program details from the current page to the new G+PS page. • Modify formatting and structure to be consistent with other graduate-level program entries. • Update language to ensure consistency across program entries. • Clarify laddering of credits • Clarify course sequencing • Add expectations around continuing registration • Remove definition of satisfactory academic progress **Rationale for Proposed Change:** Under policy V-128, administrative and academic responsibility for graduate-level certificate programs is held by the Faculty

	of Graduate and Postdoctoral Studies (G+PS). Effective 26W, G+PS will assume these responsibilities for the Graduate Certificate in Global Mine Waste Management. To reflect this new organizational structure, we are proposing to move information about this program to the G+PS section of the Academic Calendar. Some of the existing wording is being modified for clarity, consistency, and/or to reflect the new policies specific to graduate certificates and their students that were recently approved by Senate. Course sequencing and registration expectations are being added for transparency. The reference to the master's definition of satisfactory progress is being removed. There is now a definition of satisfactory progress specific to graduate certificate students in the Calendar.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Land and Food Systems **Department:** **Faculty Approval Date:** Feb 18, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** 11 January 2027 **Contact Person:** Vassilis Kontogiorgos **Email:** v.kontogiorgos@ubc.ca
Proposed Calendar Entry: **FNH_V 410 (3) Physical Properties of Foods** **Physical changes in foods during production and storage, with emphasis on structure–property relationships. Topics include food biopolymers, dispersed systems, crystallisation and reaction kinetics, and rheology–microstructure interactions. Instruction focuses on how composition and microstructure influence food texture, stability, and flow behaviour.** **Prerequisite: FNH_V 301**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale for Proposed Change:** New course to cover advanced topics for the Food Science and FNH General programmes. The content is not covered in other courses and builds on the knowledge taught in FNH_V 301 Food Chemistry. Has successfully been taught as a Special Topics course. ☐ **Not available for Cr/D/F grading (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: Not applicable to graduate-level courses.) **Rationale for not being available for Cr/D/F:** **(**The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) ☐ **Special Topics/Variable Credits (STVC)** (Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.) ***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Land and Food Systems **Department:** N/A **Faculty Approval Date:** Apr 22, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** May 5, 2026 **Contact Person:** Matias Margulis **Email:** matias.margulis@ubc.ca
Proposed Calendar Entry: **FRE_V 393 (3) Global Food Security: Problems, Solutions and Controversies** **Interdisciplinary study of food security as a scholarly concept and international policy goal. Third year standing or higher.**	**URL:** **Present Calendar Entry: N/A**
	Type of Action: New course **Rationale for Proposed Change:** This proposal is to establish a new course with its own course number of **FRE_V 393** and course title **Global Food Security: Problems, Solutions and Controversies.** This course is intended to be part of a suite of courses in the new Bachelor of Science in Food and Resource Economics (BSFE) program. Global food security is a key issue in food, agriculture and land studies, and of major interest to students. The course will build on the introduction to food security LFS students receive in LFS_V 250 to offer a more advanced, interdisciplinary engagement on the topic. Students taking this course will develop an understanding of the history and evolution of food security as an international problem, explore the role of international cooperation and law-making to advance new global responses to food insecurity, and how international political and economic dynamics shape and constrain national responses to food insecurity. This new course proposal is based on a similar successful course the instructor taught previously at the University of Edinburgh in its School of Social and Political Studies. The Food and Resource Economics (FRE) unit has determined it is not desirable to pilot this course as a

special topics course (i.e., FRE_V 490 Special Topics). The current designation system for special topic course codes has been found to create confusion for UG students and discourage registration.

Other information

The aim of this course is for students to develop an advanced and multidisciplinary understanding of global food security as a concept, scientific practice and policy objective. The course will begin by introducing students to the evolution of global food security as a concept; key trends at the global, regional and national levels; and diverse measures of global food security by scholars and policymakers to evaluate progress. The course will then shift to assessing contemporary scholarly and policy debates about the key causes of and potential solutions to global food insecurity. Some of the themes to be considered in the course include food security and its relationship to economic growth and inequality, competing models of food production, the impacts of climate change on global food production and distribution, policy interventions to improve food and nutrition security, the use of food as a weapon in war, and international human rights-based advocacy to promote global food security. Students taking this course will come to understand the multiple and complex drivers of global food security/insecurity, how the challenges vary across different economic, political and social scales, and the reasons for the success or failure of distinct international policy interventions to combat global hunger and malnutrition.

☐ **Not available for Cr/D/F grading (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: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F:
(The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.)

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

☐ **Special Topics/Variable Credits (STVC)**
(Check the box if the course content is expected to vary year-to-year and/or the course credit is variable.)

	***Note: Proponents must submit a Supplemental Information Form for any of the following:** • All new course proposals • All renumbered course proposals • All proposals to split or combine existing courses

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** Edwin S.H. Leong Centre for Healthy Aging (ELCHA) **Faculty Approval Date:** May 5, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date: Dec 19, 2025** **Contact Person:** Michael Kobor Email: Michael.kobor@ubc.ca Kim Schmidt Phone: 604-368-0474 Email: kim.schmidt@ubc.ca
Proposed Calendar Entry: AGE_V – Aging	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course code **Rationale for Proposed Change:** Owing to the growing importance and interest in the field of aging due to global population aging, The ELCHA would like to create new courses in this field at UBC using a new course code: AGE_V. Currently there are few courses primarily focused on aging at UBC and those that exist are limited to a particular discipline, whereas the courses we develop will be interdisciplinary. We are beginning by developing a course that will be part of the new Healthy Aging Graduate Certificate program (AGE_V 500), as well as a directed studies course (AGE_V 448). These programs/courses will be open to students from across faculties and departments, to encourage peer learning and exposure to cross-disciplinary theories, knowledge, perspectives and approaches. We propose the new course code as it will indicate courses relevant to aging that are offered by our Centre. Although it will just be two courses to start with, we anticipate

	the offerings growing, in particular to add additional undergraduate courses. This proposal accompanies three additional category 1 proposals: • A proposal to develop a new Graduate Certificate in Healthy Aging • A proposal to develop a new course AGE_V 500 – Understanding Aging from Societies to Cell that will be a mandatory requirement for completion of the graduate certificate • A proposal to develop a Directed Studies in Healthy Aging Course – AGE_V 448

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** Edwin S.H. Leong Centre for Healthy Aging (ELCHA) **Faculty Approval Date:** May 5, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** December 19, 2025 **Contact Person:** Michael Kobor **Email:** Michael.kobor@ubc.ca **Contact Person:** Kim Schmidt **Email:** kim.schmidt@ubc.ca
Proposed Calendar Entry: **AGE_V 448 (3-6) Directed Studies in Healthy Aging** **A directed research undertaking, related to aging, requiring a written report of the findings. Restricted to students with third-year standing or higher and permission of the supervising faculty member.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale:** We propose the development of a directed studies course focused on healthy aging for undergraduate students (AGE_V 448) at the UBC Vancouver campus. This course would provide students with hands-on research experience in the field of healthy aging, mentored by UBC faculty members. The Edwin S.H. Leong Centre for Healthy Aging (ELCHA), a newly established, Senate-approved Category 1 research centre, includes over 50 faculty investigators from more than 20 departments and schools, reflecting the highly interdisciplinary nature of aging research. While several directed studies courses exist at UBC, most are restricted to students within a specific department and allow projects only under the supervision of faculty from that department. This structure limits opportunities for students interested in aging to pursue directed studies projects with mentors outside their home department and restricts faculty participation in departments that do not currently offer directed studies courses.

	AGE_V 448 is designed to address these limitations by providing third- and fourth-year undergraduate students from any department or school the opportunity to engage in aging-related research projects that align with their academic interests and career goals. Students may earn 3 or 6 elective credits toward their degree by completing a directed studies project in healthy aging. AGE_V 448a Term 1 AGE_V 448b Term 2 AGE _V 448c Terms 1 and 2 They may work with any faculty member whose expertise aligns with their project, provided the research is relevant to aging, as determined through an application process. This flexibility ensures that all UBC students—regardless of department or discipline—have access to high-quality research experience in aging. The course will also be open to graduate students for elective credit where permitted by their program and may count toward the proposed Graduate Certificate in Healthy Aging. AGE_V 448 is expected to appeal to: • Undergraduate students in programs that do not currently offer directed studies courses. • Undergraduate students in programs with directed studies courses limited to their department, who have an interest in aging research but few or no relevant faculty within their home department. • Undergraduate students seeking "breadth" requirements (e.g., Bachelor of Arts students needing 60 credits outside their home department, Bachelor of Science students needing 24 credits outside the Faculty of Science), allowing

	them to fulfill these requirements while gaining meaningful research experience. • Graduate students enrolled in the Graduate Certificate in Healthy Aging or other programs seeking elective credit. Given the unprecedented rate of population aging in British Columbia, Canada, and globally, now is an ideal time to expand academic offerings in this field. AGE_V 448 will raise awareness of aging research at UBC and provide students with hands-on skills and knowledge to pursue further study or careers in this increasingly important area. **Summary of value added to the Faculty of Medicine and UBC:** 1. Addresses a clear gap: most existing directed studies courses are department-restricted, which limits both student and faculty opportunities. AGE_V 448 directly addresses this gap. 2. Interdisciplinary appeal: By leveraging UBC's interdisciplinary network of aging experts, including ELCHA's 50+ faculty across 20+ departments, the course can support a wide range of research projects and attract students from diverse disciplines. 3. Flexibility for students and faculty: Allowing students to work with any faculty with relevant expertise ensures both accessibility and high-quality mentorship. 4. Alignment with strategic priorities: Population aging is a pressing societal issue, making this course timely and relevant to both students and UBC's research goals.

5. Supports multiple student needs: It helps students without department-based directed studies, students seeking breadth credits, and graduate students pursuing the Healthy Aging certificate.

6. Promoting an interest in the field of aging: Exposes students early in their studies to the field of aging so that they may be enticed to conduct graduate studies or pursue a career in the field. In doing so, it may also garner more interest in the Graduate Certificate in Healthy Aging.

Career and academic relevance: Hands-on research experience is highly valuable for students considering graduate study or careers in health, policy, research, or related fields

Supervisor's will assign a grade. Please see attached syllabus for more detail.

☐ Not available for Cr/D/F grading
(undergraduate courses only)

Rationale for not being available for Cr/D/F: N/A

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

*Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Non-Credit Credential Proposal (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculty of Medicine and encloses the proposal it deems as ready for approval, including 1 new non-credit program microcertificate.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve the new non-credit program microcertificate brought forward by the Faculty of Medicine.***

Respectfully submitted,

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

FACULY OF MEDICINE

New non-credit program microcertificate

Applying Occupational Health and Safety Principles in Infection Prevention and Control Non-Credit Program Microcertificate

Non-Credit Program Certificate Proposal Template

Type of Non-Credit Program*
Select the proposed non-credit program type below:
☐ Non-Credit Program Certificate (minimum of 150 hrs of learning activities)
☑ Non-Credit Program Microcertificate (minimum of 50 hrs of learning activities)
*Please refer to the Senate Policy V-129 on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter.

Proposed Program Name
Applying Occupational Health and Safety Principles in Infection Prevention and Control Non-Credit Program Microcertificate

Date of Submission

June 2026

Expected Launch Date

October 2027

Proposing Faculty/ies or UBC Extended Learning

Faculty of Medicine

Principal Lead Applicant Contact Information
Name: Dr. Titus Wong
Title: Clinical Assistant Professor, Executive Medical Director, Infection Prevention and Control and Medical Staff Wellness, Provincial Health Services Authority,
Department, Unit or Faculty: Pathology and Laboratory Medicine
Telephone: 778 288 3645
Email: titus.wong@phsa.ca

Additional Co-Applicants

Narmana Majumder, Director, Occupational Health & Safety, Provincial Health Services Authority, Applying Occupational Health and Safety Principles in Infection Prevention and Control Non-Credit Microcertificate Project Consultant, narmana.majumder@phsa.ca

Jiaohan “Joann” Liu, Director, Disability Management & Occupational Health Nursing Workplace Health, Provincial Health Services Authority, Applying Occupational Health

and Safety Principles in Infection Prevention and Control Non-Credit Microcertificate Project Consultant, jiaohan.liu@phsa.ca

David Vigor, Director of Employee Safety, Vancouver Coastal Health, Applying Occupational Health and Safety Principles in Infection Prevention and Control Non-Credit Microcertificate Project Consultant, david.vigor@phc.ca

Supporting Partners

We will partner with UBC Extended Learning Academic Services to jointly develop the course's media components (e.g., video lectures, Canvas course, etc.).

Ministry of Health

Program Description (300-500 words)

The Applying Occupational Health and Safety (OHS) Principles in Infection Prevention and Control (IPAC) Non-Credit Microcertificate is a new program designed for healthcare professionals working in OHS and IPAC roles. The program provides foundational and applied training in the OHS framework, best practices in healthcare safety, and the Psychological Health and Safety framework. Learners will also develop the ability to integrate OHS and IPAC principles to support pandemic and communicable disease outbreak preparedness and response using a systems-based approach.

The goal of the program is to strengthen interdisciplinary understanding between OHS and IPAC professionals, allowing them to collaborate more effectively, reduce risks and liabilities, and improve the protection of both staff and patients. This includes developing shared competencies in hazard identification, risk mitigation, outbreak response, and organizational safety culture.

This microcertificate represents a new program area at UBC. While UBC currently offers IPAC-related programming, this credential introduces a new interdisciplinary focus that bridges OHS and IPAC practice.

The purpose of the program is to support skills acquisition, interdisciplinary knowledge enhancement, and professional development for working healthcare professionals. It is designed to help learners advance their careers by gaining cross-disciplinary competencies increasingly required in healthcare settings. The program is delivered part-time and fully online to provide flexibility for working professionals, including those in remote or underserved regions. Learners may also apply their training toward recertification of the Certified in Infection Control (CIC®) designation, as we intend to apply for recognition as a CBIC Infection Prevention Unit (IPU) Provider.

Program Context (300-500 words)

Evidence of Ongoing and Sustainable Learner and Market Demand

A province-wide needs assessment conducted by the Provincial Infection Control Network of British Columbia (PICNet) and the OHS Council surveyed IPAC and OHS professionals, including OHS directors across all B.C. health authorities. 82% of respondents expressed strong interest in a program integrating OHS and IPAC competencies. Respondents emphasized the need for new infection control practitioners to better understand OHS policies and for OHS professionals to strengthen their infection-control knowledge.

As of March 2026, the Government of Canada Job Bank lists 385 IPAC-related positions and 66 OHS-related positions nationally (Government of Canada, 2025). WorkBC classifies IPAC professionals under NOC 31301 and as a high-opportunity occupation (WorkBC, 2025) reflecting strong and growing employment prospects. The continued emergence of communicable diseases, increasing regulatory requirements, and increased expectations for workplace safety reinforce the need for professionals trained with interdisciplinary knowledge of OHS and IPAC principles.

The proposed microcertificate addresses this demand by practical, interdisciplinary skills in OHS legislation, psychological health and safety, communicable disease control, and outbreak preparedness.

Alignment with Labour Market Needs, Community Needs, and Government Priorities

The program aligns with provincial and federal priorities related to healthcare workforce development, workplace safety, and infection prevention. The B.C. Ministry of Health has emphasized the need to strengthen infection control capacity and improve workplace safety across the health system (Premier Eby, 2025). The Ministry of Post-Secondary Education and Future Skills has similarly prioritized expanding training opportunities that build a resilient, skilled workforce (Premier Eby, 2025). By enhancing interdisciplinary competencies among OHS and IPAC professionals, the microcertificate directly supports these mandates,

Healthcare-associated infections remain a major public health concern, with over 220,000 HAIs occurring annually in B.C. hospitals, affecting 1 in 9 patients. Antimicrobial resistance costs Canada $1.4 billion annually, projected to rise to $7.6 billion by 2050 (Council of Canadian Academies, 2019). Strengthening the capacity of OHS and IPAC professionals to collaborate effectively is essential to reducing these risks and improving patient and worker safety.

By fostering interdisciplinary collaboration, the program helps organizations mitigate risks, enhance outbreak preparedness, and improve safety culture, which are priorities identified by health authorities and community partners.

How the Program Advances the Unit's Mandates and Strategic Plan

This microcertificate advances the Department of Pathology and Laboratory Medicine's 2023-28 Strategic Plan by fostering system partnerships and supporting lifelong learning through adaptable, applied education. The program will be developed collaboratively with UBC clinical faculty and OHS professionals from various health authorities. This will strengthen partnerships with B.C. health authorities, PICNet, and OHS leaders, and supports the department's commitment to delivering innovative, practice-relevant training that responds to emerging health system needs.

References:

1. Government of Canada. (2026). Infection Control Officer – Hospital in Canada: Available jobs. Job Bank. https://www.jobbank.gc.ca/marketreport/jobs/984/ca
2. Government of Canada. (2026). Occupational Health and Safety Officer in Canada: Available jobs. Job Bank. https://www.jobbank.gc.ca/marketreport/jobs/22668/ca
3. Premier Eby, D. (2025). Mandate letter: Minister of Health. Government of British Columbia. https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/premier-cabinet-mlas/minister-letter/mandate_letter_josie_osborne.pdf
4. Premier Eby, D. (2025). Mandate letter: Minister of Post-Secondary Education and Future Skills. Government of British Columbia. https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/premier-cabinet-mlas/minister-letter/mandate_letter_jessie_sunner.pdf
5. WorkBC. (2025). Registered nurses and registered psychiatric nurses (NOC 31301): Labour market information. Government of British Columbia. https://www.workbc.ca/career-profiles/registered-nurses-and-registered-psychiatric-nurses#labour_market

Proposed Length, Structure, and Duration

The program runs over 14 weeks and includes approximately 50 hours of expected student learning activities. Each module is delivered over a two-week period, requiring an average of 3.5 hours per week to complete the associated learning activities.

The program's shorter duration supports timely upskilling and allows learners to obtain in-demand competencies identified by health authority professionals through our needs assessment, which may improve employment opportunities and contribute to career advancement.

The learning is comprised of one Non-Credit Program Microcertificate.

Curriculum Topics

Module Topic	Competencies Gained
Module 1: Occupational Health and Safety Foundations	• Explain the legal context of safety legislation, the rights and responsibilities of employers, supervisors, and workers and how responsibilities are divided based on the Internal Responsibility Systems (IRS). • Articulate how safety has evolved based on the hazards and risks in workplaces • Apply the hierarchy of control to processes and risks within healthcare. • Apply the legal minimum requirements for reporting, inspections, and investigations in ways that strengthen organizational progress on the OHS maturity scale.
Module 2: Infection Prevention and Control-Occupational Health and Safety Role Alignment and Collaboration	• Differentiate the roles within an Occupational Health and Safety team and explain how each contributes to maintaining a safe and compliant workplace.

	• Describe the main responsibilities and scope of practice for each position • Analyze how OHS roles collaborate across an organization, particularly with Infection prevention and control in construction and space planning activities
Module 3: Occupational Health and Safety Strategies for Communicable Disease and Pandemic Preparedness	• Summarize the importance of immunizations for healthcare professional as part of workplace preparedness strategy • Consolidate how communicable diseases/outbreak preparedness require various components using the hierarchy of control framework • Understand the importance of a preparedness plan and what should be included in the plan
Module 4: Occupational Health and Safety Strategies for Communicable Disease and Pandemic Response	• List the various teams that are involved in responding to communicable disease outbreaks/pandemics as well as their general role and responsibilities • Consider the interconnection between public health, OH&S and infection control in containing outbreaks/prevent further spread • Summarize learnings from COVID-19 and ethical considerations during pandemic response
Module 5: Integrating Psychological Health & Safety into Infection Prevention and Control Practice	• Explain the core principles of psychological health and safety and identify common psychosocial hazards within infection prevention and control (IPC) work.

	• Recognize and assess psychosocial risk factors affecting healthcare staff during IPC activities, and integrate these considerations into audits, recommendations, and outbreak management. • Apply self-awareness and sustainable professional well-being strategies to support resilience, manage stress, and contribute to a psychologically safe IPC team environment. • Demonstrate trauma-informed, respectful, and psychologically safe communication when guiding teams through IPC practices, feedback, and high-stress situations.
Module 6: Disability Management / Recover and Return to Work Overview	• Understand the general principles, and framework of a disability management program and its components • Name the various parties that are involved in coordinating injury/illness management and safe return to work • Recognize legal aspects and ethical practice in case management and accommodation
Module 7: Putting it All Together	• Integrate principles of OHS, IPAC, psychological health and safety, and disability management to develop a comprehensive and coordinated approach to communicable disease prevention and response in healthcare settings. • Evaluate real-world or simulated scenarios to identify system-level strengths, gaps, and opportunities

	for improvement in infection prevention, worker safety, and organizational resilience. • Design a practical, interdisciplinary action plan that strengthens collaboration, preparedness, and sustainable safety practices across OHS, IPAC, and organizational stakeholders for future challenges.

Assessment Methods

Course assessments will vary depending on the module but will be a combination of quizzes, assignments, discussion board submissions, and a final assessment. Each module includes assessments designed to test both conceptual understanding and practical application. Discussion boards will serve as a space for learners to engage with one another and deepen their understanding through shared perspectives.

To qualify for the certificate, a student must successfully complete the course with a minimum grade of 70%.

Appeals Process

In the event of learner appeals (e.g., appeals of grades or program standing), learners are expected to address their concerns with the course instructor and program assistant. The learner should provide all necessary documents related to their appeal. A decision will be communicated to the learner within 10 business days.

To ensure transparency, the learner appeals process, including relevant information, will be accessible in the Canvas course.

Program Learning Outcomes

Upon successful completion of the microcertificate, learners should be able to:

- Develop a thorough understanding of Occupational Health and Safety legal framework and best practices in a healthcare setting.
- Develop a thorough understanding of Psychological Health and Safety framework and best practices in a healthcare setting.

- Integrate Occupational Health & Safety and Psychological Health & Safety principles within the practice of Infection Prevention and Control by formulating pandemic/communicable disease outbreak preparedness and responses using a holistic view of Infection Prevention and Control and Occupational Health & Safety strategies

Program Delivery Format

The proposed microcertificate will be delivered fully online, part-time, and asynchronously which allows learners to access course materials from any location with a stable internet connection, which is particularly beneficial for individuals in rural or remote communities. The part-time structure also supports working professionals by allowing them to balance their studies with employment and other commitments.

We will consult with learning design experts at UBC Extended Learning Academic Services to ensure that the curriculum and the Canvas course are designed to be accessible, inclusive, and supportive of diverse learning needs in an online learning environment.

Target Learners

The primary audience includes healthcare professionals who are currently working in OHS and IPAC roles. These are typically early or mid-career professionals who are seeking to further their understanding of the intersections between OHS and IPAC. The secondary audience includes healthcare professionals interested in transitioning to these fields. We anticipate a mix of employer-sponsored and self-funded learners, particularly those working in hospitals and community health settings.

While many learners are expected to reside in British Columbia, the program is delivered fully online, allowing for national and international student enrollment. Some course content and examples will reflect Canadian and provincial contexts, and international learners will be encouraged to reference their own policies and regulatory frameworks. However, many foundational and applied principles of OHS and IPAC are broadly relevant across global healthcare systems.

We anticipate a cohort size of 15 to 20 students. Our Infection Prevention and Control Non-Credit Certificate Program has a similar target audience of those working in IPAC-related roles or those interested in transitioning into these fields and it had an enrollment of 20 students for its first offering so we anticipate a similar enrollment number.

To reach learners in remote or underserved communities, course materials are available asynchronously, allowing learners to engage with content on their own schedule, regardless of time zone or internet reliability.

External Comparator Information

Most Canadian IPAC programs, such as the program offered by Queen's University, include only a one-to two-week module on Occupational Health and Safety (OHS). These modules typically address a limited set of competencies, such as managing blood and body fluid exposures and conducting contact tracing.

Existing non-credit IPAC courses provide broad coverage of infection control topics. The proposed OHS Microcertificate is designed to complement these programs by offering a more specialized focus that clarifies the distinct roles and responsibilities of OHS and IPAC within healthcare settings, integrates Occupational Health and Safety and Psychological Health and Safety principles into IPAC practice, strengthens pandemic and communicable disease outbreak preparedness and response through a holistic OHS–IPAC lens, and provides an overview of the OHS legal framework and best practices relevant to healthcare environments.

While Canadian IPAC programs typically range from 18 to 30 weeks in duration, this 14-week microcertificate, particularly with the accelerated 8-week pathway, allows learners to develop deeper OHS competencies within a shorter timeframe.

BCIT offers the Foundations in Occupational Health and Safety Associate Certificate, a part-time credit program requiring the completion of seven courses. Each course is approximately three months in length, meaning the program may take at least one year to complete when taking two courses per term, and up to three years if taken sequentially. This is significantly longer than the proposed OHS microcertificate.

Graduates of the BCIT program are generally prepared for entry-level or technician-level roles across a wide range of industries, including construction, forestry, government, and mining. While the BCIT curriculum covers similar foundational concepts, such as OHS legal frameworks and organizational OHS program structures, it is designed for broad, multi-industry application. Conversely, the proposed microcertificate is specifically tailored to the healthcare sector, addressing the unique OHS considerations, regulatory requirements, and psychosocial factors associated with healthcare environments.

Internal Comparator and Consultation Information

UBC Extended Learning, in collaboration with the School of Population and Public Health, offers the Principles of Occupational Hygiene Microcertificate. Occupational hygiene is a specialized branch of occupational health and safety focused on the anticipation, recognition, evaluation, and control of workplace factors that may lead to occupational disease. While this program addresses topics that may overlap with broader OHS content, such as communicable disease strategies and pandemic preparedness, it

remains a subspecialty. In contrast, the proposed certificate is designed to cover the full spectrum of the OHS practice.

Consultation with the Principles of Occupational Hygiene Microcertificate is in progress and the consultation request form will be attached.

Admission Criteria

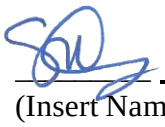
This program is intended for individuals employed in Infection Prevention and Control or Occupational Health and Safety roles.

Assessment of Impact on Departmental and University Resources
Please complete and submit the Assessment of Impact on Departmental and University Resources form. The form can be found on the final page of this template and must be submitted along with your Senate program proposal.

Library Consultations
Consultation with the Library is required for all new non-credit certificate and microcertificate proposals. The Library consultation form can be found here and must be submitted along with your Senate program proposal.

Note: Course syllabi and a UBC Academic Calendar entry are not required as part of your Senate submission.

Signatories
By signing below, the Dean(s) of the proposing Faculty or Faculties, or the Executive Director of UBC Extended Learning, confirm that the non-credit program has been appropriately reviewed and approved as required by Senate Policy V-129 and is ready for Senate review.



Sharmila Anandasabapathy, Dean, Faculty of Medicine and VP Health

(Insert Name, Title, and Faculty or UBC Extended Learning)

(Insert Name, Title, and Faculty or UBC Extended Learning, if required)

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Senate Academic Policy, Admissions, and Curriculum Committees

Re: Graduate Certificate in Healthy Aging (approval)

The Senate Academic Policy, Admissions, and Curriculum Committees have reviewed the materials forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Medicine) and enclose the proposals they deem as ready for approval including 1 new graduate certificate and 1 new course.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the new graduate certificate and new course brought forward by the Faculty of Graduate and Postdoctoral Studies (Medicine).***

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

Dr. Kin Lo
Chair, Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Medicine

New graduate certificate
Graduate Certificate in Healthy Aging

New course
AGE_V 500 (3) Understanding Aging from Societies to Cells

EXECUTIVE SUMMARY FOR GRADUATE CERTIFICATE IN HEALTHY AGING

Summary: The Edwin S.H. Leong Centre for Healthy Aging (ELCHA) proposes a new academic-credit Graduate Certificate in Healthy Aging at UBC's Point Grey Campus. The program responds to the rapid aging of populations in Canada and globally, and the limited availability of UBC offerings addressing this pressing area. The Certificate will enroll UBC students in any master's or doctoral program. Comprising at least nine credits, the graduate certificate functions similarly to a minor, allowing students to complete a sub-specialization in aging. The credential will appear on students' transcripts.

Development of the program involved extensive consultation with UBC Extended Learning, the Centre for Teaching, Learning and Technology, the Faculty of Medicine Education Office, the Faculty of Graduate and Postdoctoral Studies, graduate program advisors, students, alumni, and an interdisciplinary faculty working group (referred to as the Program Committee) spanning Medicine, Dentistry, Arts, and Applied Science. These consultations supported choosing a graduate certificate rather than a full degree program (e.g. PhD or MSc program).

The interdisciplinary curriculum covers global demographic and epidemiological trends in aging; social, cultural, environmental, lifestyle, cognitive, and behavioral determinants of healthy aging; ageism; geroscience; age-associated diseases; Indigenous knowledges and perspectives on health and aging; and programs, policies, and innovations to support healthy aging and older adults.

Students will complete nine credits: a mandatory 3-credit core course (AGE_V 500: *Understanding Aging from Societies to Cells*) and 6 credits of electives. The core course will run biweekly from September to April and be team-taught by faculty experts, featuring guest lectures, student-led sessions, and integrated interdisciplinary content. Electives will be drawn from existing UBC courses or a Directed Studies in Healthy Aging course (also new), with flexibility to count toward students' home program requirements. Students will have the duration of their graduate degree studies to fulfill program requirements.

This will be the first aging-focused graduate credential offered by a Canadian Faculty of Medicine, uniquely bridging biological, social, policy, and practice domains in a way not captured by any existing Canadian program. The Graduate Certificate in Healthy Aging will cultivate scholars and professionals with the interdisciplinary knowledge and skills needed to address the challenges and opportunities of an aging society. It will enrich graduate education while fostering innovative research, practice, and policy approaches that support healthy aging in British Columbia, across Canada, and internationally.

Proposed Program Name: Graduate Certificate in Healthy Aging

Date of Submission: December 19, 2025

Sponsoring Faculty/Department/Unit: The Edwin S.H. Leong Centre for Healthy Aging, Faculty of Medicine

Faculty of Graduate & Postdoctoral Studies

Contact Persons:
Name: Dr. Michael Kobor
Title: Director, Edwin S.H. Leong Centre for Healthy Aging

Email: Michael.kobor@ubc.ca

Name: Dr. Kim Schmidt
Title: Research Director, Edwin S.H. Leong Centre for Healthy Aging
Email: kim.schmidt@ubc.ca

Program Description: The Graduate Certificate in Healthy Aging will offer an interdisciplinary and collaborative approach for graduate students in master's or doctoral degree programs to gain expertise in aging. The certificate is designed to be flexible and adaptable, allowing students to pursue their own interests while developing a strong, shared foundation in the study of healthy aging. Key focus areas will include:

- Demographics/epidemiology of aging in BC, Canada and globally
- Social, cultural, environmental, cognitive, lifestyle and behavioural determinants of aging
- The causes and consequences of ageism and age-based discrimination in healthcare and society
- Geroscience- the biological mechanisms involved in aging
- Age-associated diseases and conditions
- Health and social care programs/services/policies to support older adults and healthy aging
- Innovations in technology to support older adults and healthy aging
- Career exploration in the field of aging and older adult care

The certificate comprises 9 credits in total. All students are required to complete a 3-credit core seminar course in their first year of study called "Understanding Aging from Societies to Cells". Classes will be 3 hours long and held biweekly, employing a blend of lectures, guest seminars, student-led presentations, group discussions, and other interactive and collaborative formats. Co-taught by faculty from multiple departments and disciplines at UBC, the course will foster rich dialogue and networking among students and professors, emphasizing the cross-cutting perspectives and methods that define healthy aging as a multidisciplinary field of study.

The remaining 6 credits of electives can be completed over the course of the student's primary graduate degree program and may be selected from a range of pre-approved courses related to healthy aging in the health sciences, social sciences, natural sciences, policy, education, or related fields (See Appendix 1 and "proposed Curriculum" section). Importantly, these elective courses can be double-counted toward the student's main graduate program, at the discretion of the graduate degree program, adding depth to their discipline-specific training while strengthening their expertise in healthy aging.

Together, this combination of a collaborative core course and flexible, discipline-specific electives prepares graduates to become thought leaders and innovators in policy, practice, education, and research — all with the ultimate aim of improving health, well-being, equity, and quality of life for older adults in a rapidly changing world.

Rationale for Program: The rationale for introducing the Graduate Certificate in Healthy Aging stems from the urgent societal and educational need to address the challenges and opportunities presented by a rapidly aging population in British Columbia, across Canada, and around the world. Aging is a complex, multidimensional phenomenon that intersects with health, social policy, technology, equity, and

economic development—yet, despite its growing importance, there are currently few formal academic offerings at UBC that focus specifically on this area. This certificate aims to fill that gap by providing interdisciplinary, graduate-level training that prepares students to work effectively across sectors to support healthy aging. ***Our primary objectives are to enhance students' educational experiences through cross-disciplinary collaboration, attract a more diverse and engaged population of graduate students to UBC interested in aging-related research or practice, and strengthen UBC's reputation as a global leader in innovative and socially responsive programming.*** The certificate also aligns with current faculty strengths and interests, and responds to increasing demand from students, industry, government, and community organizations for graduates with specialized knowledge of aging (see Appendices 2-4). For students, the certificate offers an opportunity to gain a valuable credential that complements their core degree and enhances their career prospects in academia, healthcare, policy, research, social services, and the growing field of aging and technology. The certificate will bring together students from diverse disciplines interested in aging, fostering a unique cohort experience and a strong sense of community and belonging. For departments and the Faculty of Medicine, it promotes interdisciplinary engagement and curriculum innovation. For UBC, it reinforces the university's commitment to public good, lifelong health, and academic leadership in addressing one of the most pressing demographic shifts of our time. We believe that the recent formation of the Edwin S.H. Leong Centre for Healthy Aging makes this the ideal time to create this program, as the ELCHA has increased faculty recruitment and research interests in this area. In addition, the ELCHA has staff that can support the development and sustainability of the program.

The Certificate's Value-Add: Building on the Edwin S.H. Leong Centre for Healthy Aging's (ELCHA) extensive experience supporting graduate learners—including the Healthy Aging Postdoctoral Fellowship Program, the Healthy Aging Summer Student Research Award Program, our partnerships with the Faculty of Medicine's Summer Student Research Program and Michael Smith Health Research BC Trainee Awards, and broad consultations with students and alumni—we anticipate strong interest in this certificate from students in multiple departments and faculties across UBC. This diverse participation will create a rich, interdisciplinary learning environment for students.

The structure of the program is intentionally flexible to accommodate the differing coursework expectations across master's and doctoral programs. In alignment with Senate Policy V-128, credits earned in the certificate may also be applied toward a student's primary graduate program, at the discretion of the home program. At the same time, the certificate provides several key value-added components that extend beyond what most degree programs currently offer:

Expanded, Cohesive, and Integrative Training in Aging: Certificate students will complete a greater number of courses (2 electives) relevant to aging, life course health, age-related diseases, or chronic disease prevention than they would typically take within their degree program. This deepened coursework enables students to develop a focused specialization in aging and older adult health and well-being. In addition, the electives combined with the core course, AGE_V 500, will allow students to integrate approaches and topics across disciplines. Curricular advising from ELCHA staff and Program Committee members will help ensure coherence across electives and alignment with the program's learning outcomes.

Interdisciplinary Education Through AGE_V 500: All certificate students will enroll in the new 3-credit core course, AGE_V 500, designed specifically to foster interdisciplinary engagement. Our experience running ELCHA training programs (including the Trainee Aging Research Hub) demonstrates that students interested in aging have strong needs for interdisciplinary cohort-building that are not readily addressed within discipline-specific graduate programs. As a Senate-approved, Category 1

interdisciplinary centre within the Faculty of Medicine, ELCHA is uniquely positioned to cultivate this cross-disciplinary academic community and enrich graduate training in aging.

Opportunities for Applied and Integrative Learning: AGE_V 500 includes multiple opportunities for students to apply aging-related knowledge to real-world contexts. Students will learn from UBC faculty and practitioners across sectors about the implications of aging research for policy, practice, and interventions. Assignments such as developing a policy brief or grant proposal will enable students to translate knowledge into practical outputs. The course will also include at least one field trip per year to a healthcare or community setting to deepen experiential and intergenerational learning.

Proposed Length and Duration: We anticipate a September 2027 program launch. Students will be required to complete the program throughout the duration of their primary graduate program, but will be encouraged to complete the program in 2 years. The mandatory 3-credit core course will typically be taken in the student's first year of enrollment in the certificate program, from September to April. The remaining 6 credit of electives can be completed at any time.

Proposed Learning Outcomes: In completion of the certificate, learners will be expected to be able to:

- Analyze current global epidemiological and demographic trends in aging and their implications for society, health care systems, and policy.
- Critically evaluate the broad range of biological, environmental, social, cultural, behavioral, and lifestyle factors that influence aging, and apply this knowledge to develop relevant research questions, interventions, services, or policy initiatives.
- Explain age-related physiological processes and the conditions and diseases that become more common with age, drawing on knowledge and research from the medical, biological and social sciences
- Assess the effectiveness of existing services, programs, and policies designed to support healthy aging, and generate evidence-informed recommendations for stakeholders and policy makers.
- Communicate knowledge and research related to healthy aging effectively and respectfully to a multidisciplinary audience, employing discipline-specific terminology alongside clear, accessible language.

Proposed Curriculum: The Graduate Certificate in Healthy Aging will be a 9-credit program. This will include completion of a new 3-credit core course (AGE_V 500), as well as 6 credits of approved electives.

AGE_V 500: Understanding Aging from Societies to Cells (see accompanying proposal for a new course that includes the syllabus)**.** This mandatory, core 3-credit course will introduce diverse topics in the field of aging, with a focus on theories, current research, and practical applications to promote healthy aging and the well-being of older persons. The course will run from September to April with sessions occurring bi-weekly for 3 hours. The Course Coordinator with be the ELCHA Director, Dr. Michael

Kobor, with guidance provided by a multi-disciplinary Program Committee. Sessions will be led by UBC faculty and external guest lecturers. This model ensures appropriate coverage of diverse topics related to aging across disciplines. In addition to lectures, the course will feature trainee led sessions and presentations, as well as written assignments to assess students understanding of the material and ability to apply the learnings to develop research questions and critically evaluate programs, services and policies to support older adults. The course will be structured as follows:

- Session 1 – Introduction and the Epidemiology and Demography of Aging
- Session 2 – Social, Cultural and Environmental Determinants of Aging
- Session 3 – Indigenous Knowledges and Worldviews Related to Aging
- Session 4 – Ageism, Equity, and Ethical issues
- Session 5 – Behavioural and Lifestyle Determinants of Aging
- Session 6 – Student-Led Session 1
- Session 7 – Field trip to a community or clinical setting
- Session 8 – Age-Associated Diseases and Conditions
- Session 9 – Biology of Aging and Geroscience
- Session 10 – Innovations, Programs and Services to Support Healthy Aging
- Session 11 – Aging Policy in Canada and Globally
- Session 12 – Career Trajectories in the Field of Aging
- Session 13 – Student-led Session 2 and Course Integration

Students will be graded using percentages
The priority will be to ensure respectful engagement across different disciplinary, epistemological, and methodological approaches. The core course seeks to foster an ethos of openness and willingness to take risks as students engage with each other's research and disciplines. As a result, a portion of the grade for the core course will be based on participation and engagement during lectures and especially student presentations.

Grades will be based on: (i) active participation informed by familiarity with assigned course materials, discussions during class, and engagement with peers during student presentations (25%); (ii) the oral presentation of a paper or project related to the subject material, demonstrating ability to communicate research to a multi-disciplinary audience (25%); (iii) completion of two assignments that showcase course learning (for more details on assignments, see proposal for AGE_V 500, 25% each). Marks for participation will be determined by the Course Coordinator with input from the lecturers and TA. Assignments will be marked by a TA.

Electives:
Students will be required to complete an additional 6 credits of approved electives, relevant to the field of aging, life course health, and/or age-related chronic diseases. Eligible courses, approved for the certificate program, are offered by departments/schools independently of the certificate program (Appendix 1), with the exception of a new directed studies course in healthy aging that is being developed by the ELCHA (AGE_V 448, see accompanying proposal for a new course). In addition, students may request to take courses not on this list, subject to the approval of the Program Director. Eligible electives will be listed on the ELCHA website. All approved electives must be relevant to:

1. Aging, adult development or life course health
2. Age-associated/chronic diseases or conditions, e.g. neurodegenerative, cardiovascular, musculoskeletal, metabolic, cancer, sensory impairments,

arthritis, etc.
3. Molecular, cellular, biochemical processes influenced by aging e.g. epigenetics, inflammation, protein aggregation, etc. or methods and approaches to assess these processes
4. Social, cultural, environmental, lifestyle and behavioural factors that influence aging
5. Policies, programs, interventions that support health promotion and aging well e.g. healthcare policies/public health policies, healthy nutrition, physical activity

Knowledge from elective courses will be deliberately integrated into broader topics and approaches to healthy aging in the core course, AGE_V 500. In particular, during class discussions, assignments, and presentations students will be encouraged to apply relevant material and knowledge from their elective courses. Course electives (but not AGE_V 500) can be taken at any time during the student's degree, including prior to starting the certificate program. Where departments/schools make available 400 level courses to their graduate students, certificate students may take up to 3 of the 6 credits at the 400 level (including AGE_V 448). This decision was made as there are several aging related courses offered at UBC at the upper undergraduate level that may appeal to students. The credits earned for this certificate program. (AGE_V 500 and electives) may be applied to the credits required for student's graduate degree program at the discretion of the student's degree program. The Program Director decides on what courses to include as electives, in consultation with the Program Committee. This decision is made by reviewing syllabi, course calendar descriptions, and consultations with instructors and graduate program advisors. All electives on the current list are courses that are offered regularly with a frequency of no less than every 4 years. In order to stay current with curriculum developments, new courses can be proposed at any time for inclusion in the list of elective courses. Requests for consideration as approved course elective may be submitted by course instructors, graduate affiliates, and ELCHA staff or Investigators by submission of the most recent course syllabus. Instructors of course electives do not need to be affiliated with ELCHA.

Selection of course electives:
The ELCHA has the administrative capacity to manage graduate programming and advise students. The ELCHA Staff, in close collaboration with the Program Director and Program Committee will advise incoming students on selection of course electives, to align with both the goals of the program and the student's scholarly/career goals. Students may complete the required 6 elective credits of eligible UBC graduate courses prior to registration in the certificate program. Courses must have been taken after enrollment in a UBC graduate program.

Target Learners: The Graduate Certificate in Healthy Aging is designed for UBC students enrolled in master's or doctoral programs who wish to deepen their understanding of aging from a cross-disciplinary perspective. The program welcomes learners from diverse academic backgrounds—including health/life sciences, social sciences, humanities, engineering, and policy—who are interested in exploring the biological, social, cultural, environmental, and policy dimensions of aging. We anticipate students in graduate programs in psychology, neuroscience, kinesiology, human nutrition, pathology & laboratory medicine, experimental medicine, rehabilitation sciences, medical genetics, biochemistry & molecular biology, population & public health, audiology & speech sciences, and social work being interested in the certificate program. We expect to enroll 10 students in the first year, increasing to 15 in the second year, with enrollment reaching 20-25 students annually by the third year and beyond. Students will be encouraged to join early in their program so that they can benefit from meeting other students and faculty interested in aging early on in their studies. However, students can enroll at any point in their degrees.

By participating in this certificate, learners will gain the opportunity to connect with peers across disciplines, broaden their perspectives, and develop the knowledge and skills needed to address the complex challenges and opportunities of an aging society. The program is relevant to those pursuing traditional academic careers, but also those seeking to work in non-profits, industry, health care or public policy. Students completing the Graduate Certificate in Healthy Aging will be better prepared for a variety of careers (see Appendix 4 – market research completed by Extended Learning) including:

- Healthcare and Clinical Practice: Geriatric medicine, nursing, occupational therapy, physiotherapy, rehabilitation, mental health services for older adults
- Research and Academia: Gerontology research, public health research, biotechnology/pharmaceutical research, social science research on aging populations; research positions with academic institutions, non-profit organizations or industry
- Policy and Program Development: Health policy analyst, aging and eldercare program coordinator, public health planner, municipal age friendly strategist, community development specialist
- Social and Community Services: Social worker specializing in older adults, caregiver support coordinator, senior center or senior residence program manager, social prescribing community connector or program manager
- Technology and Innovation: Design and development of assistive technologies, smart home solutions for older adults, age-friendly urban planning
- Advocacy and Non-Profit Work: Aging advocacy organizations, senior rights and policy advocacy, community engagement roles

Admission Requirements and Process:

Admission Requirements: General UBC graduate admission requirements, including previous degree(s) and English proficiency will have been met when the student is admitted to a UBC graduate program.

Beyond the general graduate admission requirements, specific admission requirements for the Graduate Certificate are:

- Enrolment and satisfactory academic progress in a UBC graduate or professional degree program
- Demonstrated academic/professional interest in aging-related research or scholarship

Application Process: Students will normally apply to the certificate program in May for a September start date. Students will submit their application documents via an online form on the certificate website, managed by the ELCHA staff and subsequently approved by the Certificate Program Director (currently Dr. Kobor, the ELCHA director).

Required application components are:

- An application form (in Qualtrics) with name/degree program/year in program/demographic information as permitted under university policy
- Copies of graduate degree application package (transcripts) and current graduate degree academic record transcripts

- A one-page statement of interest that speaks to the student's demonstrated interest in aging-related research or professional practice
- CV (any format)
- A form signed by the student's graduate program advisor/supervisor indicating awareness of potential enrolment in the graduate certificate program

Admissions considerations: Acceptance into the program will be based on the strength of demonstrated interest in aging-related research and/or professional practice, fit with the objectives of the program, and academic preparation and performance as shown by academic records. Establishing a cohort with diverse disciplinary backgrounds will also be taken into consideration when making admission decisions.

We propose to cap the number of students admitted into the program at 25. Given the focus on peer learning and inclusion of student-led sessions in AGE_V 500, which all certificate students are required to take in their first year, the program is designed to remain small in size.

Enrollment and Academic Progression:

- Upon selection for admission by the Program Committee, students will be enrolled in the Graduate Certificate program by G+PS.
- Upon enrollment, G&PS will charge students a Program Fee of $375 (pending student fee approval) to offset the costs for the certificate program. This includes $75 for G+PS for administrative costs such as student systems enablement, enrolment, registration, and conferral management. This also includes a fee of $300 for the ELCHA to cover operational costs such as honorariums for lecturers and guest speakers and field trip costs.
- Upon acceptance in the program students will register in the core seminar "Understanding Aging from Societies to Cells" (AGE_V 500).
- Registration and academic progression must conform with general requirements for Graduate Certificates, as defined by Senate Policy V-128.
- Certificate completion and graduation will be managed as per normal G+PS practices, and will be managed in partnership between ELCHA and G+PS.

Program Administration:

- In alignment with Senate policy V-128, the program will be under the administrative responsibility of Graduate & Postdoctoral Studies (G+PS). The ELCHA office will collaborate with G+PS to manage admissions, student progress tracking, and other registrarial matters. ELCHA is supported by a large philanthropic donation that includes a large endowment. The staff positions for the Centre are ongoing positions supported by the gift.
- The ELCHA has existing administrative capacity to manage graduate programming and to advise graduate students. The ELCHA Research Director and Research Coordinator currently manage the trainee awards programs of the ELCHA and other trainee-focused initiatives. This includes managing the website, application forms, submissions, facilitating review, reporting on program outcomes, advising students, and organizing student-focused events. The robust administrative infrastructure and established protocols already in place position ELCHA for a seamless and efficient launch of the proposed graduate certificate program, minimizing implementation risk and ensuring program quality from inception.

- The proposed Certificate will be administratively supported by this staff team, in close collaboration with the ELCHA Director and Healthy Aging Graduate Certificate Program Committee. The ELCHA Research Director will advise students, including in course electives selection, and oversee admissions, student tracking, and program coordination. The Research Director will be administratively supported by the ELCHA Research Coordinator. The Research Director and coordinator will manage the AGE_V 500 course scheduling in the Workday Student system.
- ELCHA Investigators will teach AGE_V 500, and the core course will be coordinated by the ELCHA Director to ensure integration between the various topics and sessions.
- Proposed start date: Fall 2027

Assessment of Financial Viability: The Graduate Certificate in Healthy Aging will draw entirely on students already enrolled in graduate programs. Under Student Enrollment guidelines, most of these students pay a fixed tuition to their home program and can register for additional credits at no extra cost. Because of this structure, the Certificate cannot levy tuition. To ensure financial sustainability and avoid any deficit, we propose a one-time program fee of $375 (pending student fee approval). Of this, $75 will be directed to G+PS to cover their administrative costs, and the remaining $300 will support ELCHA expenses related to AGE_V 500, including faculty and guest speaker honoraria, field trip costs, and TA support. In the event that students enroll who are in programs that charge tuition on a per-credit basis, per-credit tuition will be charged for these students to take the Graduate Certificate in Healthy Aging, at the same rate they pay in their main program.

A financial assessment by the Faculty of Medicine finance analyst indicates that the program is sustainable at a target enrollment of 20 students per year. Ongoing program costs are expected to be minimal: administration and admissions will be handled by existing ELCHA staff, whose roles already encompass these responsibilities. These staff positions are supported by a major philanthropic gift and its associated endowment, ensuring continued operational capacity without new costs to the Centre.

Evidence for Demand for Certificate: We have gathered several pieces of evidence that there is a need for and interest in this programming (see Appendices 2-4):

Faculty Consultations: We have assembled a group of faculty members across career stages, departments and academic faculties that meets regularly to discuss educational and training opportunities in the field of aging, which has formed a Program Committee. This includes faculty from the Faculty of Medicine (Silvia Stringhini, Julia Henderson, Helen Tremlett, Grace Park), Nursing (Kristen Hasse), Dentistry (Nicholas Tong), Kinesiology (Eli Puterman), and Psychology (Nancy Sin). There is full consensus that this program is necessary and that a graduate certificate is the ideal credential, as it will enable interdisciplinary and flexible training, making it attractive to learners. In addition, the faculty members feel this program will help recruit students to UBC and that a graduate certificate will not compete for enrollment with existing graduate programs in their home departments/schools, but rather complement existing programs by enabling students to complete this sub-specialization as they complete their graduate degree. In addition, we have consulted with several departments, schools and graduate programs across the UBC campus and have received support from the following units (see completed Consulting Check forms): School of Population and Public Health, Department of Family Practice, Department of Biochemistry and Molecular Biology, Graduate Program in Rehabilitation Sciences, Department of Medical Genetics, Graduate Program in Neuroscience, Department of Pathology & Laboratory Medicine, School of Audiology & Speech Sciences, Department of Psychology, Graduate Program in

Human Nutrition (Faculty of Land and Food Systems), School of Social Work, and School of Kinesiology.

Focus Groups with Students: In June 2024, with the support of the Centre for Teaching, Learning, and Technology, we conducted focus groups with current undergraduate and graduate students from various programs at UBC (see Appendix 2). The discussions about developing more courses and programs in healthy aging were met with strong enthusiasm. The students indicated their preference for a graduate certificate that could be taken in conjunction with a graduate degree in their chosen department, over a Masters or PhD program in healthy aging. They were particularly enthusiastic about the relevance of this topic to many sectors and that it would facilitate connection to other students with an interest in this topic at UBC. Students indicated that currently they feel isolated from other students conducting aging related research, as there are few, if any, formal ways to bring them together. In addition, they recognized that aging is an inherently interdisciplinary topic and that it would be beneficial to their training to learn from students in other disciplines. The structure of the Certificate and core course (e.g. interdisciplinarity, opportunities to apply learnings) reflect the advice and preferences indicated by students at the focus groups.

Surveys of Students, Alumni, and Industry: In partnership with UBC Extended Learning and the Office of the Provost and Vice President, Academic, we conducted surveys of current students, alumni, and industry professionals (See Appendix 3). The results showed overwhelming support for the development of more courses and educational opportunities in the aging field. Among 321 respondents to the student and alumni survey, 92% indicated that they were either 'supportive' or 'extremely supportive' of new programs focused on aging. A Graduate Certificate was the preferred credential type (over a Masters or PhD) and 60% of respondents said they were very likely or likely to enroll in a Graduate Certificate in Healthy Aging.

Labour Market Analysis and Comparator Research: With the assistance of UBC Extended Learning, we conducted an in-depth labour market and comparator research analysis (see Appendix 4). This study revealed that aging is a priority for both provincial and federal governments, as well as international organizations like the World Health Organization. For instance, the BC Ministry of Health recently released Age Forward: British Columbia's 50+ Health Strategy and 3-Year Action Plan, making healthy aging a key focus. The research also highlighted that, through the Age-friendly British Columbia Strategy, over 120 municipalities in BC have received grants for age-friendly planning and projects since 2007. Additionally, in February 2024, the federal and BC governments signed the Aging with Dignity bilateral agreement, committing $733 million over five years to improve services for seniors. The research also pointed to the growing demand for skilled professionals in sectors like healthcare, community-based senior services, biotech, and education. Students enrolled in the Graduate Certificate in Healthy Aging will gain valuable skills and knowledge, making them highly attractive in these fields.

Furthermore, this analysis revealed that there are few formal graduate programs in aging in Canada. Five universities offer PhD programs in aging, and only a few offer more flexible graduate programs, such as graduate diplomas or certificates. In the case of the graduate diplomas, these are stand-alone programs, and are not intended to be taken alongside a Masters or PhD degree, a key facet that students from our research indicated they prefer.

Alignment of Program with UBC's Strategic Plans and Government Priorities: The Graduate Certificate in Healthy Aging complements existing UBC programs. The field of aging is relevant

to virtually every faculty and many departments and schools. As such, we foresee students completing a Masters or PhD in departments such as Medical Genetics, Biochemistry and Molecular Biology, Genome Sciences and Technology, Population and Public health, Kinesiology, Psychology, Nursing, Sociology, and more, being interested in pursuing this credential alongside their graduate degree. This will be the only comprehensive graduate credential at UBC focused entirely on aging and older adults and to our knowledge the only one in BC that can be completed concurrently with a graduate degree (e.g. MSc, MA, PhD, MPH) in another field.

The Graduate Program in Healthy Aging also aligns with UBC's Strategic Plan, in particular Strategy 12 "Program Redesign" which emphasizes the importance of flexible program structures organized around learning outcomes that allow students to progress through a finer-grained set of learning experiences that build competencies. The certificate allows students to specialize in aging while tailoring the program to fit their interests and career goals through the choice of their electives. Furthermore, the Graduate Certificate in Healthy Aging aligns with Strategy 14 "Interdisciplinary Education", in particular the emphasis on developing academic structures that foster and support opportunities for students from different perspectives and disciplines to work together on complex and emergent problems.

As reviewed above and in Appendix 4, the Graduate Certificate in Healthy Aging also aligns with many government and public sector priorities, as population aging is an immense priority for municipal, provincial and the federal government. Many funding initiatives have been created to advance aging research, such as the Canadian Institutes of Health Research's Institute of Aging's Brain Health and Cognitive Impairment in Aging Research Initiative and other initiatives reviewed above under Labour Market and Comparator Research.

Alignment with UBC's Indigenous Strategic Plan: In alignment with UBC's Indigenous Strategic Plan, we will incorporate Indigenous histories, knowledges, experiences and perspectives related to aging into AGE_V 500, which is the only required course for the graduate certificate. To do this, we will use strategies grounded in decolonizing and Indigenous-informed approaches. Specific strategies we plan to incorporate will include:

- Engaging Indigenous scholars, elders and knowledge keepers in the design of content of the core course. This will include inviting Indigenous partners to co-create course objectives, content, and delivery.
- Embeding Indigenous knowledges and worldviews. We will include course content that incorporates Indigenous perspectives and knowledges related to aging, for example by introducing the Medicine Wheel, community-based approaches to aging, land-based knowledges, and intergenerational knowledge sharing. Indigenous scholars and Elders will be invited to co-develop and deliver course sessions regarding this content and will be compensated appropriately for their time.
- Addressing the historical and ongoing impacts of Colonization on Indigenous people's health systems, family structures and elder roles and ongoing systemic barriers and health inequities.
- Supporting Indigenous students and scholars by ensuring their perspectives are heard, respected and centred without overburdening them as cultural representatives.
- Working with Indigenous Initiatives at the UBC Centre for Teaching, Learning and Technology and other UBC units to guide these efforts and identify Indigenous partners.

Appendix 1 - Approved Electives (to be made available on the graduate Certificate in Healthy Aging website, note this list is still being revised)

Students must take 6 credits from the following list of approved electives. No more than 3 credits can be at the 300 or 400 level. Approved electives are relevant to:

1. aging, adult development or life course health
2. age-associated/chronic diseases or conditions, e.g. neurodegenerative, cardiovascular, metabolic, cancer, sensory impairments, arthritis, etc.
3. Molecular, cellular, biochemical processes influenced by aging e.g. epigenetics, inflammation, protein aggregation, etc. or methods and approaches to assess these processes
4. Social, cultural, environmental, cognitive, and behavioural factors that influence aging
5. Policies, programs, interventions that support health promotion and aging well e.g. healthcare policies/public health policies, healthy nutrition, physical activity

Note, that some departments/schools may permit students from other departments/school to take their graduate courses. This decision is at the discretion of the course director. Students wishing to take a course outside their home department/program will be advised to consult with the course instructor.

Healthy Aging –
AGE_V 448 – Directed Studies in Healthy Aging (being developed)

Rehabilitation Sciences -
RHSC_V 515 – Physical Activity and Chronic Conditions
RHSC_V 502 – Rehabilitation Theory
RHSC_V 506A - Current Topics in Rehabilitation: The Future of Assistive Technology: Theory and Practice
RHSC_V 514 – Neuroimaging: Basic Concepts and Applications to Research and Practice

School of Population and Public Health -
SPPH_V 404 – Indigenous Health: Historical Impacts & Contemporary Approaches SPPH_V 511 – Cancer Control and Epidemiology
SPPH_V 552 - Topics in Environmental Health SPPH_V 527 – Social Determinants of Health SPPH_V 536 - Aboriginal People and Public Health
SPPH_V 551 - Pharmacoepidemiology
SPPH_V 578 – Social Determinants of Indigenous Health SPPH_V 581E - Chronic Disease- Addressing the Epidemic
SPPH_V 581Y - Developing Policy for Improving Population Health

Biochemistry and Molecular Biology -
BIOC_V 551 – Advanced Topics in Biochemistry and Molecular Biology BIOC_V 552 – Membrane Proteins
BIOC_V 555 – Epigenetics
BIOC_V 556 – Biochemical Basis of Cellular Regulation
BIOC_V 557 – Proteomics and Metabolomics Methods

Medical Genetics –

MEDG_V 505 - Genome Analysis
MEDG_V 520 - Advanced Human Molecular Genetics
MEDG_V 521 - Molecular and Cellular Biology of Cancer
MEDG_V 525 - Medical Population Genetics
MEDG_V 530 - Human Genetics
MEDG_V 548 – Directed Studies (if relevant to aging)

Pathology -
PATH_V 415 – Immunopathology
PATH_V 502 – Current Topics in Pathology Research
PATH_V 521 - Introduction to the Pathogenesis of Human Disease
PATH_V 530 - Nutrition and Metabolic Aspects of Human Disease
PATH_V 531 - Molecular and Cell Biology of Cancer
PATH_V 570 - Cardiovascular Pathophysiology

Audiology and Speech Sciences:
AUDI_V 569 - Hearing and Aging
AUDI_V 526 - Acquired Language Disorders
AUDI_V 524 - Disorders of Speech Production
AUDI_V 547 - Directed Reading in Audiology and Speech Sciences (if related to aging)
AUDI_V 572 - Cognitive Processing and Acquired Language Disorders
AUDI_V 577 - Advanced Studies in Acquired Speech and Swallowing Disorders
AUDI_V 580 - Speech Perception and Hearing Ability
AUDI_V 585 - Language Development Across the Lifespan

Experimental medicine:
MEDI_V 501 – Molecular and Cellular Biology of Experimental Medicine
MEDI_V 503 - Introduction to Clinical, Patient Oriented and Translational Research
MEDI_V 548 – Directed Studies in Experimental Medicine (if project is related to aging)
MEDI_V 570 – Cardiology

Neuroscience:
NRSC_V 550 – Action Potential and Synapses
NRSC_V 552- Sensorimotor Neuroscience
NRSC_V 553 – Cognition and Emotion

Cell and Developmental Biology
CELL_V – 511- Cellular and Molecular Mechanisms of Human Disease
CELL_V 512- Gene and Cell-based Therapies for Disease
CELL_V 503 - Current Topics in Cellular Communication
CELL_V 509 – Systems Cell Biology
BIOL_V 530 – The Biology of the Cell

ONCO_V 502 – Concepts in Oncology

Dentistry -

DENT_V 561d – Directed Studies in Geriatric Dentistry (if project is relevant to aging)

Psychology –
PSYC_V 503 – Biological Basis of Health Psychology
PSYC_V 535 – Psychopathology of the Adult
PSYC_V 409 - Cognitive Neuropsychology
PSYC_V 504 – Special Topics in Healthy Psychology

Sociology –
SOCI_V 599E – Special Topics in Sociology – Aging and Society
SOCI _V441 – Society, Economy, and Family

Social Work -
SOWK_V 531 – Social Work Practice in the field of aging
SOWK_V 532A – Social Work Practice with Families
SOWK_V 551 – Health and Social Care Praxis
SOWK_V 550 – Social Work and Social Justice
SOWK_V 570D Directed Studies in Social Work (if project is relevant to aging)

Kinesiology -
KIN_V 500C Advanced Kinesiology- Advanced Concepts in Cardiovascular Physiology and Rehabilitation
KIN_V 460 - Aging, Health and Society
KIN_V 453- Understanding and Changing Physical Activity Behaviour
KIN_V 459 – Psychobiology of Physical Activity
KIN_V 464- Health Promotion and Physical Activity
KIN_V 469 – Indigenous Health & Wellness
KIN_V 487D – Kinesiology and Climate Justice

Land and Food Systems –
FNH_V 4XX – Nutritional Geroscience (being developed)
FNH_V 451 - Nutrient Metabolism and Implications for Health
FNH_V 474 - Applied Public Health Nutrition
FNH_V 477 - Nutrition and Disease Prevention
HUNU_V 510 - Nutrition Assessment Across the Lifespan

Appendix 2- Results from Focus Groups with Undergraduate and Graduate students

In the summer of 2024, Kim Schmidt, Research Director of the ELCHA and the Centre for Teaching, Learning and Technology conducted two focus groups, one for current graduate students and one for current undergraduate students. The purpose of the focus groups was for students to share their thoughts and perspectives on the new proposed graduate program on Healthy Aging. Much of this feedback has been woven into the format and requirements of the Healthy Aging Graduate Certificate.

Graduate students: each of the six graduate student participants were currently engaged in graduate research which focused on some component of aging, and students came from several different disciplines: Physiotherapy, Kinesiology, Health Psychology, Nursing, Audiology. Five of the students were at the PhD level, and one student was at the Masters level.

Undergraduate students: each of the four undergraduate student participants were currently working in a research lab/group and conducting a project related to aging. They came from the following disciplines: Neurobiology, Microbiology, Kinesiology, and Biomedical Sciences.

The below themes surfaced in the two conversations.

Framing the degree, both in the introduction and in the program outcomes. After reviewing the program overview and outcomes, the students wished to see the program cohere around the following frameworks and contexts.

1) Biopsychosocial: Grounding the degree in the biopsychosocial framework was a very clear recommendation from all of the graduate students. This framework was said to be current and where both research and care are oriented toward. Having a program that is firmly rooted in such a perspective will resonate with what prospective students are seeking. The current working list of program outcomes was seen to separate the bio, from the psycho, from the social, and the students really wanted to see the program making strides on what it means to weave these three distinct perspectives together. Otherwise, the students feared that the silos would get duplicated in how the courses get structured (i.e. one course on the bio, one course on the social, and one course on the psycho).

"The outcomes on the bio and the social should be woven together. If you separate them in the outcomes, then the courses will be separated, and having a course on the body without the social, will just silo that understanding for the students. We need to have that understanding woven together throughout. Seeing categories of aging won't work. All specialties need to learn about both aspects."

The undergraduate students echoed much of this, emphasizing the importance of a program scope which spans research, policy, and public health outcomes. Of note though, is that they also indicated and stressed that they did want a chance to specialize. The undergraduates advocated for a common core that was firmly grounded in the biopsychosocial, with a slate of electives that are on offer which allows for specialization based on interest and career trajectory. The undergraduate students said that the most attractive thing about this program was its breadth – from the bio to the social – however, even with this breadth, they did want to see the program focus mostly on the "bio," at least 50% of it.

One scoping question surfaced in relation to this:

- Will the program be inclusive of non-human research (e.g Zebra fish)?

2) Interdisciplinarity: The graduate students wanted to see a foregrounding of interdisciplinarity within the framing and the outcomes. Work within the health sector, specifically with the aging population, intersects with many different specialties, and it would be valuable if this program gave graduates the skills needed to communicate across disciplines.

Having an interdisciplinary program will be "a huge learning advantage in aged care. In my own clinical practice I'm struck by how much we work with the other disciplines and how much we rely on other disciplines. There is a strong team component in aged care."

3) Representing diversity in older adulthood. The graduate students wanted to see the breadth of older adulthood better represented in the program synopsis. Older adults were said to often get lumped into one homogenized category, when there are actually various different ages and stages within older adulthood, as well as many different identity related considerations which bring a lot of diversity into this population. Bringing this more to fore in the outcomes and vision statement will help the program feel current and resonate with prospective students.

"Older adulthood is vast and broad. 60 is very different then 90. In older adulthood, there is so much variability which should be represented in some way."

The undergraduate students also echoed this, specifically mentioning a few intersections that the program might want to attend to: older adults with (developmental) disabilities, older adults in low income brackets, and how older adults might be differentially impacted by climate change. Those three intersectional lenses were said to be of import to studies in healthy aging since they may implicate social services and/or public intervention.

One scoping question surfaced in relation to this:

- Will the program be inclusive of both national and international aging related questions?

Topic areas and desired skills

The students reviewed the proposed topic areas and targeted skill areas and suggested a few additional ones for inclusion. Not everything can be core, however, which means that some consideration needs to be put into what is core to the program, what is peripheral, and what is tangential. This will help give the program settle into a coherent identity.

Additional topic areas that the student suggested:

- The sectors involved in aging. The aging population often has to navigate many different sectors, and students develop some sense of all the sectors involved will be valuable. For example, how housing and transportation intersect for the aging population. (Graduate students)
- The history of aged care. Knowing how we got to where we are today will help systems to grow in good ways; for example, learning about the background and context for some of the aged care guiding policies will help students know how to work with them in today's context. (Graduate students)
- Spirituality and holistic thinking. As people age, they often adopt holistic frameworks for understanding and navigating life and life's end; developing a literacy for these frameworks will help graduates better interface with many people within the aging population. (Graduate students)
- Implementation science, evaluation science, and knowledge translation. This was emphasized as having significant importance as the students did not want to "lose sight of the real world" in the context of academic studies. (Undergraduate students)

Additional desired skills that the students suggested.

- Policy briefs were emphasized. This is a tangible skill which was said to be of great value in a professional setting.
- Advocacy and what it means to be a good advocate for a diversity of older adults.
- Grant writing was also mentioned as a professional skill set that the students greatly desired.
- Nvivo. Qualitative data analysis software was said to be a useful skillset to bring to the workplace after a graduate degree.
- Mixed methods approaches to research.

- Entrepreneurial thinking in the context of aged care and services to the aging population (as an elective).

Learning experiences and program type

Intergenerational contact was emphasized by both groups of students as being critical for a program focused on healthy aging. Students stated that direct experience is where skills become integrated, and as such, the program should consider having actual intergenerational contact be core to the pedagogical approach that the program adopts. They wanted this to be a cornerstone of the program. There were many different forms this contact could take, suggestions included:

- Semester long internships
- Community based experiential learning activities within individual courses
- Health mentors assigned to each student
- Classroom visit or guest lectures given by older adults

Similar to the topic areas and skillset areas, a distinction should be made regarding what this program is inclusive of and what is core to it. Lab rotations for example were said to be relevant, but maybe not so relevant that they get highlighted within required learning experiences. Many students will not have this experience, nor seek it, and as such might feel alienated by its mention in the program summary.

When the undergraduate students were asked what would make them chose this kind of interdisciplinary graduate program over a traditional program, they said that it would be the ability to translate research into the context of lived experience, “We can see where our work will translate to, the impact of it, not lose sight of the end goal of good public health policy.” They also emphasized that the program will need to make it very clear to prospective students what the “competitive advantage” of this program will be over the traditional programs. They wanted to know what fields and positions will be open to them after a degree such as this.

A core issue facing the development of this program seems to be the balance between field experience with research training. All students wanted meaningful engagement with both, but not all students wanted the same experiences or weighting in both areas. For example, one student wanted field experience within a lab, others wanted it in direct service context, and others wanted it within a policy setting. In-terms of research, one student wanted their research experience to be secondary research, and still another wanted just training in the methods themselves (not actually research outputs), and then there were those that wanted to do primary research. Determine the spectrum of possibilities available in both arenas will be important for this program.

With regards to the program type, the students agreed that it should be centred around research. The graduate students commented that in their search for a graduate program, it was difficult to find a supervisor who specialized in aging; they had to dig into individual research profiles in different disciplines in order to find the right fit. Having a certificate option was also thought to be a good idea since it would be appealing to professionals who are seeking to upgrade their knowledge base, but did not want to comment to a full degree. As such, the students recommended doing both so that the program could have as big an impact as possible. The undergraduate specifically mentioned that having some sort of combined program with the MD program might be a good thing.

Summary

Overall the students were in favor of the program and had the below suggestions, however, all of this is couched within a larger recommendation for the program to consider what is core, what is peripheral, and what is tangential. This will help give the program settle into a coherent identity.

Grounding frameworks for the program

- The biopsychosocial perspective on aging, without losing the opportunity to specialize
- Interdisciplinarity within aged research and care
- The diversity of aging and older adulthood

Additional topic areas for consideration

- The various sectors involved in aging (e.g. housing, transportation, etc)
- The history of aged care (e.g. policies)
- Spirituality and holistic literacy
- Implementation science, evaluation science, knowledge translation

Additional skill sets that were desired

- Policy briefs
- Advocacy
- Grant writing
- Nvivo
- Mixed methods
- Entrepreneurship

Learning experiences

- Intergenerational contact should be centered in the program (e.g. internships, Community Based Experiential Learning, Health Mentors, etc)

- Field work or filed trips should be included within the program, as should content on research method and approaches.

Program type

- **Students were supportive of a graduate certificate that would enable them to customize the certificate to match their research and career interests.**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** Edwin S.H. Leong Centre for Healthy Aging (ELCHA) **Faculty Approval Date:** May 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** **Contact Person:** Michael Kobor, Director of the ELCHA **Phone:** 778-889-6997 **Email:** Michael.kobor@ubc.ca Kim Schmidt, Research Director, ELCHA **Phone**: 604-368-0474 **Email**: kim.schmidt@ubc.ca
Calendar Navigation Home Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Certificate Programs **Proposed Calendar Entry:** **Graduate Certificate in Healthy Aging** **Program Overview** The Graduate Certificate in Healthy Aging is an interdisciplinary 9-credit certificate program that examines aging from biological, social, environmental, cultural, and policy perspectives. Students gain specialized knowledge and practical insight to address the challenges and opportunities of healthy aging through coursework, electives, and integrative learning experiences. The certificate is offered by the Edwin S.H. Leong Centre for Healthy Aging (ELCHA) and delivered on the traditional and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. It is open to all graduate students, enrolled in any master's degree program, research or professional, or doctoral degree program at UBC. The certificate provides students with an opportunity to pursue a credential in the field of aging alongside their graduate degree program.	**URL:** Create new page for Certificate linked to https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-graduate-and-postdoctoral-studies/certificate-programs **Present Calendar Entry:** N/A **Type of Action:** Create new Graduate Certificate in Healthy Aging Program and add to the list of Certificate Programs. **Rationale for Proposed Change:** We are developing a new Graduate Certificate Program in Healthy Aging. The program responds to the rapid aging of populations in Canada and globally, and the limited availability of UBC courses addressing this pressing area. Our primary objectives are to enhance students' educational experiences through cross-disciplinary collaboration, attract a more diverse and engaged population of graduate students to UBC interested in aging-related research, and strengthen UBC's reputation as a global leader in innovative and socially responsive programming. The certificate also aligns with current faculty strengths and interests, and responds to increasing demand from students, industry, government, and community organizations for graduates with specialized knowledge of aging and older adults.

The certificate focuses on the demographics and epidemiology of aging; social and environmental determinants of healthy aging; the causes and consequences of ageism; lifestyle and behavioural factors influencing aging; biological mechanisms of aging; age-related diseases; and policies and interventions that support healthy aging.

For more information, see the certificate section of the ELCHA website: healthyaging.med.ubc.ca/certificate

Admission Requirements

Students currently enrolled in a UBC Master's or Doctoral program and in good standing are eligible for admission.

Applicants must submit the following:

- a statement outlining their interest in aging research and/or professional practice;
- CV and all transcripts submitted for admission to the current UBC graduate degree program; and
- current UBC transcript;
- confirmation that the applicant has notified their current UBC graduate supervisor or graduate program director of application and/or enrollment in the graduate certificate.

Enrollment is limited, not all applicants who satisfy minimum admission requirements will be offered admission to the certificate program.

Students will complete nine credits: a mandatory 3-credit core course (AGE_V 500: *Understanding Aging from Societies to Cells*) and six credits of electives. The core course will run biweekly from September to April and be team-taught by faculty experts, featuring guest lectures, student-led sessions, and integrated interdisciplinary content. Electives will be drawn from existing UBC courses or a Directed Studies in Healthy Aging course (also new). Students will have the duration of their graduate studies to fulfill program requirements. As per Senate Policy V-128: Academic-Credit Certificate Programs, the credits earned for this certificate program may be applied to the credits required for student's graduate degree program at the discretion of the student's degree program.

This will be the first aging-focused graduate credential offered by a Canadian Faculty of Medicine, uniquely bridging biological, social, policy, and practice domains in a way not captured by any existing Canadian program. The Graduate Certificate in Healthy Aging will cultivate scholars and professionals with the interdisciplinary knowledge and skills needed to address the challenges and opportunities of an aging society. It will enrich graduate education while fostering innovative research, practice, and policy approaches that support healthy aging in British Columbia, across Canada, and internationally.

Notes:

- The program website will go-live post-program approval.
- This proposal is accompanied by three other category 1 proposals to

Program Requirements
To complete the certificate, students must complete 9 credits:

- A mandatory 3-credit core course, AGE_V 500 – Understanding Aging from Societies to Cells. This course provides a broad overview of the field of aging, integrating approaches, knowledge and concepts from the biomedical sciences, population health, and social sciences. Students are typically expected to complete this course in their first year of the program.
- 6 credits of course electives from a list of approved courses. Please see healthyaging.med.ubc.ca/certificate for the list of approved courses. The 6 credits may be completed any time during the student's graduate degree. Where departments open 400-level courses to graduate students, certificate students may take 3 of the required 6 credits at the 400-level.

Courses taken to satisfy the requirements for the Graduate Certificate in Healthy Aging may also be applied to the requirements for the student's graduate degree program at the discretion of the degree program.

If a student does not maintain continuous registration in or is withdrawn from their

develop:
1) a new course code AGE, 2) a directed studies course in healthy aging AGE 448_V, 3) and a core 3-credit course that will be a requirement for the graduate certificate, AGE_V 500 – *Understanding Aging from Societies to Cells*

Please see the Executive Summary below for more details.

☐ **Not available for Cr/D/F grading (undergraduate courses only)**

Rationale for not being available for Cr/D/F:

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

degree program before they complete the certificate requirements, they will be simultaneously withdrawn from the graduate certificate program. However, if a student has already completed all certificate requirements at the time they are withdrawn from the degree program, they may be awarded the certificate. If a student takes an approved leave of absence during their degree program, they will simultaneously be on leave from the graduate certificate program. Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for Graduate Certificate students must be maintained. **Contact Information** ELCHA Research Coordinator at healthy.aging@ubc.ca	

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** Edwin S.H. Leong Centre for Healthy Aging **Faculty Approval Date:** May 12, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** November 21, 2025 **Contact Person:** Michael Kobor **Phone:** 778-889-6997 **Email:** Michael.kobor@ubc.ca
Proposed Calendar Entry: **AGE_V 500 (3) Understanding Aging from Societies to Cells** Multi-disciplinary course. The biological, environment, social, cultural, behavioural, cognitive and lifestyle factors associated with healthy aging and how this knowledge can be applied to practice, interventions and policies. Restricted to Graduate Certificate in Healthy Aging students.	**URL:** **Present Calendar Entry: N/A** **Type of Action:** New course Note: This proposal is accompanied by three other category 1 proposals: 1. To add a new course code: AGE_V 2. For a new Graduate Certificate in Healthy Aging 3. For a new course AGE_V 448 - Directed Studies in Healthy Aging **Rationale for Proposed Change:** This 3-credit course provides the curricular core for the Graduate Certificate in Healthy Aging. All certificate students are required to take the course in their first year in the program. Students taking this course need to be enrolled in the certificate. The course is designed to help meet the learning outcomes of the graduate certificate: • Analyze current epidemiological and demographic trends in aging and their implications for society, health care systems, and policy. • Critically evaluate the broad range of biological, environmental, social, cultural, behavioral, cognitive and lifestyle factors that influence aging, and apply this knowledge to develop relevant research questions, interventions, services, or policy initiatives.

	• Explain age-related physiological processes and the conditions and diseases that become more common with age, drawing on knowledge and research from the medical, biological and social sciences • Describe Indigenous knowledges, histories, and worldviews related to healthy aging, and examine the impacts of colonization, systemic barriers, and health inequities on Indigenous peoples' health and well-being. • Assess the effectiveness of existing services, programs, and policies designed to support healthy aging, and generate evidence-informed recommendations for stakeholders and policy makers. • Communicate knowledge and research related to healthy aging effectively and respectfully to both academic and non-academic audiences, employing discipline-specific terminology alongside clear, accessible language. The course will be team taught by faculty in various departments across UBC to ensure students are exposed to theories, topics and methods across disciplines. There will also be guest lectures to ensure students learn about practical applications of the knowledge to various sectors and are aware of different career paths. Lastly, there will be sessions focused on student presentations to help students require the skills to communicate research to a multi-disciplinary audience. **Grading will be based on a percentage. Please see the attached syllabus and list of readings.** ☐ **Not available for Cr/D/F grading** **(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: Not applicable to graduate-level courses.)

	Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) ***Note: Proponents must submit a Supplemental Information Form for all Category 1 new course proposals.**

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: Post-baccalaureate Certificate in Social Work (approval)

The Senate Admissions and Curriculum Committees have reviewed the materials forwarded to them by the Faculty of Arts and enclose the proposal they deem as ready for approval including 1 new post-baccalaureate certificate.

The following is recommended to Senate:

> **Motion:** ***That the Senate approve and recommend to the Board of Governors for approval the new post-baccalaureate certificate brought forward by the Faculty Arts.***

Respectfully submitted,

Dr. Joanne Fox
Chair, Senate Admissions Committee

Dr. Sathish Gopalakrishnan
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

FACULTY OF ARTS

New post-baccalaureate certificate
Post-baccalaureate Certificate in Social Work

SUMMARY REPORT TO THE SENATE CURRICULUM COMMITTEE

Proposed Name of Academic-Credit Certificate Program
Post-baccalaureate Certificate in Social Work

Date of Submission
March 2026

Proposing Faculty/School
School of Social Work, Faculty of Arts

Proponent Contact Information
Dr. Lea Caragata, Director of the School of Social Work
lea.caragata@ubc.ca

Short Program Description
This proposal is for an academic-credit Post-Baccalaureate Certificate in Social Work to be offered by the School of Social Work in the Faculty of Arts beginning as early as July 2027. A primary objective of this certificate program is to provide students with the knowledge and skills required for admission to a one-year Master of Social Work (M.S.W.) program at the School of Social Work (SOWK) at UBC Vancouver and at other schools across Canada. Additionally, the program will provide important social work practice skills and hence may be of interest to working professionals who wish to upgrade their skills and others testing their interest in future graduate social work education. The program is targeted at individuals who have graduated from university and are interested in pursuing the field of social work, but have not completed a Bachelor of Social Work (B.S.W.) degree (a B.S.W. is the normal requirement if applying to an M.S.W. program).

The proposed academic-credit certificate is an intensive program that will be offered on evenings and weekends in an online, primarily synchronous format, which will enable people working full-time or part-time to enroll in the program. The program will take a minimum of 7 months to complete, depending on the student's prior related practice experience.

Completion of this program leads to a specialized credential in the field of social work. Students are required to complete 30 credits, which includes one practicum placement.

Rationale for the Proposed Certificate Program

This program has been designed to meet the needs of two prospective groups of students. Many graduates with Bachelor's degrees in social work related disciplines (psychology,

sociology, human geography, political science and policy and community studies) find employment post-graduation in social work related roles in health and social service organizations. While they often have an important and relevant theoretical background, they lack the practice skills that are foundational to social work education. These include interviewing skills, understanding of the spiritual/bio/psycho/social and structural/environmental factors shaping personal and behavioural outcomes, and analytic skills in shaping such understanding into relatable processes for action pathways. The proposed program provides courses tailored to meeting those critical learning needs for all prospective students. In addition, this credit certificate program provides a laddered pathway to one-year M.S.W. programs. This is especially relevant for working professionals and those in remote areas of BC who may face challenges in accessing traditional in person graduate education.

This proposal responds to an urgent need in the province of British Columbia and across Canada for more social work trained professionals. Various estimates (including from Work BC) identify that the province needs 10-15,000 additional social workers. The Ministry of Children and Family Development (MCFD) in BC, a significant source for social work hiring, has recently been forced to downgrade their minimum requirements for a number of positions because of a shortage of social workers. In the past, the minimum requirement for a social work position was downgraded from an M.S.W. to a B.S.W. and, more recently, it was downgraded to a BA. This lower requirement is creating an obstacle for some current MCFD employees as they are prevented from being able to register as a social worker. The proposed certificate will create a pathway for individuals currently employed by the MCFD and other provincial ministries who do not have a B.S.W. but wish to advance in careers for which a social work degree is required (i.e. employees who have a BA in Psychology and other social science disciplines). Senior MCFD officials have indicated their strong support for this certificate program, advising that it will provide an important opportunity for skill and credential upgrading.

The proposed credit certificate program effectively replaces the foundation year of the M.S.W. that the School of Social Work previously offered. In the past, SOWK provided two entry points into the M.S.W.: 1) students with a B.S.W. could enter and take one year of requirements without a foundation year, and 2) students with a non-B.S.W. degree could enter the foundation year and complete the program in two years. In March of 2023, the two-year M.S.W. program option (with a foundation year) was revised to the current one-year M.S.W. program only, requiring students to have a B.S.W. before entering. The curriculum change occurred solely because of limited teaching capacity within the M.S.W. degree structure. Instead of re-establishing the M.S.W. foundation year, offering this curriculum through a Post-Baccalaureate Certificate program enables a more flexible tuition model that will increase our teaching capacity. In addition, we feel the post-baccalaureate certificate is a more desirable option for non-B.S.W. university graduates, allowing for more flexibility that will accommodate individuals already in the workplace, providing students an opportunity to decide whether to pursue the M.S.W.. The proposed

program adheres to the requirements laid out by the Canadian Association of Social Work Educators (CASWE) below:

"Students with a university baccalaureate degree in another discipline or from a non-accredited social work program may be admitted to an M.S.W. program or premaster/qualifying program. The curriculum for students admitted without a B.S.W. degree from a CASWE-ACFTS accredited program or equivalent accredited program includes:
1. A foundational component equivalent to the content of the B.S.W. curriculum including at least 6 one semester courses or equivalent and a field education practicum of at least 450 hours; and
2. The design of the foundational component varies in accordance with the regulations for graduate study of the parent university (e.g. a qualifying year, a premaster in social work, or a two-year M.S.W. program)" (https://caswe-acfts.ca/our-activities/accreditation/#faq)

Most Canadian universities offer an equivalent type of post-baccalaureate or pre-master program, usually in the form of a 'foundation year' of the M.S.W. degree. At times these foundation year students share courses with 4th year B.S.W. students as there is significant course overlap. Universities offering a post BA option to an M.S.W. degree include the University of Toronto, the University of Northern British Columbia, the University Calgary, Wilfrid Laurier University and a number of others. This foundation year takes a variety of different formats including expedited and online options. Many programs require prior related practice experience.

The School of Social Work at UBC Vancouver has chosen to create this program within the Post-Baccalaureate Certificate category, targeting students who have not already completed a B.S.W., for the following reasons:

- The 7-9 month time commitment and evening/weekend format will be appealing for students already in the workforce, who did not complete a B.S.W..
- A certificate will provide an opportunity to determine if a career in social work is the right choice before deciding to apply for an M.S.W..
- A certificate allows for more flexibility with offering intensive online course formats.
- Both adjunct and regular faculty have requested to teach courses in this intensive schedule and we will have the required teaching capacity.

Student Interest

As described above, the School of Social Work previously offered a foundation year program and had on average 30-50 applicants per year. As Social Work continues to be an area of employment growth, it represents an important credential upgrading opportunity for persons graduating with Bachelor of Arts degrees in related disciplines. As an illustration, there are on average over 3000 undergraduate psychology majors at UBC Vancouver, with only a small percentage of these going forward for advanced degrees in psychology. An M.S.W. degree provides a clear and direct path to further education and employment for those with related areas of interest. This certificate will provide non-

B.S.W. students a clear pathway towards the M.S.W.. Following discussions with senior MCFD officials, we think current government employees will be interested in pursuing this certificate program so they can work towards registering as a social worker.

Alignment with the UBC Indigenous Strategic Plan

The School of Social Work, as the academic home for the proposed certificate program, is located on the traditional, ancestral, occupied, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. Our work extends across unceded Coast Salish territories in what is commonly known as Metro Vancouver.

As practitioners and educators in the field, we have a responsibility to acknowledge and take meaningful action to redress the long and harmful colonial legacy of social work and its ongoing impact on Indigenous communities. Guided by the Truth and Reconciliation Commission's Calls to Action, UBC's Indigenous Strategic Plan, and the School of Social Work's Indigenous Strategic Plan (2021), the School has engaged in ongoing efforts to advance Indigenous perspectives and initiatives across teaching, research, student life, and professional practice. These initiatives include:

- A longstanding Indigenous Advisory Circle that provides guidance and support for the School in their efforts towards reconciliation and decolonization.
- The Indigenous Resurgence Project, (2022-2024) was a School-wide initiative funded by the UBC Indigenous Strategic Fund. The project developed resources for Indigenizing and decolonizing social work teaching and learning, resources to support Indigenous social work students, and identified ways to build relationships with Indigenous communities and services. Growing out of findings from focus group research with Indigenous partners of the School of Social Work (including Indigenous Advisory Circle Elders, Elders and knowledge keepers involved with the School, Indigenous students and alumni, former Indigenous faculty, and Indigenous field instructors/staff in a field placement site), outcomes of this project include: a multi-modal collection of Indigenous-created social work teaching materials; a teaching guide to support social work educators in their engagement with Indigenous content, knowledge, and pedagogy; a UBC Student Resources Guide for Indigenous social work students, and; Seven Promising Principles for decolonizing field education.
- Since 2023, the School of Social Work has hosted an annual Indigenous Social Service Agency Fair, bringing together organisations committed to Indigenous-focused services. The fair serves to strengthen relationships between the School and Indigenous communities and organisations, and to raise student awareness of social issues impacting Indigenous communities, and share information about the services available. This regular event advances our commitment to foster respectful and reciprocal relationships with Indigenous communities, which is a key goal of the SOWK Indigenous Strategic Plan.

- The Elders In Home Program, which is a newly developed and important addition to the School's long-standing commitment to Indigenize and decolonize not only our curriculum, but our most fundamental ways of being and knowing. This is necessarily a slowly evolving work in progress. Through enabling engagement with Elders we have several goals: to recognize and respect their traditional roles and guidance; to provide Indigenous and non-Indigenous students opportunities to consult, be advised and receive support from Elders in Residence; and to support Social Work instructors to seek advice, direction and support in better representing Indigenous ways of teaching and learning in our classrooms – both in-person and virtually. Our goal is that this new program will provide much needed culturally safe support to Indigenous social work students while promoting the cultural expertise of Indigenous knowledge keepers with appropriate compensation **(UBC ISP Goal 5 "Enrich the UBC campus landscape with a stronger Indigenous presence," Action 20** – bringing Indigenous holders to the UBC campus to teach and promote their experience**)**.
- We have an Elders' Room in the newly opened Jack Bell Building - a dedicated space where Elders can spend time, meet with faculty, staff, and students, and where Indigenous cultural practices can be celebrated **(UBC ISP Goal 5 "Enrich the UBC campus landscape with a stronger Indigenous presence," Action 21** – dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures**).**
- The School of Social Work has an Indigenous Student Advisor, Associate Professor of Teaching/Indigenous Initiatives, Marie Nightbird, who is available for Indigenous B.S.W. and M.S.W. students seeking guidance in their studies, and who will be available to certificate students as well.

The Post-Baccalaureate Certificate is conceived in alignment with these efforts, demonstrated in the following ways:

- **The proposed certificate aims to increase accessibility to UBC graduate programs**—namely, the Master of Social Work program—by creating a laddered pathway to the M.S.W. for students without a B.S.W.. This will create a more realistic option for potential students who do not have the significant flexibility or resources required to embark on a second bachelor's degree, as well as those who are unable to move to attend university in person. As mentioned by the First Nations House of Learning in our Consulting Check, many Indigenous students find it difficult to leave their home communities, and there is a shortage of Indigenous social workers, which this program could help to address. We anticipate that the structure and format of the certificate would increase accessibility to Indigenous students in particular by allowing participation from rural and remote communities beyond Metro Vancouver. The proposed certificate may be perceived as a lower stakes way of approaching a graduate degree, offering an opportunity to test the waters, and to determine whether the material, approach, and the profession are congruent with a student's needs and aspirations. This aligns with **UBC ISP Goal 8 "Creating a holistic system of support,"**

Action 39 to "support a comprehensive, multi-pathway approach for transitioning Indigenous students […] from undergraduate studies to graduate studies."

- **Indigenous histories, experiences, worldviews and knowledge systems are integral to the certificate's curriculum (ISP Goal 4 "Indigenizing our curriculum," Action 15 and 16)**. As social work has a deeply troubled history with Indigenous peoples, we recognize both the importance of engaging Indigenous students but also the need to recognize and respond to historic and ongoing harms. This is laid out in **Goal 1 of the SOWK Indigenous Strategic Plan**–Indigenize the Curriculum. **TRC Call to Action 1 (iii-iv)** specifically addresses the importance of educating social workers on the generational harms of the residential school system as well as the possibilities for Indigenous-informed practice. The certificate courses (shared with the B.S.W.) are chosen and designed with this action in mind. For example:
    - A required course, central to the proposed certificate, is **SOWK_V 325 Indigenous Peoples and Critical Social Work Analysis**, which is taught by an Indigenous instructor and centres Indigenous expertise through guest speakers and course materials. The purpose of this course is to provide students with knowledge and skills which will enhance their capacity to work with First Nations, Métis and Inuit by engaging in critical analysis of the social, political and economic context of European/Canadians and First Nations, Inuit and Métis relations. The historical and contemporary relationship between European/Canadians and First Nations, Métis and Inuit over the past five hundred years will be analyzed in terms of the social/psychological impact upon First Nations, Inuit and Métis individuals, families and their communities. As well, the trajectory of Canadian policies/legislation aimed at Indigenous peoples and factors contributing to child abuse, family breakdown, violence against women and children, and drug and alcohol use are all considered with attention to implications for social work practice. Past and current influences of social work practice in justice/corrections, health, education, employment, economic development, self-government and Indigenous peoples' rights are also considered within a holistic framework which can inform effective practice with First Nations, Inuit and Métis individuals, families and communities. This course typically utilizes Indigenous approaches and pedagogies and exposes all students to relational ways of learning that can be challenging to non-Indigenous students. For example, emphasis is given to assignments that provide space for self-reflection, whether through journaling, artistic contributions, or spoken audio recordings. Students are expected to reflect on their learnings with a holistic lens (mentally, spiritually, emotionally, physically) and describe how such learning contributes to their emerging social work practice with Indigenous peoples and communities.
    - Another certificate course, **SOWK_V 337 Culture and Race in Social Work Practice,** draws on critical decolonial, cross-cultural and antiracist approaches, to provide an overview of issues and approaches inherent in social work scholarship and practice with diverse ethnocultural groups/racialized newcomers within the

context of settler Canadian multiculturalism and immigration. This course takes up issues of race and class, and their colonial framing, and the implications of this within social structures and educational systems. The course syllabus includes dedicated time to engaging with Indigenous materials and discussion of (im)migration in the context of Indigenous-settler relations.

- We recognize that for a variety of reasons Indigenous students may face particular and historic challenges to participating in higher education, including this certificate. Outlined in **Goal 2 of the SOWK Indigenous Strategic Plan**, the School is committed to supporting the increased enrollment, retention, and ongoing academic success of Indigenous students. The School of Social Work can provide a number of supports to Indigenous students on the certificate, as well as helping them to connect with other Indigenous resources on campus.
    - We have planned financial resources to support a significant Indigenous enrollment in the program, in alignment with **UBC ISP Goal 6 "Recruiting Indigenous people," Action 28** to **"**increase Indigenous student access to needs-based financial aid for tuition, child-care and housing". The school has two significant endowments directed to Indigenous student support as well as an additional endowment that provides the School with unrestricted use. These will be utilized to provide up to 10 needs-based, Indigenous student bursaries and awards valued at $1500 each. The website and admission information will make prospective students aware of the bursaries and awards and applications will be available online. The School has also been recently selected as a partner in UBC Giving Day and our Giving Day goal is funding to support inclusion in our Continuing Education Programs, including the proposed certificate, for students with financial barriers.
    - Certificate students will have access to an Indigenous Student Advisor at the School, who will provide academic advising and help to facilitate connections with Indigenous organisations and Elders.
    - UBC social work students from all over BC, including remote communities, may virtually access our Elders' program (outlined above) for support and consultation. Students enrolled in the certificate program will be advised of the process by which they may reach out to Elders by telephone or Zoom.
    - The Indigenous Resurgence Project developed a resources guide that will help Indigenous students to connect and to build relationships with the Indigenous community on campus.
- Beyond the inclusion of Indigenous students in the program, training social workers in all regions of the province will help to ensure high quality social service delivery to marginalized and equity-denied communities across BC, including to Indigenous peoples living on and off reserve. At the same time, we recognize that the introduction of this certificate may have impacts on Indigenous services and organisations in ways that we cannot anticipate. As part of our duty to consult, we are currently engaging with First Nations communities and Indigenous social service organisations across the

province during the development and rollout of this certificate in order to understand the potential implications of increasing accessibility to social work training and the M.S.W. on Indigenous services and communities, and to listen to community and practitioner feedback. In addition, we will continue to engage relevant units on campus, and we have already reached out for consultation with Critical Indigenous Studies, the First Nations House of Learning, and the Institute for Gender, Race, Sexuality and Social Justice for their input.

Target Learners

Individuals with a Bachelor degree in a related discipline with at least one year of related work and/or volunteer experience, equivalent to roughly 1600-1800 hours.

Proposed Length and Duration

We wish to have the program operational for a potential initial intake in July 2027, expecting the first cohort to be 20-30 students. The program will take a minimum of 7-9 months depending on the timing of practicum placements. Students starting in July 2027 would aim to complete the program between February and April, 2028. Certificate completion in this time frame would enable sufficient time for graduates to apply to the UBC Vancouver M.S.W. program (with a modest timing adjustment) and/or to other M.S.W. programs across Canada and the US including those with virtual delivery offerings.

Curriculum Topics

The following is a list of topics covered in the coursework which map onto the standardized learning outcomes for a foundational or Post Baccalaureate program provided by CASWE[1]:

- Social work ethical principles and personal conduct in professional practice
- Working with and evaluating individuals, families, groups, organizations, and communities
- Critical thinking and communication of professional judgments
- Diversity and difference in social work practice
- Social work practice with Indigenous people and the TRC Calls to Action
- Topics relating to human rights and social and economic justice
- Policy and practice to advance social and economic well-being

Program Structure and Course Requirements

The program is structured to support progressive learning, with courses laddered as students acquire new levels of understanding of social work practice elements and roles. They will be delivered synchronously online in the order detailed below and must be taken

[1] See p. 13 in https://caswe-acfts.ca/wp-content/uploads/2021/08/EPAS-2021.pdf

in sequence. The total time requirement is approximately 7-9 months with some variability depending on the practicum placement start date/hours etc. The required practicum placement is 450 hours. Depending on the student, this may necessitate a leave of absence from their work. In some cases, a placement may be accommodated in their present workplace but must involve a change of roles and responsibilities and a School-approved placement supervisor.

It is critical to note that social work programs are accredited by the Council of Social Work Educators (CASWE). CASWE policy states that a foundational component, such as this proposed post-baccalaureate certificate, must comprise "at least 6 one semester courses or equivalent and a field education practicum of at least 450 hours"[2].

The courses selected for this program have been chosen to satisfy the required core competencies for admission to an accredited M.S.W. program, which are shaped by CASWE standards. The certificate comprises the following courses.

Course	**Credits**
1) SOWK_V 305I (6) Topics in Social Work Practice I: Individual & Family Practice*	6 credits
2) SOWKV 305C (3) Topics in Social Work Practice I: Groups & Community Practice*	3 credits
3) SOWK_V 325 (3) Indigenous Peoples and Critical Social Work Analysis	3 credits
4) SOWK_V 337 Culture and Race in Social Work Practice	3 credits
5) SOWK_V 400 (3) Canadian Social Policy	3 credits
6) SOWK_V 335 (3) Topics in Social Analysis for Social Work Practice	3 credits
7) SOWK_V 415 (6) Practicum II Practicum (450 hours)	6 credits
8) SOWK_V 416 (3) Advanced Integrated Seminar in Social Work Theory, Policy and Practice	3 credits
Total:	30 credits

[2] See p. 12 in https://caswe-acfts.ca/wp-content/uploads/2021/08/EPAS-2021.pdf

*For 2027, this 6-credit course will be offered under the topics course SOWK_V 305. We will be submitting a Category 1 (new course) proposal in order to offer this under a new course number, beginning in 2028. Students will be advised to complete this 6-credit SOWK_V 305 course version "Individual & Family Practice", followed by the 3-credit SOWK_V 305 course version "Groups & Community Practice". SOWK staff will ensure that all students register into the correct course versions and that all students have completed the correct course versions before graduation.

The following table demonstrates the alignment between the courses proposed for this Post Baccalaureate program and the expected learning outcomes provided from the Canadian Association of Social Work Educators for admission qualifications to a Master of Social Work program.

Canadian Association of Social Work Educators (CASWE) Post Baccalaureate Expected Learning Outcomes	**UBC V School of Social Work Post Baccalaureate Program: Courses and Learning Outcomes Alignment**
Social work ethical principles and personal conduct in professional practice	SOWK_V 305I (6) Topics in Social Work Practice: Individual & Family * SOWK-V 305C (3) Topics in Social Work Practice I: Community Practice
Working with and evaluating individuals, families, groups, organizations, and communities	SOWK_V 305I (6) Topics in Social Work Practice: Individual & Family * SOWK-V 305C (3) Topics in Social Work Practice I: Community Practice
Critical thinking and communication of professional judgments	SOWK_V 305I (6) Topics in Social Work Practice: Individual & Family *
Diversity and difference in social work practice	SOWK_V 337 Culture and Race in Social Work Practice SOWK-V 305C (3) Topics in Social Work Practice I: Community Practice SOWK_V 335 (3) Topics in Social Analysis
Social work practice with Indigenous people and the TRC Calls to Action	SOWK_V 325 Indigenous Peoples and Critical Social Work Analysis

Topics relating to human rights and social and economic justice	SOWK_V 337 Culture and Race in Social Work Practice SOWK_V 325 Indigenous Peoples and Critical Social Work Analysis SOWK_V 335 (3) Topics in Social Analysis
Policy and practice to advance social and economic well-being	SOWK_V 400 (3) Canadian Social Policy All of the above courses

Program Delivery Format

The School of Social Work has not previously delivered its curriculum in an online format. The proposed program design has been carefully considered and has been well researched with extensive consultations with social work programs across Canada. These consultations included leaders in innovative delivery models for social work programs across Canada. The consultations were directed to four areas of focus: 1) need for the program; 2) obstacles to development and strengths and weaknesses of similar programs; 3) congruence with foundation year programs offered by other programs, including courses to be included; 4) discussion of delivery models and the adaptation of in-person courses to intensive online delivery. These universities include (but are not limited to) Dalhousie, Wilfrid Laurier, University of Windsor, the University of Calgary and the University of Victoria. Senior faculty from these programs offered consultative advice and direction.

1) Pedagogical approach:

This program draws on a blend of student-centered and practice-oriented pedagogies designed to bridge theory and real-world application, and in so doing, will align with existing pedagogy in the B.S.W. program courses, while adapting to their virtual delivery format. Given the virtual delivery format of these courses, experiential learning will be emphasized, using approaches like case-study-based learning, practice role-play, as well as breakout room discussions and activities to foster and maintain student engagement. As in the B.S.W. program, field education (practicum) placements will help students apply conceptual frameworks to real world practice situations, under the supervision of a social work field instructor. Critical pedagogy will be used to encourage students to examine power, oppression, and social justice while reflecting on their own positionality in practice. This program will also emphasize anti-oppressive and trauma-informed teaching practices, creating inclusive classroom environments that mirror the values of the profession.

Instructors in the program will be encouraged to integrate a number of pedagogical approaches that will align course delivery with that of the B.S.W. program, while responding to the unique challenges and opportunities in a virtual course delivery format.

The first of these approaches will be discussion-based seminars and collaborative projects to foster dialogue, peer learning, and the development of professional communication skills essential for practice. A second approach will be the integration of reflective and integrative learning strategies like reflective journalling, portfolio development, and self-assessment, to help students synthesize knowledge across domains, and to apply their learning to their current and prospective professional practice roles. Instructors in this program will also be encouraged to make use of virtual simulation-based learning to develop interviewing and interpersonal skills, using mock client situations, recorded role-plays, and scenarios to help students practice assessment, active listening, and rapport-building in a structured, feedback-rich environment. To respond to the demands of the virtual learning environment and to keep students engaged, instructors will be encouraged to break up lecture content by using experiential and interactive learning activities, and multi-media content delivery. Students will be encouraged to actively participate in discussion, verbally, through the chat function, and through the strategic use of tools like Mentimeter, that facilitate collective engagement through activities like brainstorming questions and ideas, and creating word clouds. Students will also be encouraged to leave cameras on during virtual sessions to foster engagement.

Instructors in the program will be provided with a thorough orientation on these pedagogical methods in order to ensure consistency and quality in their delivery within the program.

2) Teaching and learning Format

This certificate program will be fully online and delivered primarily synchronously through video-conferencing software. Instructors will be supported with including asynchronous components in their course delivery, such as assigning students to watch pre-recorded lectures and other multi-media content, engage with module-based and other written materials in Canvas, and participate in discussion forums. This pedagogical approach has been seen to be consistent with social work values of inclusivity and social justice, removing barriers to accessing post-secondary education. Additionally, Berger and Paul (2021)[3] report no significant differences in learner outcomes between those who engage in social work programs in person vs online.

The courses proposed for this program are encompassing of required courses in our existing programs. They span focused micro-level social work practice skills covered in a 6 credit course on individual and family practice (SOWK_V 305I), mezzo-level practice skills covered in a 3 credit course on groups and community practice (SOWK-V 305C), and macro-level practice courses on key topics related to anti-oppressive practice and and the

[3] (Berger, R., & Paul, M. S. (2021). Pedagogy vs. Technology: Challenges in Developing Online Courses in Social Work Education. Journal of Teaching in Social Work, 41(3), 275–289. https://doi.org/10.1080/08841233.2021.1919280)

application of critical analysis to practice (SOWK_V 325; SOWK_V 337; SOWK_V 400f). This learning will then be integrated with applied practice through an integrative seminar (SOWK-V416), to coincide with learners' practicum placements. Collectively, these courses will align with the essential components of the B.S.W. program and ensure that key knowledge and competencies are attained by learners, to prepare them for subsequent masters-level social work education, should they choose to pursue this after completing the certificate.

Courses in the certificate will be delivered through a mix of lectures, seminars, and practice labs, each serving distinct but complementary purposes. Lectures will be used to introduce foundational theories, policies, and frameworks, while smaller seminars will emphasize discussion, critical analysis, and the application of concepts to practice scenarios. Practice-focused courses will incorporate skills labs, workshops, and field education components, allowing students to develop competencies in assessment, intervention, and professional communication. These approaches to practice-based education are consistent with the delivery of programming within the B.S.W. program, and will be combined with the aforementioned virtual tools and asynchronous components to enable effective and engaging delivery within the virtual format.

Synchronous sessions using video conferencing platforms will support real-time interaction, role-play, and collaborative learning, while asynchronous approaches enable students to engage with content at their own pace through structured modules, forums, and reflective assignments. More recent technological developments will play key roles in enabling effective online learning by supporting engagement, accessibility, and skill development. Learning management systems like Canvas will be used organize content and track progress; video tools will allow for recording and reviewing lectures and practice interviews; and interactive platforms such as Mentimeter will allow for the use of tools like collaborative brainstorming, while tools embedded within video conferencing software, including polls, breakout rooms, and shared documents will facilitate active participation and peer collaboration. In addition, captioning, transcripts, and mobile-friendly design will contribute to creating an accessible and inclusive learning environment. The virtual program delivery model will have the significant added benefit of enabling access to those living in remote locations, to persons with disabilities that make commuting to campus a challenge, and to the many others who face multiple obstacles to post-secondary engagement because of economic, social and familial demands.

Assessment and Grading Methods

Assessment and grading in university-level social work courses are designed to evaluate both theoretical understanding and practice-based competencies. To that end, in alignment with the B.S.W. program, a combination of formative and summative evaluative methods will be used in this program, including essays, case analyses, policy critiques, group projects, and reflective journals. Practice skills will be assessed through observed

interviews, simulations, and field education evaluations, with structured rubrics used to measure competencies such as communication, ethical decision-making, and application of theory to practice. Ongoing feedback will be a priority, with instructors emphasizing developmental assessment that supports students' professional growth, self-awareness, and readiness for practice. Competency-based assessment will be used to ensure students meet professional standards required for effective and ethical social work practice.

Increasingly, assessment approaches are also adapting to the presence and potential of artificial intelligence (AI). Rather than focusing solely on detecting AI use, instructors in the program will be supported to design assignments that incorporate AI as a learning tool, such as having students critically evaluate AI-generated case summaries, reflect on the ethical implications of AI in social work, and use AI to support research and then transparently document and assess their process. To respond to this shift in Authentic and process-based assessments this program will also make use of recorded simulations, and iterative drafts—helping to ensure academic integrity while valuing students' applied skills and critical thinking. Since social work at this level is a practice-based discipline, such assignments are more readily integrated into these online courses. Transparent guidelines around AI use in course syllabi, combined with grading criteria that reward originality, reflexivity, and ethical reasoning, will enable instructors in this program to integrate emerging technologies in ways that enhance learning while maintaining professional standards.

Course assessment will be unique to each course and the course instructor. However, there are some general expectations across social work courses. Most courses will include at least one assessment based on a class presentation to ensure future social workers have developed this skill set as presentations – whether to interdisciplinary teams or in supervision sessions - are an expected part of most social work roles. Overall, there is a strong emphasis on assignments that strengthen team work, critical thinking and self reflection. All courses will be graded, with the exception of the Practicum (SOWK_V 415) and the Integrative Seminar (SOWK_V 416), which will be Pass/Fail.

Admission Requirements

Students will submit their application form on the department website, managed by SOWK staff. Applications will be assessed for minimum qualifications by staff and then reviewed by a faculty committee for final decisions on admission.

Applicants must have completed all of the following:

- A Bachelor degree in a related discipline. Most social science degrees will be considered a related discipline. Examples include, but are not limited to, psychology, sociology, political science, human geography, community studies, etc. More information will be provided on our admissions webpage to help students assess if their previous education is relevant.

- At least one year of related work and/or volunteer experience, equivalent to roughly 1600-1800 hours. The related work or volunteer experience will be assessed to determine that it meets the minimum expectations as set out, both with respect to the hours and the nature of the work and/or volunteer roles. This Prior Learning Assessment (PLA) will be conducted by SOWK staff and faculty to ensure that it is of both sufficient quality and duration. Applicants will be required to provide detailed information substantiating their prior experience as well as the names of supervisors and references who will be contacted as part of the verification process.
- Applicants must have satisfactorily completed UBC's SOWK_V 200 Introduction to Social Welfare and SOWK-V 201 Introduction to Social Work Practice (or their equivalents) prior to a confirmed admission to this Postbaccalaureate Certificate program. These two courses are quite standard as criteria for admission to an M.S.W. program. They may be taken in-person through UBC Vancouver or in other social work departments across Canada. Some universities offer these courses in various online formats that will support ready access for people wishing to take them through remote learning.

Impact on Departmental and University Resources

The courses that make up this program are not exclusive to the certificate program. They are currently part of the Bachelor of Social Work program. Separate sections of the courses will be scheduled for the Certificate program. B.S.W. students will enroll in one section of a course and Certificate students will enroll in a different section of a course. SOWK has the teaching capacity for these additional course sections. This capacity will now be possible through the delivery of this program as a Post Baccalaureate Certificate program that enables a more flexible tuition model.

All advising for prospective students and prior learning assessment will be supported by the School of Social Work.

Current Program Advisory Committee Members

- Dr. Lea Caragata, Director, School of Social Work
- Dr. Karun Karki, Incoming Chair, B.S.W. Program, School of Social Work
- Dr. Grant Charles, Associate Professor (extensive previous social work leadership roles locally and nationally), School of Social Work
- Dr. Michelle Kaczmarek, Educational Program Coordinator, School of Social Work

UBC Units Consulted and External Consultations

- Department of Psychology, Faculty of Arts
- Department of Sociology, Faculty of Arts
- First Nations House of Learning

- Extensive consultation has occurred with the Canadian Association of Social Work Educators (CASWE) particularly members of the Commission on Accreditation.
- Deans and Directors of other highly regarded Canadian Social Work programs notably at Dalhousie and Wilfrid Laurier Universities and the Universities of Calgary and Victoria.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1 **Faculty:** Arts **Department:** School of Social Work **Faculty Approval Date:** May 7, 2026 **Effective Session (W or S):** W **Effective Academic Year:** 2027	**Date:** March, 2026 **Contact Person:** Lea Caragata **Email:** lea.caragata@ubc.ca
Proposed Calendar Entry: **Post-baccalaureate Certificate in Social Work** The <bold>**Post-baccalaureate Certificate in Social Work** </bold> provides students with the knowledge and skills required for admission to a one-year accredited Master of Social Work (M.S.W.) program at the School of Social Work (SOWK) at UBC Vancouver, and other schools across Canada. This certificate program is targeted at individuals who have graduated from university and are interested in pursuing the field of social work, but have not completed a Bachelor of Social Work (B.S.W.) degree. The focus of the certificate is critical thinking and application of social work ethical principles to guide professional practice. Students will gain new understandings of social work practice elements and roles. Courses will take place on evenings and weekends in an online, synchronous format. **Admission Requirements** Applicants must submit the application form on the School of Social Work website [link https://socialwork.ubc.ca/graduate/admissions/].	**URL:** *Please create a new page titled "Post-baccalaureate Certificate in Social Work" at https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-arts **Present Calendar Entry:** N/A **Type of Action:** New Certificate Program *Notes:* • *This proposal is accompanied by Category 2 proposals requesting to modify current restrictions on the listed existing SOWK_V course Calendar entries to enable the courses to be operational for this proposed program.* • *Please note that SOWK_V 305 is a 3-9 variable credit special topics course (Topics in Social Work Practice I). Students are required to complete the 6-credit course version I first, followed by the 3-credit course version C. In addition, students are required to take course version A of SOWK_V 335 (the only version offered). Arts will submit Category 1 proposals to create new courses for these versions of Special Topics courses. We would like to offer these courses under SOWK_V 305 and SOWK_V 335 to the first cohort. Once the new courses are approved by Senate we will submit a Category 2 proposal to remove the footnote for SOWK_V 305 and update the entry with the new course numbers.* **Rationale for Proposed Change:** The School of Social Work (SOWK) wishes to create a Post-Baccalaureate Certificate in Social Work that consists of 8 existing SOWK_V courses. This proposal responds to an urgent need in the province of British Columbia and across Canada

In addition, applicants must meet the following requirements:

- a Bachelor's degree in a related discipline;
- a minimum of one year of related work and/or volunteer experience, equivalent to roughly 1600-1800 hours; and
- successful completion of UBC SOWK_V 200 (Introduction to Social Welfare) and UBC SOWK_V 201 (Introduction to Social Work Practice) or equivalent.

For more information about program admission requirements email: sowk.info@ubc.ca

Program Requirements

Students are required to take 30 credits in total, over an intensive time frame. The program consists of 6 courses (synchronous online format) and 1 seminar (synchronous online) concurrent with a practicum placement. The courses are to be taken in the following sequence:

- 6 credits of SOWK_V 305[1]
- 3 credits of SOWK_V 305[1]
- 3 credits of SOWK_V 325
- 3 credits of SOWK_V 337
- 3 credits of SOWK_V 400
- 3 credits of SOWK_V 335
- 6 credits of SOWK_V 415 Practicum
- 3 credits of SOWK_V 416[2]

[1] Students must first complete SOWK_V 305I followed by SOWK_V 305C

for more social work trained professionals. Various estimates (including from Work BC) identify that the province needs 10-15,000 additional social workers.

The proposed certificate will create a pathway for individuals currently employed by the Ministry of Children and Family Development who do not have a B.S.W. but wish to pursue a career in social work. Senior MCFD officials have indicated their strong support for this certificate program, advising that it will provide an important opportunity for skill and credential upgrading. In addition to the needs of those employed by MCFD, this program will have broad appeal to the significant number of people with Bachelor's degrees who are currently employed in other related government ministries and in a broad array of social service organizations across the province and beyond. As an illustration, UBC Vancouver (UBC-V) alone has at any one time over 3000 enrolled Psychology Majors. Upon graduating, many of these students find employment in social work-related organizations. Their lack of social work credentials and related skills both limit their career pathways and potentially create challenges to fulfilling their work roles and responsibilities.

Upon completion of the proposed certificate program, students will be able to apply to the one-year M.S.W. program at UBC-V, and other schools across Canada. The School of Social Work at UBC-V previously offered a two-year M.S.W. program to which students with a related non-B.S.W. degree would be considered admissible. This was discontinued a number of years ago because of resource shortages. The proposed certificate program replaces the first year of that program – but in a format and delivery model that is much more flexible and accessible. The differential fee structure afforded by a certificate program enables the School to create this new pathway to our (and other Schools') one-year M.S.W. programs.

The admission process will be managed by SOWK. Applications will be assessed for minimum qualifications by staff and then reviewed by a faculty committee for final decision and

[2] SOWK_V 416 is an integrative seminar taken concurrent with the practicum course SOWK_V 415	admission. Applicants must have a Bachelor degree in a related discipline. Most social science degrees will be considered a related discipline. Examples include, but are not limited to, psychology, sociology, political science, human geography, community studies, etc. More information will be provided on our admissions webpage to help students assess if their previous education is relevant. Prior Learning Assessment (PLA) will be conducted by SOWK staff to ensure the nature of the related work/volunteer experience and the total hours meets the minimum expectations. The two required courses for admission – SOWK_V 200 and SOWK_V 201 (or their equivalents) – are quite standard as criterial for admission to an M.S.W. program. They may be taken in-person at UBC-V or in other social work departments across Canada. Some universities offer these courses in various online formats and would be available to interested applicants. The courses required for this certificate are currently offered in the Bachelor of Social Work program. SOWK will offer separate sections of each course for students enrolled in the B.S.W. and for students enrolled in this Certificate. The certificate requires students to take intensive online synchronous versions of the courses, with the exception of the practicum taken at the end of the program, which will be 450 hours, and the integrative seminar, which will be taken concurrently with the practicum in an online format. The intensive courses will be taken consecutively in a sequence, with each 3-credit course spanning a 3-week time frame, followed by a one-week break. The 6-credit course will take place in the same manner, but over 6 weeks. The program will take 7-9 months to complete, depending on the arrangements for the practicum placement. This model has been chosen following careful consultation and evaluation with other Canadian social work programs that have similar structures. Offering the courses online, over evenings and weekends, will provide critically needed access to working professionals and those living in areas that are remote from traditional, in-person post-secondary graduate education. Similar programs

	are offered across Canada, most notably by the Universities of Calgary, Windsor, Wilfrid Laurier, and Dalhousie. In all cases, they report avid interest and strong student outcomes. Across US social work programs online delivery is increasingly widespread and the US accrediting body (NASW) has made special provisions to acknowledge and legitimize their use in the delivery of social work education. As it is expected that most students will be working, delivering one course at a time supports focused attention. Moreover, this intense educational experience, with courses delivered in a three-week timeframe, fosters both a strong cohort and a close working relationship between the students and course instructor. **Note:** The total credit value of this proposed program is 30 credits and the V-128 policy states post-baccalaureate certificates normally require 9-29 upper-level credits. The reason this is proposed as 30 credits is because the program is designed from existing courses and the typical credit values of Arts courses is 3 or 6 credits. **Please see the Summary Report for more information.**

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

To: Senate
From: Nominating Committee
RE: A) Appointments to Senate and Council Committees
B) Establishment of an Ad Hoc Labour Disruption Preparedness Committee
Date: 2 October 2026

A) Appointments to Senate and Council Committees (approval)

The Senate Nominating Committee has met to consider the appointments of members of Senate to committees of the Senate and of the Council of Senates. In making its recommendations, the Committee considered the needs of the Senate, the preferences of senators, and the demographic balance of committees; and attempted to recommend committees with a balance of both returning and new senators so as to encourage both continuity and rejuvenation. In all but four instances, all senators have been given their first committee preference (and if not, they were given their second) and in a majority of cases, both their first and second or third. Most senators have been recommended for two committees, with a few being recommended for one or three.

The Nominating Committee is aware that schedules, preferences and plans may change over time and thus is open to reconsidering appointments over the course of the triennium.

The Nominating Committee is pleased to recommend that Senate resolve as follows:

> *That Lalitha Raman-Wilms, Hannu Larjava, Kin Lo, Bruce MacDougall, Siobhan McElduff, Steven Pelech, Maged Senbel, Tsuriel Somerville, Eli Whitney, Althea Thauberger, Jenny Phelps and Michael Jud be appointed to the Senate Academic Policy Committee until 31 August 2029 and thereafter until replaced;*
>
> *That Agnes d'Entremont, Joanne Fox, Ingrid Price, Greg Werker, Leonard Foster, and Shannon Bredin be appointed to the Senate Admissions Committee until 31 August 2029 and thereafter until replaced;*
>
> *That Eshana Bhangu and Lalitha Raman-Wilms be appointed to the Senate Agenda Committee until 31 August 2029 and thereafter until replaced;*
>
> *That Joanne Fox, Elisa Baniassad, Ian Mitchell, Ingrid Price, Nancy Ford, Simon Bates, Anubhav Pratap-Singh, Candice Rideout, Michael Jud, and Kamil Kanji be appointed to the Senate Committee on Appeals on Academic Standing until 31 August 2029 and thereafter until replaced;*
>
> *That Julie Cool, Jacquelyn Cragg, Amy Charkowski, Ben Britton, Agnes d'Entremont, Lawrence Burr and Jenny Phelps be appointed to the Senate Awards Committee until 31 August 2029 and thereafter until replaced;*

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

That Brenna Bhandar, Charles Menzies, Susan Forwell, Kin Lo, Tsuriel Somerville, Andre Ivanov, and Mitchell Prost be appointed to the Council Budget Committee until 31 August 2029 and thereafter until replaced;

That Shannon Bredin, Satish Gopalakrishnan, Jessica Kalra, Rob Kozak, Ian Mitchell, Santokh Singh, Greg Werker, Siobhan McElduff, Steve Wilton, Amy Charkowski, Maged Senbel, Andrea Dulay and Mitchell Prost be appointed to the Senate Curriculum Committee until 31 August 2029 and thereafter until replaced;

That Dale Askey, Ben Britton, Dustin Garnet, Martin Hirst, Andre Ivanov, Christina Laffin, Wendy Norman, Rob Kozak, and David Wilkinson be appointed to the Senate Research & Scholarship Committee until 31 August 2029 and thereafter until replaced;

That Marina Adshade, Elisa Baniassad, Mark MacLachlan, Minghao Li, Ian Mitchell, Candice Rideout, Ruth Derksen, and Stewart McGillivray be appointed to the Student Appeals on Discipline Committee until 31 August 2029 and thereafter until replaced;

That Chris Addison, Shirin Eshghi Furuzawa, Ben Goold, Mighhao Li, Candice Rideout, Elisa Baniassad, Marina Adshade, Clare Crowston, Darren Dahl, Christian Kyle, and David Wilkinson be appointed to the Teaching, Learning, and Library Committee until 31 August 2029 and thereafter until replaced;

That Gerry Turcotte, Bruce MacDougall, Dustin Garnet, Sharmila Anadasabapathy, Dale Askey, James Olson, Jan Hare, Christina Laffin, Minghao Li, Lawrence Burr and David Wilkinson be appointed to the Senate Tributes Committee until 31 August 2029 and thereafter until replaced;

That Kamil Kanji and Ben Goold be appointed to the Council Elections Committee until 31 August 2029 and thereafter until replaced;

That Ashley Dennis be appointed to the Senate Admissions Committee until 31 March 2027 and thereafter until replaced, to replace Pratyaksha Awasthi;

That Ashley Dennis be appointed to the Senate Awards Committee until 31 March 2027 and thereafter until replaced, to replace Pratyaksha Awasthi;

That Eli Whitney be appointed to the Senate of Regent College until 31 August 2029 and thereafter until replaced;

That David Wilkinson be appointed to the Senate of St Mark's College until 31 August 2029 and thereafter until replaced; and

That Charles Menzies be re-appointed to the Senate of Carey Theological College until 31 August 2029 and thereafter until replaced.

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

B) Establishment of an Ad Hoc Labour Disruption Preparedness Committee (information)

As Senate is aware, on 28 September 2026 the Canadian Union of Public Employees (CUPE) local 2278 voted in favour of taking strike action. CUPE 2278 is the union for UBC Vancouver teaching assistants, tutors, markers, invigilators and academic assistants. Under Senate policy (20191125-Senate-Labour-Disruption-Policy-and-Guidelines.pdf) the Nominating Committee has been charged with the establishment of an "Ad Hoc Labour Disruption Preparedness Committee in the event or imminence of a strike affecting UBC. This is to inform Senate that this Committee has now been established with the following members as per Senate policy:

Dr Janice Stewart, Deputy Provost and Associate Vice-President Academic (Chair);
Mr Andrew Parr, Vice-President Students *Pro tem.*;
Dr Kin Lo, Chair, Senate Academic Policy Committee or his successor as Committee Chair;
Dean Clare Crowston
Dean Mark MacLachlan
Dean James Olson
Senator Kevin Li
Senator Sarah Kamal
Jaiya Panchi, Alma Mater Society
Dr Rella Ng, Registrar (Secretary)

UBC'S STRATEGIC DIRECTIONS 2025-2030

Year Two Actions

SENATE MEETING
OCTOBER 2026





Year 2 Action Summary

- Last October, **16 Year 1** actions were shared.
- For Year 2, **two** will continue unchanged.
- **Nine** actions have been updated and continued into Year 2.
- **Five** new actions have been added.
- This results in a total of **16 Year 2 actions**.



Discover and Innovate for Impact

Accelerate excellence in research, scholarship and teaching approaches that translate into learner, economic and societal impact.

Executive Leads: VP Research and Innovation, Provosts

1. Deepen the understanding of the value of undergraduate research and develop a plan to increase undergraduate research opportunities.

2. **(UPDATED)** Develop infrastructure and associated support for climate resilience and bio-innovation research and innovation activities across two campuses in alignment with new provincial and federal opportunities.



Create Flexibility for Learners

Increase program and pathway flexibility, interdisciplinarity, access and agency for diverse learners.

Executive Leads: Provosts

1. **(UPDATED)** Increase the number of flexible program offerings, such as micro-credentials, stackable courses, and online learning opportunities in areas of demand and UBC expertise.

2. **(NEW)** Develop new flexible approaches to student assessment at UBC Vancouver to facilitate timely matriculation and graduation, including creating an additional standing deferred period and growing capacity in computer-based testing facilities for on-demand student assessment.



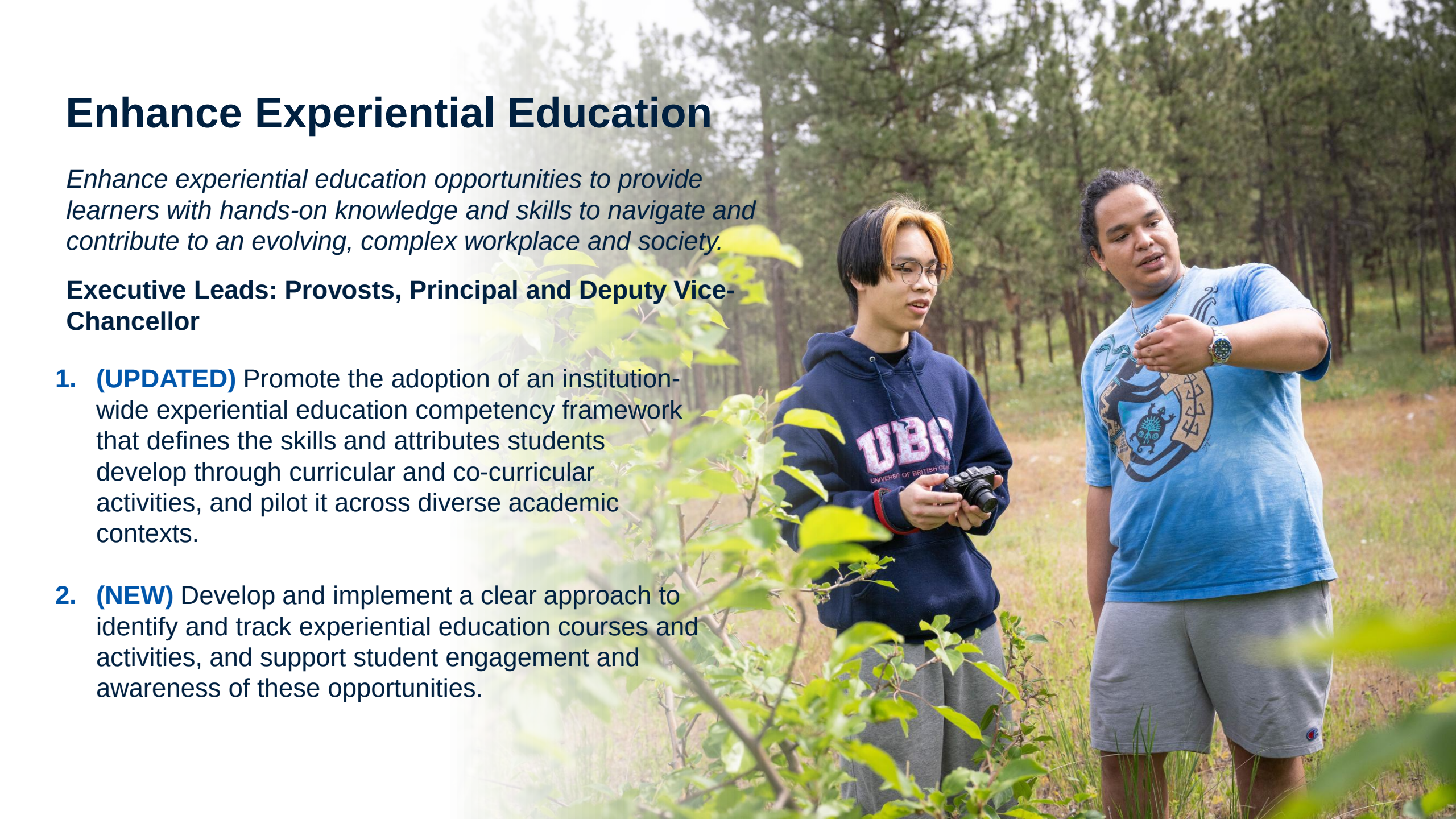
Enhance Experiential Education

Enhance experiential education opportunities to provide learners with hands-on knowledge and skills to navigate and contribute to an evolving, complex workplace and society.

Executive Leads: Provosts, Principal and Deputy Vice-Chancellor

1. **(UPDATED)** Promote the adoption of an institution-wide experiential education competency framework that defines the skills and attributes students develop through curricular and co-curricular activities, and pilot it across diverse academic contexts.

2. **(NEW)** Develop and implement a clear approach to identify and track experiential education courses and activities, and support student engagement and awareness of these opportunities.



Partner for Purpose

Expand the number and scope of reciprocal partnerships that address the critical, diverse and emergent needs of the people and communities of BC, Canada and the world.

Executive Leads: VP Research and Innovation, VP External Relations, VP Development and Alumni Relations

1. **(UPDATED)** Increase partnerships with donors, alumni, and industry to expand private sector support of UBC priorities and amplify UBC's impact locally and globally.

2. **(UPDATED)** Advance UBC priorities in partnership with federal, provincial, and local governments, and Indigenous partners, including key initiatives such as the Millennium Line UBC Extension.



Maximize UBC System Strengths

Reinforce and promote the unique academic, research and operational strengths of our two distinct and complementary campuses while facilitating transformative collaboration within and across our campuses and learning sites throughout the province.

Executive Leads: Principal and Deputy Vice-Chancellor, Provost and Vice-President Academic, UBC Vancouver

1. **(UPDATED)** Advance the Budget Reimagination project towards a draft proposal, to ensure strategic resource allocation across the whole of UBC.

2. **(NEW)** Rethink and revitalize the international portfolio and strategy to maximize international student recruitment, and strengthen global research and academic partnerships across both campuses.

3. **(NEW)** Develop a comprehensive plan to integrate medicine and health into UBCO and the Okanagan, including the establishment of a strong allied health presence across the Interior through coordinated growth and partnership.



Excel in the Development and Application of Emerging Technologies

Advance the creation and responsible use of emerging technologies, particularly AI, for research, teaching, student learning, and operations.

Executive Leads: VP Research and Innovation, Provosts

1. Deliver digital infrastructure and support to enable the use of AI in research, pedagogical development and learning.

2. **(UPDATED)** Equip students with ethical AI literacies through training and support programs, enable faculty integration and evaluation of AI in research, curriculum development and pedagogy, and develop learning modules for staff to advance the responsible use of AI to improve institutional capacity, service quality, and stakeholder experience.

3. **(NEW)** Develop and pilot 'LearnerUBC' (name to be determined with student input)— a personalized guidance application that helps students navigate academic life, discover opportunities, access support, and build belonging at UBC. Built with student input and customized to individual needs, it serves as a proactive companion across the full arc of the student experience—augmenting trusted faculty, staff, and peers.



Nurture a Strong and Vibrant UBC Community

Further enhance our UBC sense of community and spirit so students, faculty and staff feel a strong sense of belonging, wellbeing, and take pride in being part of UBC.

Executive Leads: VP Human Resources, VP Students

1. **(UPDATED)** Evaluate, enhance, and expand intentional community-building experiences that foster belonging for existing and "new to UBC" undergraduate and graduate students, faculty, staff, and alumni.

2. **(UPDATED)** Draft, launch and begin implementation of the University's refreshed Wellbeing Strategic Framework to align with evolving needs that support the University Community going forward.




THE UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

21 October 2026

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2026 Vancouver Senate Student Election Results

Set out below are the election results.

Student Faculty Representatives to Senate

Pursuant to Section 16 of the *University Act*, the following student is elected as representative of the Faculties on the Vancouver Senate for a term beginning 1 October 2026 and ending 30 September 2027 and thereafter until a successor is elected:

Faculty of Education

- **Ashley Dennis**