Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

16 February 2007

To: Senate
From: Senate Curriculum Committee

Re: **FEBRUARY CURRICULUM PROPOSALS**

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

As such, the following is recommended to Senate:

> *"That Senate approves the new and changed graduate courses and programs brought forward by the Faculties of Applied Science, Arts, Education, Forestry, and Law and the new graduate courses from the College for Interdisciplinary Studies.*

THE UNIVERSITY OF BRITISH COLUMBIA

Feb 28 2007 Item 09

Enrolment Services
Senate and Curriculum Services
1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

14 February 2007

To: Senate
From: Senate Curriculum Committee

Re: **GRADUATE STUDIES CURRICULUM REPORT**

Attached please find the following graduate proposals for your consideration:

Applied Science

1) The following new courses:
   a. **CHBE 573** (3) Environmental Engineering and Sustainability
   b. **CHBE 597** (2) MASc Thesis Proposal Development
   c. **CHBE 697** (2) PhD Thesis Proposal Development

Applied Science – School of Architecture and Landscape Architecture

2) The following changed courses:
   a. **LARC 515** (3) A Behavioral Approach to Planting Design
   b. **LARC 523** (3) Landscape Architecture Theory
   c. **LARC 570** (3-12) d Internship

3) The following changed program:
   a. **Master of Advanced Studies in Landscape Architecture**

Applied Science

4) The following new course:
   a. **MECH 521** (3) Modeling and Design of Mechatronics Systems

Arts – School of Library, Archival, and Information Studies

5) The following new and changed courses:
   a. **ARST 500** (3) Information Technology and Archives
   b. **ARST 530** (3) The History of Administration in the Canadian Juridical Context
   c. **ARST 545** (3) Advanced Arrangement and Description of Archival Documents
   d. **ARST 550** (3) Management of Audiovisual and Non-textual Archives
   e. **ARST 555** (3) The Preservation of Digital Records

f. **ARST 573** (3) Archival Systems and the Profession

Arts

6) The following new courses:

a. **PSYC 507** (3) Cultural Psychology
b. **PSYC 510** (3) Descriptive Psychopathology
c. **PSYC 541** (2) Introduction to Psychopathology
d. **PSYC 585** (3/6) d Special Topics in Developmental Cognitive Neuroscience
e. **PSYC 588** (3/6) d Special Topics in Social and Personality Development

Interdisciplinary Studies

7) The following new courses:

a. **BIOF 501** (3) Special Topics in Bioinformatics
b. **BIOF 548** (3-6) c Directed Studies

Education

8) The following new courses:

a. **CUST 511** (3) Seminar in Case-Study Research and Cross-Case Analysis
b. **EDST 585** (3) Capstone: Society, Culture, and Politics in Education
c. **LLED 536** (3) Drama, Literacies, and Literature in Education
d. **EPSE 630** (3) Advanced Seminar: Adolescence Through Emerging Adulthood

Forestry

9) The following changed courses:

a. **FRST 538** (3) Advanced Remote Sensing
b. **FRST 544** (3) Technical Communication Skills I

Law

10) The following change in program and credential name:

a. **Master of Laws in Common Law** from **Master of Jurisprudence**

Faculty of Applied Science

Department: CHEMICAL AND BIOLOGICAL ENGINEERING Faculty Approval Date: November 9, 2006	Contact Person: Dr. Chad Bennington Phone: 2-8573 Email: cpjb@chml.ubc.ca
CHBE Graduate New Course(s)	
Effective Date: September 2007. Proposed Calendar Entry: **CHBE 573 (3): ENVIRONMENTAL ENGINEERING AND SUSTAINABILITY.**	URL: n/a Present Calendar Entry: n/a Type of Action: New Course. Rationale: This course consolidates graduate teaching in the environmental area in the CHBE department. It replaces CHBE 540, CHBE 572 and CHBE 579.
Effective Date: September 2007. Proposed Calendar Entry: **CHBE 597 (2) MASc THESIS PROPOSAL DEVELOPMENT.** **Techniques for preparation of a critical literature review and focused research proposal for MASc candidates. Students perform oral and written critiques of published research in their area of study, define research questions and hypotheses and develop a focused research proposal.**	URL: n/a Present Calendar Entry: n/a Type of Action: New Course. Rationale: This course formalizes the literature review and proposal development parts of the MASc thesis. Students will be trained on how to carry out literature searches, develop a research proposal, and enhance their presentation and writing skills, under the supervision of a faculty member. The course is also intended to reduce the average time-to-completion of master's students in CHBE.
Effective Date: September 2007. Proposed Calendar Entry: **CHBE 697 (2) PhD THESIS PROPOSAL DEVELOPMENT.** **Techniques for preparation of a critical literature review and focused research proposal for PhD candidates. Students perform oral and written critiques of published research in their area of study, define research questions and hypotheses and develop a focused research proposal.**	URL: n/a Present Calendar Entry: n/a Type of Action: New Course Rationale: This course formalizes the literature review and proposal development parts of the PhD thesis. Students will be taught how to carry out literature searches, develop a research proposal, and enhance their presentation and writing skills, under the supervision of a faculty member. The course is also intended to reduce the average time-to-completion of doctoral students in CHBE.

Faculty: Applied Science, School of Architecture and Landscape Architecture **Department: Landscape Architecture** **School Approval Date: October 25, 2006** **Effective Session W07 Term 1**	**Date: October 5, 2006** **Contact Person: Cynthia Girling** **Phone: 2-0438** **Email: cgirling@interchange.ubc.ca**

Year 2007 for Change

Proposed Calendar Entry: **LARC 515 (3) A Behavioral Approach to Planting Design.** Functional, ecological and behavioral theory and practice applied to planting design at different scales [2-2] *Prerequisite:* LARC 316	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LARC **Present Calendar Entry:** **LARC 415 (3) Structure, Form and Adaptability in Planting Design** Lectures and exercises dealing with plants as structural elements in landscape. Plant associations. Horticultural adaptations. Planning relation to subsequent maintenance. [2-2] *Prerequisite:* LARC 316 **Type of Action:** Change course number, title and description. Change from undergraduate class to graduate level professional class for Master of Landscape Architecture students. **Rationale:** This course is a recommended elective for Master of Landscape Architecture students and is NOT open to undergraduate students. It has been such an elective since the inception of the program in 1998, taught only to graduate students since that time. It was never changed from an undergraduate to a graduate class at the time the program changed from Bachelors to Masters. The course requires that students read, synthesize and apply environmental and behavioural psychology theory to landscape design. The students are also examined on the theoretical material. The proposed description reflects the course as it is currently offered. There are no budget or facilities implications of this change.
Proposed Calendar Entry: **LARC 523 (3) Landscape Architecture Theory.** Theoretical positions in landscape architecture and relation to designed landscapes. [2-2] *Eligibility:* Seats are reserved for students	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LARC **Present Calendar Entry:** LARC 582 (1-3) Special Topics Seminar Taught for 4 years as: LARC 582e (3) Special Topics Seminar: Landscape Theory Seminar

who meet one of the following sets of restrictions: 1. MARCH students 2. MASA or MASLA students MLA students by instructor's permission only.	**Type of Action:** Change course number, title, and description. **Rationale:** This course is an elective for Master of Architecture and Master of Landscape Landscape Architecture students. Special topics seminars listed under LARC 582 are for courses taught every other year or on occasion. This course will now be taught every year. Changing the number and title to a LARC 520 series (which is the theory series) will more accurately describe the course and allow other courses taught irregularly to use the 582 number.
Proposed Calendar Entry: **LARC 570 (3-12)d Internship** A mechanism for students to earn academic credit for relevant work experience outside the university. Open only to M.L.A. students.	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LARC **Present Calendar Entry:** LARC 510A (3 cr.) or LARC 510D (9 cr.) Advanced Field Studies in Landscape Architecture (3-9). **Type of Action:** Change course number, title and add description. Grading to be pass/fail. May repeated for a maximum of 12 credits. **Rationale:** Taught as a advanced fields studies class for many years. To fulfill program requirements and for clarity for the students, it needs a unique course number. This will accurately describe the course and allow field courses taught irregularly to use the 510 number. This has no budget implications.

Faculty: Applied Science **Department: School of Architecture and Landscape Architecture** **School Approval Date: October 25, 2006** **Effective Session 2006W Term 1 Year 2007 for Change**	**Date: June 7, 2006, Rev. Dec 20/06** **Contact Person: Cynthia Girling** **Phone: 604-822-0438** **Email: cgirling@interchange.ubc.ca**
Proposed Calendar Entry: **Master of Advanced Studies in Landscape Architecture** **The Master of Advanced Studies in Landscape Architecture (M.A.S.L.A.) introduces students to independent research that will enable them to examine specific issues relating to landscape architecture. This degree program allows students to investigate an area of knowledge within the broad field of landscape architecture in collaboration with faculty engaged in research or consulting activity in that area. The research program requires the student to synthesize existing knowledge in landscape architecture and related fields. This synthesis will result in a thesis that must be approved by the student's supervisor and committee members, and submitted to the Faculty of Graduate Studies.** The MASLA is a 31-credit program. Full-time students normally complete this program within 2-3 academic years, depending on whether they have a pre-existing professional design degree or need to take a qualifying year. This post-professional program is not intended to fulfill the requirements	**URL:** http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1184 **Present Calendar Entry:** **Master of Advanced Studies in Landscape Architecture** The Master of Advanced Studies in Landscape Architecture (M.A.S.L.A.) is a 31-credit program. Part-time study is allowed with prior approval from the Graduate Program Committee. Full-time students normally complete this program within two academic years. The program provides students an opportunity to examine and research specific issues relating to landscape, place and environment. This post-professional program is not intended to fulfill the requirements for membership as established by the British Columbia Society of Landscape Architects or similar organizations in other provinces of Canada. Those wishing professional credentials should enrol in the Master of Landscape Architecture (M.L.A.) program. **Admission:** Applicants for admission to the M.A.S.L.A. program must have a four-year bachelor's degree in a design discipline as well as some experience in a design practice. All candidates must also meet the basic academic requirements of the Faculty of Graduate Studies. In addition, all applicants must submit a design portfolio. The minimum TOEFL

for membership as established by the British Columbia Society of Landscape Architects or similar organizations in other provinces of Canada or the United States. Those desiring professional credentials should enroll in the Master of Landscape Architecture (MLA) program.

Admission requirements: Applicants for admission to the M.A.S.L.A. program must have either: 1) a four-year bachelor's degree in a design discipline, with some experience in a design practice; or 2) a bachelor's degree in a related discipline (such as planning, geography, environmental studies) with some professional experience and a qualifying year of study. The course of study for the **qualifying year,** to achieve immersion in the landscape architecture field is comprised of (27 credits):
LARC 422 (3), LARC 501 (12), LARC 502 (9), and LARC 540 (3).

All applicants must meet the basic academic requirements of the Faculty of Graduate Studies. In addition, all applicants must submit a brief statement of their research interest and either a design portfolio or a portfolio of project work and/or applied research experience (for non-design degree graduates). The minimum TOEFL score required of international applicants is 580 (paper) or 237 (computer). For additional information, please visit score required of international applicants is 560. For additional information, please visit the program's website or see Contact Information below.

Course of Study: The course of study is comprised of LARC 500, 520, 541, 599, 6 credits of 500-level electives, and 6 credits of 300-level and above electives. At least one of the elective courses must focus on design-research methodologies. Research activities and thesis development will be focused within the two broad areas of advanced design, design theory and design education, and environmental design, planning and management at the site-specific scale.

Contact Information

Faculty of Land and Food Systems
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Alina Yuhymets, Graduate Programs Manager

Type of Action:

1. Change admission requirements
2. Change course requirements
3. Change contact information

Rationale:

1. Change of admission requirements: This proposal provides more flexibility on intake of applicants, no longer requiring these to be limited only to those with a previous design degree Those applicants who wish to do a non-professional research-oriented degree and do not have a previous design degree will be required to complete a qualifying year to provide a foundation in the field of landscape architecture.
2. Change of course requirements:

the program's website (http://www.larc.ubc.ca/) or see Contact Information below. **Program Requirements:** The course of study for the **M.A.S.L.A. program** is comprised of 31 credits (in brackets): LARC 500 (1), LARC 520 or 523 (3), LARC 525 or ARCH 568 (3), LARC 599 (Thesis)(12), 6 credits of Directed Study with sponsoring faculty member/supervisor, and 6 credits of 400-500 level electives. Research activities and thesis development will be focused within the two broad areas of advanced design, design theory and design education, or environmental design, planning and management. CONTACT INFORMATION: Landscape Architecture Program, School of Architecture and Landscape Architecture. 370-2357 Main Mall (MacMillan Building) University of BC, Vancouver, BC, V6T 1Z4 Tel: 604-822-6916 Fax: 604-822-2184 Email: larc@interchange.ubc.ca Web: http://www.larc.ubc.ca/	The total required credits do not change. The goals of the program remain generally similar to the existing MASLA, with somewhat increased emphasis on the research component, reduced emphasis on professional degree requirements (complimentary to recent changes in the professionally accredited Master of Landscape Architecture degree), and inclusion of a colloquium with other Landscape Architecture students. Some flexibility has been introduced in the theory and research methods requirements. These choices will help match student specialties with course content. The requirements for students to do 6 credits of Directed Study with a faculty member helps to assure a close relationship between these students and at least one faculty member and is intended to train the students in a particular area of research.
	URL: **http://www.students.ubc.ca/calendar/courses.cfm?code=LARC** **Present Calendar Entry:** **LARC 599 (12) Open only to M.A.S.L.A. students.** **Type of Action:** Change to H/P/F grading.

	(Honours grade = 90% or higher. Failing grade = 68% or lower.) **Rationale:** Changing the thesis to pass/fail removes a level of variation in marking and is in harmony with much of the rest of the university. The program still wishes to recognize outstanding work, therefore honours will be applied to outstanding work.
Effective Date: September 2007. Proposed Calendar Entry: **MECH 521 (3) MODELING AND DESIGN OF MECHATRONICS SYSTEMS** **Component interconnection and system integration. Performance specification and analysis. Role of sensors, transducers, and actuators in a mechatronic system. Control techniques. Case studies in mechatronic system development.**	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale: This is a graduate course in support of a collaborative initiative between UBC and the National University of Singapore. This introductory course provides an overview of the field of Mechatronics. Existing graduate courses offered in Mechanical Engineering provide more details of different aspects of Mechatronics (e.g. controls, sensors and actuators, etc.) Document ID#: MECH GR002

Faculty of Arts

Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session:** Winter Term 2, Academic Year 2007-2008 for Change	**Date:** 14 June 2006 **Contact Person:** Francesca Marini **Phone:** **Email:** fmarini@interchange.ubc.ca
Proposed Calendar Entry: ARST 500 (3) Information Technology and Archives	**URL:** **Present Calendar Entry:** None. **Type of Action:** New course. **Rationale:**

	This course is changing from an individual seminar within a variable credit multiple seminar course to a separately numbered non-variable-credit course. The rationale for such a course stems from the need to prepare students for the issues faced by modern archivists, such as managing electronic records and ensuring long-term preservation and access. Furthermore, students need familiarity with current and significant pieces of the enormous and constantly increasing body of literature developed in this area. The course examines archival functions and technology (Digital Preservation; Acquisition; Appraisal; Disposition; Accessioning; Arrangement and Description; Online Access; Reference Services), and in this context looks at trusted digital repositories and certification, electronic finding aids, archival databases, Web and database design for archival users, and legislation and the online archival environment. It also addresses, to a degree, records management and technology. The course has been taught as a seminar for the past three years and has been well supported and subscribed. A parallel course exists in the Library and Information Studies Program (LIBR 500). The proposed ARST 500 course fits in with international guidelines on graduate archival education, such as The Society of American Archivists' *Guidelines for a Graduate Program in Archival Studies* (Chicago, Ill.: The Society of American Archivists, 2002). Section B.1 "Interdisciplinary Knowledge-Information Technology" (available at: http://www.archivists.org/prof-education/ed_guidelines.asp; last accessed: May 17, 2006) states that:

Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session** Winter **Term** 2 **Year** 2007-08 **for Change**	**Date:** 26 July 2006 **Contact Person:** Luciana Duranti **Phone:** 822-2587 **Email:** luciana@interchange.ubc.ca
Proposed Calendar Entry: ARST 530 (3) THE HISTORY OF ADMINISTRATION IN THE CANADIAN JURIDICAL CONTEXT	**URL:** **Present Calendar Entry:** **ARST 530 (3)** THE JURIDICAL CONTEXT OF CANADIAN ARCHIVES **Type of Action:** Revise course title. **Rationale:** This proposal constitutes a reformulation of ARST 530: The Juridical Context of Canadian Archives. The existing course combined study of the Canadian societal context in which records are created with introductory study of the Canadian archival system and profession. It has for years been a course that students in the Master of Archival Studies (MAS) program take in their first term in order to introduce them to constitutional, legal, political, and social conditions influencing records creation and maintenance by the body that produced them and their preservation by an archives. This revision proposes to make the new ARST 530 concentrate on the juridical context of records creation and maintenance as it has evolved, primarily in Canada. It is axiomatic in archival science that the records an administration produces reflect the way it organizes itself and carries out its functional activities. How any given administration acquires its authority to act, organizes its work, and carries out its activities is strongly cultivated by the

	traditions of governance and law of the community of which it is a part. The archives of both public and private bodies are not static things; they evolve in response to changes in their juridical context and to changes in the way bodies are organized and function. Therefore, the study of the history of administration is a fundamental pursuit of archivists. Such study aims to give students an understanding how both public agencies and private organizations are created, how they are influenced by constitutional, legal, and administrative traditions, and how this context is a vital aspect of understanding the character of the archives they produce. The course aims to give students a sound method of studying the history of administration for archival purposes, and also gives them the opportunity to apply the method with actual study of the history of an administration, which is a basic research skill that all archivists must possess. As such, the study in this course supports the other courses in the program that focus on the archivist's treatment of records, such as arrangement, description, and selection and acquisition of archival material. It will also provide a foundation for and complement to the elective course on the history of recordkeeping (ARST 517). The Association of Canadian Archivist's Guidelines for the Development of a Two-Year Curriculum for a Master of Archival Studies and the Society of American Archivist's Guidelines for a Graduate Program in Archival Studies both call for study of this kind in archival programs.

Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session** winter **Term** 2 **Year** 2007-2008 **for Change**	**Date:** 14 June 2006 **Contact Person:** Luciana Duranti **Phone:** 822-2587 **Email:** Luciana@interchange.ubc.ca
Proposed Calendar Entry: ARST 545 (3) Advanced Arrangement and Description of Archival Documents	**URL:** **Present Calendar Entry:** None. **Type of Action:** New course. **Rationale:** This course material was previously taught in an individual seminar within a variable credit multiple seminar course. In the first year of the MAS Program students are introduced to the core areas of archival knowledge, one of which is the arrangement and description of archival documents (ARST 515). The first year course is intended to teach students the fundamental theory and methodology of arrangement and description. The proposed course, ARST 545, builds on that foundation by exploring this subject area in more depth and from a number of perspectives. The need for such a course stems from the enormous increase in the body of literature on this topic over the past decade. The advanced course examines modern and postmodern approaches to archival arrangement, description and access; the description of electronic records in accordance with lifecycle and continuum models; issues associated with web-based finding aids; and specialized vocabularies for describing archival documents. The course has been taught as a seminar for the past three years and has been well supported and subscribed.

Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session:** Winter Term 1, Academic Year 2007-2008 for Change	**Date:** **Contact Person:** Francesca Marini **Phone:** 604-822-4991 **Email:** fmarini@interchange.ubc.ca
Proposed Calendar Entry: ARST 550 (3) Management of Audiovisual and Non-textual Archives	**URL:** **Present Calendar Entry:** None. **Type of Action:** New course. **Rationale:** This course is changing from an individual seminar within a variable credit multiple seminar course to a separately numbered non-variable-credit course. In the first year of the MAS Program students are introduced to the core areas of archival knowledge. Building on this foundation, this proposed second-year elective course, ARST 550, is intended to expand students' knowledge and apply it to the area of audiovisual and non-textual archives. The rationale for such a course stems from the ever-increasing demand for archivists qualified to manage formats that go beyond traditional and electronic records. Public and private institutions, as well as individuals, are seeking qualified professionals able to understand the unique characteristics of the records and other materials that arise from the activities in areas such as film, television, digital performance and art. Unique skills are needed in order to efficiently maintain and make readily accessible essential records that institutions and individuals need in the short and long term. Within the archival profession, there are

	now well-established specialized categories of archivists—such as film, audiovisual, performing arts, and sound archivists—with the need to be recognized and properly educated within academic programs. The course examines the management of audiovisual and non-textual materials (e.g., graphic materials, cartographic materials, moving image, and sound recordings), in the following areas: ▪ Creation and Primary Use of Audiovisual and Non-textual Materials; ▪ Preservation and Secondary Use of Audiovisual and Non-textual Materials in Repositories (i.e., Appraisal and Disposition; Accessioning; Arrangement and Description; Preservation and Restoration; Access, Reference Services and Users). The proposed course was introduced as a seminar four years ago in response to student demand. It has been well supported and subscribed, engaging the interest of students both in the archival and library degree programs.
Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session** winter **Term** 2 **Year** 2007-2008 **for Change**	**Date:** 14 June 2006 **Contact Person:** Luciana Duranti **Phone:** 822-2587 **Email:** hmacneil@interchange.ubc.ca
Proposed Calendar Entry: ARST 555 (3) The Preservation of Digital Records	**URL:** **Present Calendar Entry:** None. **Type of Action:** New course.

	Rationale: This course is changing from an individual seminar within a variable credit multiple seminar course to a separately numbered non-variable-credit course. The preservation of reliable, accurate and authentic digital records is the major challenge that the archival profession will have to meet in the next few years. Students are provided with basic knowledge about digital records in the context of all required archival courses, where they study concepts, principles and methods as they apply to records in all media, and by being involved in the archival faculty research. It is important to build on that foundation by giving the students an opportunity to explore in depth the issues raised by the pervasive adoption of digital technology in business, in the arts and the sciences, and in administration, and to examine how traditional archival theory and methods can be adapted to ensure the preservation of the legibility, intelligibility, accessibility, identity and integrity of digital records so that they can be used and trusted over the long term as sources by the citizens who wish to hold their governments accountable and the researchers who wish to discover the past. The students will study the findings and recommendations of research projects carried out worldwide, several standards already developed or in course of development, and international literature on the topic.

Faculty: Arts **Department:** School of Library, Archival and Information Studies **Faculty Approval Date:** **Effective Session** Winter **Term** 1 **Year** 2007-08 **for Change**	**Date:** 26 July 2006 **Contact Person:** Luciana Duranti **Phone:** 822-2587 **Email:** luciana@interchange.ubc.ca
Proposed Calendar Entry: ARST 573 (3) ARCHIVAL SYSTEMS AND THE PROFESSION	**URL:** **Present Calendar Entry:** **ARST 573 (3)** ARCHIVAL SYSTEMS AND THE PROFESSION IN CANADA AND OTHER COUNTRIES **Type of Action:** Revise course **Rationale:** This proposal constitutes a reformulation of ARST 573, which has lately been an elective course in the Master of Archival Studies Program. As an elective course it concentrated on study of archival systems outside Canada. It is proposed to make the new ARST 573 a required course that students will take in the first term of their program. It allows students to understand and develop a critical appreciation of the institutional and professional context of archival work, and to make comparisons with archival systems and the profession in other countries. Thus, there will no longer be a need for an elective course on foreign archival systems. Acquiring the knowledge of this course early in the program will help students frame other courses on archival functions and will prepare them for fieldwork courses such as the Internship. There is a need to give students a broad appreciation of other national archival systems because graduates of the program work often work

	outside Canada. The current ARST 530: THE JURIDICAL CONTEXT OF CANADIAN ARCHIVES has fulfilled in part the role of a first term course such as the one proposed here. ARST 530 is also being reformulated at this time to become a course in the history of Canadian administration. See the companion proposal for a new ARST 530.
Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2007**	**Date: July, 2006** **Contact Person: Tannis MacBeth** **Phone: 822-4826** **Email: tmacbeth@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 507 (3)** CULTURAL PSYCHOLOGY.	**Present Calendar Entry:** none **Type of Action:** New course **Rationale:** This course has been taught 3 times in the past 6 years as a special topics course (PSYC 529). Given that it is taught frequently, and that it is a key topic of research for a number of Psychology faculty members (Heine, Henrich, Lehman, Norenzayan, and Schaller), we want to offer it as a stand-alone course with its own title and calendar entry. This will be more informative for students and those reading their transcripts.
Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2007**	**Date: June, 2006** **Contact Person: Tannis MacBeth** **Phone: 822-4826** **Email: tmacbeth@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 510 (3)** DESCRIPTIVE PSYCHOPATHOLOGY.	**Present Calendar Entry:** none **Type of Action:** New course

	Rationale: The Department of Psychology is currently offering this Clinical Area course as PSYC 547E-003 (Reading and Conference). In part because this course is required for all Clinical students in the first year of their M.A. program, we want it to have its own calendar entry. This will be more informative for students as well as for accreditation (e.g., Canadian Psychological Association) and licensing bodies (e.g., College of Psychologists of British Columbia or wherever the student eventually seeks licensure as a psychologist).
Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2007**	**Date: June, 2006** **Contact Person: Tannis MacBeth** **Phone: 822-4826** **Email: tmacbeth@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 541 (2)** INTRODUCTION TO PSYCHOTHERAPY.	**Present Calendar Entry:** none **Type of Action:** New course **Rationale:** The Department of Psychology is currently offering this Clinical graduate course as PSYC 547A-005. This course is required for all Clinical students in the first year of their M.A. program, so we want it to have its own calendar entry. This will be more informative for students as well as for accreditation (e.g., Canadian Psychological Association) and licensing bodies (e.g., College of Psychologists of British Columbia, or wherever the student eventually seeks licensure as a psychologist).

Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 2;** **Year for Change: 2007**	**Date: July, 2006** **Contact Person: Tannis MacBeth** **Phone: 822-4826** **Email: tmacbeth@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 585 (3/6) D** SPECIAL TOPICS IN DEVELOPMENTAL COGNITIVE NEUROSCIENCE.	**Present Calendar Entry:** N/A **Type of Action:** New course **Rationale:** The content of PSYC 585 will focus on developmental cognitive neuroscience, with the specific selected topics chosen in keeping with the research interests of the professor teaching the course on each occasion. There is currently no graduate course in the Psychology Department's curriculum devoted to this topic, though we have several faculty members with expertise in the area. This content is currently taught under other course numbers, including PSYC 513 (Special Topics in Developmental Psychology) and PSYC 521 (Psycholinguistics), but it would be more informative to have a title reflecting the course content. The specific topics will be chosen in keeping with the research interests of the professor on each occasion, so the course may be repeated once for credit, hence the 3/6 D.
Faculty: Arts **Department: Psychology** **Faculty Approval Date:** **Effective Session: Winter; Term: 1;** **Year for Change: 2007**	**Date: September, 2006** **Contact Person: Tannis MacBeth** **Phone: 822-4826** **Email: tmacbeth@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 588 (3/6) D** SPECIAL TOPICS IN SOCIAL AND PERSONALITY DEVELOPMENT.	**Present Calendar Entry:** **Type of Action:** new course **Rationale:** The course provides a survey of research in social and/or personality development. The specific topics will be chosen in keeping with the research interests of the professor on each occasion, so the course may be repeated once for credit, hence the 3/6 D. **ID Number for Supporting Documents**:

	PSYC 588-NEWR

College for Interdisciplinary Studies

Faculty: CFIS **Department:** Bioinformatics Graduate program **Faculty Approval Date:** **Effective Session:** Winter, Term 1 **Year:** 2007 **for Change**	**Date:** September 20, 2006 **Contact Person:** Sharon Ruschkowski **Phone:**604-707-5803 **Email:**sharonr@bcgsc.ca
Proposed Calendar Entry: **BIOF 501(3) SPECIAL TOPICS IN BIOINFORMATICS**	**URL:** **Present Calendar Entry: N/A** **Type of Action:** New Course. **Rationale:** Our new Bioinformatics graduate program was approved by Senate in June 2006 and we are registering our MSc and PhD students this Sept 2006 in BIOF 599 or BIOF 699, respectively. This course has run since 2002 as GENE501. We were using GENE course numbers for our bioinformatics courses, as they allowed this while we were getting our program formally established at UBC. It is appropriate now that this course be given a formal BIOF number as part of the new bioinformatics graduate program.
Faculty: CFIS **Department:** Bioinformatics Graduate program **Faculty Approval Date:** **Effective Session** Winter, Term 1 & 2 **Year** 2007 **for Change**	**Date:** December 11, 2006 **Contact Person:** Sharon Ruschkowski **Phone**: 604-707-5803 **Email:** sharonr@bcgsc.ca
Proposed Calendar Entry: **BIOF 548 (3-6)C DIRECTED STUDIES:** Advanced study under the direction of a faculty member composed of laboratory sessions and directed readings related to	**URL: N/A** **Type of Action:** New Course **Rationale:** A large part of bioinformatics training is hands-on data-mining, algorithm development and other related computational manipulation. Research

selected areas of bioinformatics. Students must get permission to register in this course.	carried out by a faculty member provides datasets not available in a class-room setting and can provide students with projects that can become the basis of their thesis research.

Faculty of Education

Faculty: Education **Department:** Curriculum Studies **Faculty Approval Date:** **Effective Session __**2**__ Term _**1**__ Year_**2007**__ for Change**	**Date:** November 05, 2006 **Contact Person:** Samia Khan **Phone:** 822-5296 **Email:** samia.khan@ubc.ca
Proposed Calendar Entry: CUST 511 (3) Seminar in Case-Study Research and Cross-Case Analysis Prerequisite: A qualitative or survey of research methods course.	**URL:** **Course Number:** CUST 565 F (031) **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** Case study and cross-case analysis is rapidly becoming a methodology of choice for researchers study complex processes in the social, political and applied health sciences sphere. At the same time, however, it is also rapidly becoming a catch-all phrase for "anything goes" in research methods. This rationale for this course is that it aims to increase the rigor of case study research employed by graduate student researchers for their theses and dissertations. This course is intentionally not a survey of all research methods, methodologies, or analytical strategies. Rather, course participants will have an opportunity to address methodological considerations unique to case study and to develop an argument that case study is the appropriate methodology for their research. The instructor will facilitate an

	exploration of the unique contributions that well honed case studies can to make to research. This contributions have resurfaced social science with a re-examination of Aristotle and his concept of phronesis. The course is unique in that we will also engage in a collective activity of cross-case analysis to enhance our understanding of relationships among discrete research projects. We aim to amplify the theoretical and analogical power of a case by exploring how commonalities of processes and structure can exist despite the appearance of difference in events, activities, and phenomenon.
Faculty: EDUCATION **Department: Educational Studies** **Faculty Approval Date:** **Effective Session _W___ Term _2__ Year_2007__ for Change**	**Date: December 15, 2006** **Contact Person: Dr. Shauna Butterwick** **Phone: 2-3897** **Email: shauna.butterwick@ubc.ca**
Proposed Calendar Entry: **EDST 585 (3) Capstone: Society, Culture, and Politics in Education**	**URL:** (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.) **Present Calendar Entry: N/A** **Type of Action:** New Course **Rationale:** The goal of the Society, Culture and Politics in Education (SCPE) Program in the Department of Educational Studies (which was fully approved in May of 2004) is to use the social sciences and humanities to address major issues affecting *educational* policy and practice. The program addresses social justice issues such as the unequal distribution of resources and outcomes, power relations, recognition and representation from post-colonial, feminist, anti-racist, materialist

	and First Nations perspectives. The SCPE capstone course helps students to reflect on their learning in these interconnected areas and is designed to satisfy the capstone experience requirements of the Teacher Qualification Service (TQS) of British Columbia. This particular course is the capstone course for SCPE MEd students. Its aim is to enable students to demonstrate critical understanding of theory/research in a number of disciplinary fields in education including sociology, history, anthropology, and philosophy of education and it keeping with the TQS, it provides students with the opportunity to demonstrate integration and application of learning across the program. The overall goal of the capstone course requires students to explicitly link theory and research to their practice. This course evolved out of another program capstone course, EADM 553A Group Inquiry in Educational Administration- the capstone course for the MEd Educational Administration program. The SCPE capstone course was offered under this course number in W2 2005 and and W2 2006. Faculty deemed it necessary to develop a separate capstone course that would borrow some aspects of the Educational Administrative course but also address specific SCPE Program objectives. There was also some student confusion about which courses they should be taking to complete their programs. Therefore, a course with its own title, number, and content more accurately reflects the focus and purpose of the capstone course within the overall SCPE program. This course is designed specifically for SCPE MEd students and serves as a final course requirement in the Masters of Education (and MA program where relevant) program.

	Given its past relationship with an existing course, and in consultation with the Faculty of Graduate Studies, this new course was judged to have no new budgetary, library or course conflict considerations and thus broad consultation was not required. (Please see attached email correspondence from Joyce Tom, Assistant Director, Policies and Procedures, Faculty of Graduate Studies.)
Faculty: Education **Department: Language and Literacy Ed.** **Faculty Approval Date: November 16, 2006** **Effective Session Winter Term 2 Year 2007 for Change**	**Date: February 15th, 2006** **Contact Person: Theresa Rogers** **Phone: 604-822-0901** **Email: Theresa.rogers@ubc.ca**
Proposed Calendar Entry: **LLED 536 (3) Drama, Literacies and Literature in Education**	**URL: N/A** **Present Calendar Entry:** N/A **Type of Action: New Course** **Rationale:** We are proposing this new course to fill a gap in our program by integrating research and practice in the areas of literacy, drama and children's literature education. We have recently revitalized our drama program within LLED, yet we had no graduate courses to bring these areas of research and practice together. The course is currently running as a 565 and draws students from all areas of our department and from other departments. Students include practicing teachers in elementary schools, master's and doctoral students conducting research in drama, literacy and children's literature, and students interested in arts-based approaches to curriculum.

Faculty: Education **Department: Educational and Counselling Psychology and Special Education** **Faculty Approval Date:** **Change Effective: Winter, Term 1, Year 2006**	**Date: June 13, 2006** **Contact Person: Jennifer Vadeboncoeur** **Phone: 822-9099** **Email: vadebonc@interchange.ubc.ca** **Human Development, Learning and Culture**
Proposed Calendar Entry: **EPSE 630 (3) Advanced Seminar: Adolescence Through Emerging Adulthood** Exploration of the diversity of experience from adolescence through emerging adulthood, including current educational research and theory on developmental trajectories and learning across family and peer, school and community, and cultural and global contexts.	**URL:** (not needed) **EPSE 630** **Present Calendar Entry:** **630 (3) Advanced Human Learning and Instruction** Systematic examination of theory and research findings in applied human learning. A seminar course for advanced graduate students. May be taken concurrently with individual research project; this course is designed as a test laboratory for dissertation proposals. Prerequisite: All of EPSE 502, EPSE 503. EPSE 682 is recommended.] **Type of Action:** Change of title, pre-requisites, and description. **Rationale:** These changes reflect the input and expertise of new academic hires, as well as a clarification of program vision. EPSE 630 was a rotating special topics 600-level course, and given EPSE 604, it was redundant. Adolescence and emerging adulthood is an area of strength for faculty in HDLC with five members involved in this field, including all four core faculty members. Graduate course offerings across the Faculty of Education, and in the Developmental, Social/Personality, and Cognitive Science Program Areas in Psychology, were reviewed to identify overlaps. None have been identified, though psychology does offer a 300 level course in Child/Adolescent Development [PSYC 315].

	This course has been taught previously as a 604 and includes a WEB CT component.

Faculty of Forestry

Faculty: **Graduate Studies** Department: **Forestry** Faculty Approval Date: Effective Session **_07___** Term **__2_**	Date: **December 18, 2006** Contact Person: **Cindy Prescott** Phone: **822-4701** Email: **cindy.prescott@ubc.ca**
Proposed Calendar Entry: **FRST 538 (3) Advanced Remote Sensing**	**URL:** **Present Calendar Entry:** **FRST 538 (2) Topics in Remote Sensing** **Type of Action:** Change title Increase credit value from 2 to 3 **Rationale:** The title clarifies that it is a graduate-level course and that it is no longer a trial course, which "topics" denotes in Forestry. A new faculty member is teaching the course and has designed it to be at the 3-credit level.
Faculty: **Forestry** Department: **Forestry** Faculty Approval Date: Effective Session **_07___** Term **__2_**	Date: **September 28, 2006** Contact Person: **Cindy Prescott** Phone: **822-4701** Email: **cindy.prescott@ubc.ca**
Proposed Calendar Entry: **FRST 544 (3) Technical Communication Skills I** Principles and practice of oral presentations.	**URL:** **Present Calendar Entry:** **FRST 544 (2) Technical Communication Skills I** Principles and practice of oral presentations. **Type of Action:** Increase credit value from 2 to 3 **Rationale:** An additional credit will give students experience at summarizing and critiquing oral presentations, and will address problems caused by offering a 2-credit course in a 3-credit world.

Faculty of Law

Faculty: Law **Department: Law** **Faculty Approval Date: 3/30/06** **Effective Session: Winter 2004** **Term: Fall** **Year: 2004 for Change**	**Date: 31st March 2006** **Contact Person: Catherine Dauvergne, Chair, Faculty Curriculum Committee / Dr. W. Wesley Pue, Associate Dean, Graduate Studies & Research, Law** **Phone: 604-822-6506 or 604-822-6525** **Email: dauvergne@law.ubc.ca** **pue@law.ubc.ca**
{new text highlighted} **Proposed Calendar Entry:** **Law** **Degrees Offered: Ph.D., LL.M., LL.M (Common Law)** Members **Professors** J. Bakan, B. Black, J. Blom, M. A. Bobinski, S. Boyd, C. L. M. Boyle, R. M. Elliot, M. Jackson, M. Le Baron, B. W. MacDougall, R.K. Paterson, P. B. Potter, W. W. Pue, A. F. Sheppard, J. Weiler, C. Young. **Associate Professors** P. L. Bryden, R. Buchanan, C. Dauvergne, R. Davis, Shi-Ling Hsu, K. T. Mickelson, J. Mosoff, I. Townsend-Gault, S. Wexler, M. Young. **Assistant Professors** L. Biukovic, D. Harris, A. Rochette, J. Sarra. *Program Overview* **Please be advised that this is a general overview of the Graduate Programs offered at the Faculty of Law. For more comprehensive information please refer to the program's website.**	**URL:** http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1186 **Present Calendar Entry:** **Law** **Degrees Offered: Ph.D., LL.M., ~~M.Jur.~~** Members **Professors** J. Bakan, B. Black, J. Blom, M. A. Bobinski, S. Boyd, C. L. M. Boyle, R. M. Elliot, M. Jackson, M. Le Baron, B. W. MacDougall, R.K. Paterson, P. B. Potter, W. W. Pue, A. F. Sheppard, J. Weiler, C. Young. **Associate Professors** P. L. Bryden, R. Buchanan, C. Dauvergne, R. Davis, Shi-Ling Hsu, K. T. Mickelson, J. Mosoff, I. Townsend-Gault, S. Wexler, M. Young. **Assistant Professors** L. Biukovic, D. Harris, A. Rochette, J. Sarra. *Program Overview* Please be advised that this is a general overview of the Graduate Programs offered at the Faculty of Law. For more comprehensive information please refer to the program's **website**.

The UBC Faculty of Law is one of the world's leading law schools and one of Canada's oldest university faculties of law. Graduates have assumed leadership positions in a broad range of spheres, both nationally and internationally, in the legal profession, the judiciary, government, public interest organizations, business and academia. There are many reasons for choosing graduate studies in law at UBC. The outstanding faculty are respected worldwide for their innovative and interdisciplinary research. Students are offered one of the largest and most diverse course lists in Canada - so students can pursue their academic interests, whatever their focus. The deadline for application to **all** Graduate Programs in the Faculty of Law is February 15th. Early application is strongly encouraged. **Degree Requirements** **Doctor of Philosophy** **Admission Requirements** Admission to the Ph.D. The program requires a Bachelor of Laws as well as an LL.M. or equivalent from a recognized institution indicating a superior level of academic performance in a field of specialization that will support the applicant's Ph.D. research. In exceptional circumstances applicants who do not meet these requirements but who, in the opinion of the Faculty of Law Graduate Committee, possess qualifications appropriate for admission to the doctoral program may be considered for provisional acceptance dependent upon successful completion of one or more law courses prior to formal acceptance. **External or correspondence degrees are not eligible for consideration**.	The UBC Faculty of Law is one of the world's leading law schools and one of Canada's oldest university faculties of law. Graduates have assumed leadership positions in a broad range of spheres, both nationally and internationally, in the legal profession, the judiciary, government, public interest organizations, business and academia. There are many reasons for choosing graduate studies in law at UBC. The outstanding faculty are respected worldwide for their innovative and interdisciplinary research. Students are offered one of the largest and most diverse course lists in Canada - so students can pursue their academic interests, whatever their focus. The deadline for application to **all** Graduate Programs in the Faculty of Law is February 15th. Early application is strongly encouraged. **Degree Requirements** **Doctor of Philosophy** ~~The Ph.D. program is designed to provide advanced training for outstanding graduate students who have already obtained a Master of Laws (LL.M.) or equivalent. Through the program, highly accomplished graduate students will be trained to carry out advanced research under supervision by members of the Faculty of Law.~~

Program Requirements The Ph.D. curriculum consists of a one year, two-part seminar and other coursework as required by a student's supervisory committee. All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.	The Ph.D. curriculum consists of a one-year, two-part seminar and other coursework as required by a student's supervisory committee. ~~Students must complete all requirements for the Ph.D. within six years of the date of first registration in the program. Each student will have a faculty supervisor drawn from the UBC Faculty of Law. The selection of faculty supervisors will be administered by the Graduate Committee of the Faculty of Law, subject to approval by the Dean of the Faculty of Law and the Dean of the Faculty of Graduate Studies.~~ ~~For more information please refer to the Faculty of Law website.~~
Master of Laws (LL.M.) **Admission Requirements** To be eligible for admission into the LL.M. program, a candidate must have a Bachelor of Laws degree or its equivalent from an approved law faculty. In addition, all applicants must meet the Faculty of Graduate Studies' minimum academic standards for admission. **External or correspondence degrees are not eligible for consideration**. **Program Requirements** **The LL.M. program combines course work with the preparation of a thesis of acceptable quality. Students are required to complete successfully 36 credits of work, of which 20 credits are allocated to the thesis, 12 credits to course work (usually comprising four one-term courses or seminars), and 4 credits to the required Master of Laws seminar.**	**Master of Laws** ~~The Master of Laws (LL.M.) is a rigorous thesis-based degree program. It provides excellent preparation for academic research and policy work and enables graduates to pursue careers in law teaching, legal research, policy development, public and governmental service and the practice of law. This is an intense research-based degree which has both coursework and thesis requirements. The research produced for the thesis is expected to be of publishable quality.~~ ~~**Curriculum:** The~~ program ~~is of one year's duration, and~~ combines ~~coursework~~ with the preparation of a thesis of acceptable quality. Students are required to complete successfully 36 credits of work, of which 20 credits are allocated to the thesis, 12 credits to ~~coursework~~ (usually comprising four one-term courses or seminars), and 4 credits to the required ~~master's~~ seminar. ~~**Admission Information:** For more comprehensive information please refer to the program's website.~~

Master of Laws in Common Law

The LL.M. (Common Law) degree is a one-year professional program designed to provide academic training introducing accomplished lawyers from other legal systems to common law concepts and methods.

Admission Requirements

To enter the LL.M. (Common Law), students must possess a non-common law professional law degree.

Program Requirements

Students are required to successfully complete 30 credits of work, consisting of the six credit Law 550: Seminar in Common Law Theory and Practice, at least 18 graduate-level courses or seminars and up to six credits from designated 300- or 400-level LL.B. courses or seminars. It is normally expected that students will complete their program of study in one academic year (September – April).

Contact Information

Graduate Program, UBC Faculty of Law
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Web: www.law.ubc.ca

Joanne Chung, Graduate Program Administrator

Master of ~~Jurisprudence~~ in Common Law

The ~~new Master of Jurisprudence in Common Law~~ is a one-year professional program ~~that provides international law graduate form non-common law countries with an in-depth understanding of the theory and practice of common law. The M.Jur. (Common Law) degree is~~ designed to ~~introduce~~ accomplished lawyers from other legal systems to common law concepts and methods. ~~It is not intended to serve as a professional qualification for the practice of law in British Columbia of elsewhere.~~

~~**Curriculum:** This program is of one year's duration and combines course and seminar work with a year-long Seminar in Common Law Theory and Practice.~~ Students are required to successfully complete 30 credits of work, ~~of which six credits comprise the above seminar, 18 comprise~~ graduate-level courses ~~and seminars and the remaining six comprise~~ 300- or 400-level LL.B. courses or seminars.

~~**Admission Information:** For more comprehensive information please refer to the program's website.~~

Contact Information

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Joanne Chung, Graduate Program Administrator

UBC Curriculum Proposal Form
Change to Program

Category: (1)

Faculty: Law **Department: Law** **Faculty Approval Date: 3/30/06** **Effective Session: Winter 2004** **Term: Fall** **Year: 2004 for Change**	**Date: 31st March 2006** **Contact Person: Catherine Dauvergne, Chair, Faculty Curriculum Committee / Dr. W. Wesley Pue, Associate Dean, Graduate Studies & Research, Law** **Phone: 604-822-6506 or 604-822-6525** **Email: dauvergne@law.ubc.ca** **pue@law.ubc.ca**
	Type of Action: Edit calendar entry The proposed changes: 1) involve editorial changes to correct typographical or editing errors, and to bring them into conformity with the style and presentation format now preferred by the University of British Columbia; 2) rename the degree "M.Jur." to the "LL.M. (Common Law)" 3) Edit program description. **Rationale:** ***The Faculty of Law and Faculty of Graduate Studies is making a combined effort to ensure that calendar entries for graduate programs are consistent, effective, efficient and equitable.*** Around the 'common law world' almost all graduate degrees in law at the Masters level are known as "LL.M." Neither prospective students nor their prospective employers understand the "M.Jur." designation.