THE UNIVERSITY OF BRITISH COLUMBIA

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

5 September 2007

To: Senate
From: Senate Curriculum Committee

Re: **SEPTEMBER 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. Pursuant to section 26 (B) of the *Rules and Procedures of Senate*, the Committee has authorized faculties to offer the new courses outlined below in September 2007, subject to Senate's approval of this report.

As such, the following is recommended to Senate:

> *"That Senate approve the new and changed courses and changed programs brought forward by the Faculties of Arts, Commerce & Business Administration, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Education, Commerce & Business Administration), Law, and Science."*

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Vancouver, BC
V6T 1Z1

15 June 2007

To: Senate Curriculum Committee
From: Arts Sub-Committee

Re: **ARTS CURRICULUM REPORT**

Attached please find the following proposal for your consideration:

1) The following new course:
   a. **ASIC 200** (3) Global Issues in the Arts and Sciences

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts and Science **Department: NA** **Faculty Approval Date: May 2007** **Effective Session _Winter_ Term _1_ Year_2007-2008_ for Change**	**Date: December 12, 2007** **Contact Person: Allen Sens / David Ng** **Phone: 822 6127 / 822 6264** **Email: asens@politics.ubc.ca** **db@interchange.ubc.ca**
Proposed Calendar Entry: Faculty of Arts, Faculty of Science Arts and Science Interdisciplinary Courses **ASIC 200 (3) Global Issues in the Arts and Sciences** Selected global issues explored through the methodologies and perspectives of both the physical and life sciences and the humanities and social sciences. [3-0-0] Requisite: Second year standing in the Faculty of Arts or Faculty of Science.	**Present Calendar Entry:** NA **Type of Action:** New 3-credit second-year course **Rationale:** The rationale for this course is based on the growing salience of the global issues facing human society and the educational challenge these issues represent. Global issues (such as climate change, the spread of infectious disease, the use of genetically modified organisms, and water and food security, among many others) cannot be understood without literacy in both the arts and the sciences. And yet, UBC students are given few opportunities early in their undergraduate experience to develop their understanding of global issues in a way that promotes the necessary literacy in the physical and life sciences and the humanities and social sciences. This course will encourage an audience of students drawn from both the Faculty of Science and the Faculty of Arts to appreciate the need for new and innovative interdisciplinary approaches (bridging the Arts and Sciences) to solve the complex problems of the 21st century. This course is a joint initiative of the Faculty of Arts and the Faculty of Science.

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Vancouver, BC
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22 June 2007

To: Senate Curriculum Committee
From: Applied Faculties Sub-Committee

Re: **COMMERCE & BUSINESS ADMINISTRATION CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

1) The following new courses:
   a. **BUSI 344** (3) Statistical and Computer Applications in Valuation
   b. **BUSI 499** (6) Income Property Guided Case Study
   c. **COHR 435** (1.5) Governance for the Family Business
   d. **COMM 284** (3) Chinook Work Placement
   e. **COMM 466** (6) New Venture Design

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Commerce **Department: Real Estate Division** **Faculty Approval Date:** **Effective Session Winter Term 2** **2006-2007**	**Date: September 12, 2006** **Contact Person: John Bridal** **Phone: 604.786.9006** **Email: john.bridal@sauder.ubc.ca**
Proposed Calendar Entry: **BUSI 344 (3) Statistical and Computer Applications in Valuation** Explores creative, practical uses of statistical and computer applications in determining and analyzing real estate value. Through case studies and hands-on computer work (e.g., using SPSS, NCSS, Excel), students will learn the fundamentals of exploratory data analysis and appraisal valuation modeling (AVMs).	**URL:** http://students.ubc.ca/calendar/courses.cfm?code=BUSI **Present Calendar entry** None **Type of Action**: Add new course. Course Level: Undergraduate. **Rationale:** Add new course currently under development, to be offered January 2007 (WT2).
Proposed Calendar Entry: BUSI 499 (6) **Income Property Guided Case Study** Guides students through the income property appraisal process, focusing both on valuation techniques as well as general research and report writing skills. *Prerequisite:* All of BUSI 330, BUSI 331, BUSI 442, and BUSI 452.	**URL:** http://students.ubc.ca/calendar/courses.cfm?code=BUSI **Present Calendar entry** BUSI 499 (3-6) d **Directed Studies in Real Estate** An investigation and report on a topic to be agreed upon by a member of the faculty and a senior student. **Type of Action**: 1. Revise course name and description. Course Level: Undergraduate. **Rationale:** Reflect BUSI 499's current predominant use as "Guided Case Study" course, similar to the BUSI 497 course. Should an open-ended "Directed Studies" type course be needed, the following alternative course is already available: "BUSI 486 (3-9) d Special Topics in Business"

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Faculty Approval Date: March 13, 2007** **Effective Session 2007W Term 1** **Year 2007 for Change**	**Date: 1 March 2007** **Contact Person: Dale Griffin** **Phone: 2-0156** **Email: dale.griffin@sauder.ubc.ca**
Proposed Calendar Entry: **COHR 435 (1.5) Governance for the Family Business** Governance tools commonly used to manage the interface between the family and the business. *Prerequisite:* COMM 292, COMM 392 **[3-0-0]**	**URL:** **Present Calendar Entry:** None. **Type of Action:** New Course **Rationale:** Introduce a new undergraduate course for the BCom program. The purpose of this course is to explore the governance tools which are commonly utilized to assist family businesses to manage the interface between the family and the business. This course will be of benefit to those who are members of a family with established business interests, will likely find themselves working for a family-owned firm, and/or might be associated with such organizations in a professional capacity through such roles as accountant, lawyer, banker, or consultant.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Department:** **Faculty Approval Date: July 21, 2006** **Effective Session Summer 2005**	**Date: July 21, 2006** **Contact Person: Ann Gilray** **Phone: 2-9518** **Email: ann.gilray@sauder.ubc.ca**
Proposed Calendar Entry: **COMM 284 (3) Chinook Work Placement** Approved and supervised work experience. This course will normally be taken in the summer prior to the final year of studies in the Chinook Diploma being completed at Chinook Partner Institutions. This component of the Chinook Diploma Program enables a student to apply acquired skills to management problems under direct faculty supervision. The course is restricted to students who are currently enrolled in the Chinook Diploma Program at Chinook Partner Institutions.	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** To provide business education courses for the new Chinook Program. (*Internal Note*: Course was to be approved for 04W but form was not put forward in error).

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Department:** **Faculty Approval Date: July 21, 2006** **Effective Session __06W__ Term _1__ Year_2006/07__ for Change**	**Date: July 21, 2006** **Contact Person: Ann Gilray** **Phone: 822-9518** **Email: ann.gilray@sauder.ubc.ca**
Proposed Calendar Entry: **COMM 466 (6) New Venture Design** Knowledge and practical experience related to the formation of an entrepreneurial enterprise based on the development of a new product or process. Students work in teams with students from the Faculty of Applied Science to produce a viable product prototype and the necessary business plan to ensure its success in the marketplace. Credit may only be obtained for one of COMM 466 and APSC 466.	**URL:** **Present Calendar Entry:** **Type of Action:** New course. **Rationale:** This course has been successfully offered as COMM 486M since 03W and has been oversubscribed each year.

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1874 – 2016 East Mall
Vancouver, BC
V6T 1Z1

22 June 2007

To: Senate Curriculum Committee
From: Graduate Studies Sub-Committee

Re: **GRADUATE STUDIES CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

	Title	Action
Applied Science		
EECE 527 (3)	Advanced Computer Architecture	New Course
Arts		
ASIA 506 (3)	Topics In Chinese Linguistics And Sociolinguistics	New Course
ASIA 507 (3)	Topics In Chinese Applied Linguistics	New Course
ASIA 587 (3)	The Choson Dynasty	New Course
College for Interdisciplinary Studies		
IAR 508 (3)	The City and the National Imagination	New course
IAR 512 (3)	Multinational Firms and Policy Issues in Asia-Pacific	New course
Education		
CNPS 568 (3)	Applied Developmental Neuropsychology	Create new course (CNPS 568) for cross listing.
CNPS 569 (3)	Social Psychological Foundations in Applied Psychology Same as EPSE 569.	New course

CNPS 535 (3)	Perspectives on Adult Psychopathology in Counselling	New course
EPSE 507 (3)	Applied Child and Adolescent Psychopathology	New course
EPSE 531 (3)	Curriculum-Based Assessment and Intervention	New course
EPSE 568 (3)	Applied Developmental Neuropsychology	Revision of Existing Course.
EPSE 569 (3)	Social Psychological Foundations in Applied Psychology Same as CNPS 569.	New course
EPSE 589 (9)	Masters Internship in School Psychology	New course
EPSE 632 (3)	Systems Change in Schools	New course
EPSE 633 (3)	Community-Based Services	New course
EPSE 687 (3-12)D	Doctoral Practicum In School Psychology	New course
EPSE 688 (3/6)D	Supervision of School Psychology Practice.	New course
EPSE 689 (9)	Pre-Doctoral Internship in School Psychology	New course
CUST 570 (3)	Arts-Based Educational Research: A/r/tography	New Course
Graduate Studies		
IISGP	Individual Interdisciplinary Studies Graduate Program	Program name change, drop "individual"
Commerce		
MBA	Master of Business Administration	Allowance for two specializations per student
COMM 623	Qualitative Research Methods in Organizations.	New Course

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Faculty of Applied Science

Department: ELECTRICAL AND COMPUTER ENGINEERING Faculty Approval Date: *to be presented at Feb 15 Faculty Mtg.*	Contact Person: Dr. Andre Ivanov Phone: 2-6936 Email: ivanov@ece.ubc.ca
EECE Graduate New Course(s)	
Effective Date: January 2008 Proposed Calendar Entry: **EECE 527 (3) ADVANCED COMPUTER ARCHITECTURE.** **Modern processor design with an emphasis on superscalar microarchitecture. Topics include: Quantitative principles, pipelining, memory hierarchy, multithreading, advanced instruction flow and data flow techniques.**	URL: Present Calendar Entry: n/a Type of Action: New course. Rationale: There is no overlap in content of EECE 527 with existing courses in either the ECE or CS departments. Graduate level computer architecture courses are taught at most other top universities (e.g., Univ. of Toronto, MIT, Stanford, CMU, UIUC, Univ. of Wisconsin, Univ. of Michigan). Primarily EECE 527 would be taken by students to obtain credit for MASc, MEng, or PhD degrees in the ECE department. Graduate students in ECE with a focus on computer engineering will find this course highly valuable. Category 1 Document ID#: EECE GR001

Faculty of Arts

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** **Effective Session** 2007W Term 1 **Year 2007 for Change**	**Date:** November 30, 2006 **Contact Person:** Maija Scott **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 506 (3) TOPICS IN CHINESE LINGUISTICS AND SOCIOLINGUISTICS Pre-requisite: CHIN 413	**URL:** n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** There are at present no ASIA courses at the graduate level devoted to research on

	the Chinese language, even though there are more than 2000 students taking our Chinese language courses. ASIA 506 & ASIA 507 would, then, add more balance to our department's graduate-level course offerings. These two courses would offer our graduate students, most of whom become language teaching professionals after graduation, the necessary training they need to be competitive in their future job application process.
Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** **Effective Session** 2007W Term 1 **Year 2007 for Change**	**Date:** November 30, 2006 **Contact Person:** Maija Scott **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
Proposed Calendar Entry: ASIA 507 (3) TOPICS IN CHINESE APPLIED LINGUISTICS Pre –requisite: ASIA 506	**URL:** n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** There are at present no ASIA courses at the graduate level devoted to research on the Chinese language, even though there are more than 2000 students taking our Chinese language courses. ASIA 506 & ASIA 507 would, then, add more balance to our department's graduate-level course offerings. These two courses would offer our graduate students, most of whom become language teaching professionals after graduation, the necessary training they need to be competitive in their future job application process.
Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** April 13, 2006 **Effective Session** 2007W **Term** 1 **Year** 2007 **for Change**	**Date:** November 30, 2006 **Contact Person:** Maija Scott **Phone:** 822-9266 **Email:** maija@interchange.ubc.ca
	URL:

Proposed Calendar Entry: ASIA 587 (3) THE CHOSON DYNASTY *Credit will not be granted for both ASIA 487 and ASIA 587	n/a **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** The Choson dynasty was not only Korea's longest dynasty, its ruling family stayed on the throne longer than any other Asian ruling family over the last two millennia. Moreover, it was under the Choson dynasty that classical Korean culture assumed the shape we know today. In addition, since the Choson dynasty was the last Korean dynasty before the modern era, it greatly influenced how Korea responded to the challenges of the modern world. For all these reasons, a course on this history of the Choson dynasty is an essential part of our Korean studies program. Modern Korean history and culture cannot be understood without an understanding of the history of the Choson dynasty.

College for Interdisciplinary Studies

Faculty: College for Interdisciplinary Studies **Department: Institute of Asian Research** **Faculty Approval Date: May 11, 2007** **Effective Session: Winter, Term: 1** **Year 2007-2008 for Change**	**Date: October 6, 2006** **Contact Person: Abidin Kusno** **Phone: 2-3805** **Email: akusno@interchange.ubc.ca**
Proposed Calendar Entry: IAR 508 (3) The City and the National Imagination Examines relations between the idea of the nation and its embodiment in the spaces of the city through visual, spatial and architectural representations.	**Type of Action:** New Course **Rationale:** This course is currently offered as IAR 515 C (Special Topics). The change is requested to establish it as a formal course aimed at students in the Institute of Asian Research's Master of Arts-Asia Pacific Policy Studies (MAPPS) program and the graduate programs in the

	humanities and social sciences departments across campus. The theme of this course is broad and the approach adopted is interdisciplinary. It seeks to expose students to concepts of nation, nationalism and national identity and explore their historical and contemporary influences on visual cultures, the built environment and urban politics within local and global contexts. While this course pays particular attention to the Asian world, the theoretical concerns underpinning the course are broad enough to include participants interested in any part of the world. There are varieties of case studies and readings are drawn from different disciplines.

Faculty: College for Interdisciplinary Studies **Department: Institute of Asian Research** **Faculty Approval Date: May 11, 2007** **Effective Session: Winter, Term: 1** **Year 2007/2008 for Change**	**Date: October 4, 2006** **Contact Person: Masao Nakamura** **Phone: 822-8434** **Email: nakamura@interchange.ubc.ca**
Proposed Calendar Entry: IAR 512 (3) Multinational Firms and Policy Issues in Asia-Pacific	**Type of Action:** New course **Rationale:** This is currently offered as IAR 515G (Special topics). The change is requested to establish it as a formal course primarily aimed at students in the Master of Arts-Asia Pacific Policy Studies (MAPPS) Program at the Institute of Asian Research. Multinational firms play an important role in the developing economies of the Asia-Pacific region in various ways. The conditions of these economies in environment, technology, employment, international trade and tax revenues are often dependent on the behaviour of foreign multinational firms and the host government policies regulating them. (For example, local policies on foreign ownership restrictions are known to influence the level of technology transfer, economic growth and

	local employment.) This course aims to familiarize the students with (1) real policy issues, (2) the standard methods to analyze multinational firms' behaviour in various contexts, and (3) developing countries' policy options to deal with multinational firms. The course is interdisciplinary by design and cultural, historical and institutional factors in firm behaviour and policy decisions will be emphasized. The interdisciplinary aspect of this course is particularly appropriated for students in the MAPPS program which is an interdisciplinary policy program. Students are expected to choose relevant topics of policy interest for their individual research projects. Case studies focusing on real policy problems in Asia are particularly encouraged. They are expected to present their findings later in the course. This course is expected to expose the students (particularly those in the MAPPS program) to real policy problems involving multinational firms facing the governments of the developing countries in the Asia-Pacific region.

Faculty of Education

Faculty: Education **Department:** ECPS **Faculty Approval Date: May 10, 2007** **Effective Session: Winter** **Term: 1 Year for Change: 2007-2008**	**Date:** November 23, 2006 **Contact Person:** Laurie Ford **Phone:** 822-0091 **Email:** laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 568 (3) Applied Developmental Neuropsychology Same as CNPS 568 CNPS 568 (3) Applied Developmental Neuropsychology Same as EPSE 568	**URL:** **http://www.students.ubc.ca/calendar/courses.cfm?code=EPSE** **Present Calendar Entry:** • **EPSE 568 (3) Special Education of Children with Neuropsychological Dysfunctions** *Prerequisite:* One of EPSE 312, EPSE 317. **Type of Action:** **Revision of Existing Course.** **Create new course (CNPS 568) for cross listing.** **Rationale:** The change in title reflects more contemporary perspectives on individuals with neuropsychological difficulties. The course now takes a developmental approach to accommodate the study of neuropsychological function and dysfunction across the lifespan and not just children in special education. The course was originally used in the preparation of special educators. It is anticipated that the revision will provide broader appeal of the course to other graduate programs in the department, including school psychology, counselling psychology and special education but also students outside of our department. Thus the emphasis in the course has been modified to include a range of applied topics in neuropsychology, including but not limited to special education of students with neuropsychological dysfunctions. The proposed change in title will meet the needs for graduate level coursework in "Biological Bases of Behavior" for the Counselling Psychology and the School Psychology programs in their program accreditation documents. For this reason a change to include "psychology" in the title was also needed. The request for cross listing is based largely on historical factors in the department. While there

	is one department ECPS. There are two categories of courses numbers and descriptions: EPSE and CNPS as the ECPS department is comprised of two former departments. Given this is a required course for both School Psychology (which uses EPSE numbers) and CNPS (which uses CNPS) numbers the request is made to cross list the course across the two areas.

Faculty: Education **Department: ECPS** **Faculty Approval Date: May 10, 2007** **Effective Session __Winter__ Term _1__ Year__2007-2008_ for Change**	**Date:** February 2, 2007 **Contact Person:** Laurie Ford/Marla Buchanan **Phone:** 2-0091; 2-8539 **Email:** laurie.ford@ubc.ca; marla.buchanan@ubc.ca
Proposed Calendar Entry: CNPS 569 (3) Social Psychological Foundations in Applied Psychology Same as EPSE 569. EPSE 569 (3) Social Psychological Foundations in Applied Psychology Same as CNPS 569.	**URL:** • Not Applicable **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Social psychology is a foundation for much of the work conducted by individuals working as both psychologists and educators. The course takes an applied focus to the study of social psychology. In this course a broad range of theoretical topics will be covered and the relevance and application of concepts as foundational for professional psychology will be highlighted.. The course will meet the needs for coursework in social foundations for the Counselling Psychology and the School Psychology programs in their program accreditation documents.

Faculty: Education **Department: ECPS** **Faculty Approval Date: May 10, 2007** **Effective Session ____ Term _1__** **Year__2007-2008_ for Change**	**Date:** November 14, 2006 **Contact Person:** Laurie Ford/Lynn Miller **Phone: 2-0091; 2-8539** **Email: laurie.ford@ubc.ca; lynn.miller@ubc.ca**
Proposed Calendar Entry: CNPS 535 (3). Perspectives on Adult Psychopathology in Counselling	**URL:** • Not Applicable **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Given the diversity of health and mental health needs of a diverse society, counselors and other mental health professionals working with adult clients, need preparation in understanding atypical behavior including biological and psychological aspects of mental health disorders from a socio-cultural perspective. The course will meet the needs for coursework in "Individual Difference and Psychopathology" for the Counselling Psychology and the School Psychology programs in their program accreditation documents.
Proposed Calendar Entry: EPSE 507 (3). Applied Child and Adolescent Psychopathology	**URL:** • Not Applicable **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Given the social, emotional, behavior and learning needs of children and youth in schools and larger society today there is a significant increase in the need for training in child and adolescent psychopathology. The course takes an applied focus to the area of child and adolescent psychopathology. The course will meet the needs for coursework in "Individual Difference and Psychopathology" for the Counselling Psychology and the School Psychology programs in their program accreditation documents.

Faculty: Education **Department:** ECPS **Faculty Approval Date: May 10, 2007** **Effective Session: Winter** **Term 1 Year for Change: 2007-2008**	**Date:** November 23, 2006 **Contact Person:** Laurie Ford **Phone:** 822-0091 **Email:** laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 531 (3) Curriculum-Based Assessment and Intervention	**URL:** • **Not Applicable** **Present Calendar Entry:** • **Not Applicable** **Type of Action: New Course** **Rationale:** Changes in the profession of school psychology as well as changes within our own program to address a systems level approach to service provision in school settings have resulted in our reworking a number of courses in our assessment and intervention sequence to reflect contemporary directions in the field. EPSE 531: Curriculum-Based Assessment and Intervention teaches a specific problem-solving process for linking assessment to teacher-implemented intervention. Curriculum-Based Assessment is a long-established set of standardized procedures used to inform instruction, screen students at risk for learning problems, and assess student performance on long and short-term goals across a variety of academic skill areas (e.g., reading, spelling, written expression, and math). Emphasis is placed on the use of formative measures of academic progress to evaluate student response to teacher-implemented interventions. The term "curriculum" is used because it measures student progress through the regular education curriculum used by teachers in schools. The term "intervention" is used because the focus is on linking formative assessment to the development and evaluation of teacher-implemented interventions.

Faculty: Education **Department:** ECPS **Faculty Approval Date: May 10, 2007** **Effective Session: Winter** **Term: 1 Year for Change: 2007-2008**	**Date:** November 23, 2006 **Contact Person:** Laurie Ford **Phone:** 822-0091 **Email:** laurie.ford@ubc.ca
Proposed Calendar Entry: EPSE 568 (3) Applied Developmental Neuropsychology Same as CNPS 568 CNPS 568 (3) Applied Developmental Neuropsychology Same as EPSE 568	**URL:** **http://www.students.ubc.ca/calendar/courses.cfm?code=EPSE** **Present Calendar Entry:** • **EPSE 568 (3) Special Education of Children with Neuropsychological Dysfunctions** *Prerequisite:* One of EPSE 312, EPSE 317. **Type of Action:** **Revision of Existing Course.** **Create new course (CNPS 568) for cross listing.** **Rationale:** The change in title reflects more contemporary perspectives on individuals with neuropsychological difficulties. The course now takes a developmental approach to accommodate the study of neuropsychological function and dysfunction across the lifespan and not just children in special education. The course was originally used in the preparation of special educators. It is anticipated that the revision will provide broader appeal of the course to other graduate programs in the department, including school psychology, counselling psychology and special education but also students outside of our department. Thus the emphasis in the course has been modified to include a range of applied topics in neuropsychology, including but not limited to special education of students with neuropsychological dysfunctions. The proposed change in title will meet the needs for graduate level coursework in "Biological Bases of Behavior" for the Counselling Psychology and the School Psychology programs in their program accreditation documents. For this reason a change to include "psychology" in the title was also needed. The request for cross listing is based largely on historical factors in the department. While there

	is one department ECPS. There are two categories of courses numbers and descriptions: EPSE and CNPS as the ECPS department is comprised of two former departments. Given this is a required course for both School Psychology (which uses EPSE numbers) and CNPS (which uses CNPS) numbers the request is made to cross list the course across the two areas.

Faculty: Education **Department: ECPS** **Faculty Approval Date: May 10, 2007** **Effective Session __Winter__ Term _1__ Year__2007-2008_ for Change**	**Date:** February 2, 2007 **Contact Person:** Laurie Ford/Marla Buchanan **Phone:** 2-0091; 2-8539 **Email:** laurie.ford@ubc.ca; marla.buchanan@ubc.ca
Proposed Calendar Entry: CNPS 569 (3) Social Psychological Foundations in Applied Psychology Same as EPSE 569. EPSE 569 (3) Social Psychological Foundations in Applied Psychology Same as CNPS 569.	**URL:** • Not Applicable **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Social psychology is a foundation for much of the work conducted by individuals working as both psychologists and educators. The course takes an applied focus to the study of social psychology. In this course a broad range of theoretical topics will be covered and the relevance and application of concepts as foundational for professional psychology will be highlighted.. The course will meet the needs for coursework in social foundations for the Counselling Psychology and the School Psychology programs in their program accreditation documents.

Faculty: Education **Department: ECPS** **Faculty Approval Date: May 10, 2007** **Effective Session: Winter Term: 1 Year for Change: 2007-2008**	**Date: November 23, 2006** **Contact Person: Laurie Ford** **Phone: 822-0091** **Email: laurie.ford@ubc.ca**
Proposed Calendar Entry: EPSE 589 (9) Masters Internship in School Psychology Prerequisite: Admission to the School Psychology Program Pass/Fail	**URL:** • **Not Applicable** **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special

	Education. The School Psychology program has historically used "EPSE 598 Field Experiences" as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 589 Masters Internship in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the unique focus of this year-long intensive internship, a separate course number is needed to reflect its distinction from other masters and doctoral level field experiences. Further, upon completion of their program, the separate number documenting specifically a masters level internship on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist).

Faculty: Education **Department: ECPS** **Faculty Approval Date: May 10, 2007** **Effective Session: Winter Term: 1** **Year for Change: 2007-2008**	**Date: November 23, 2006** **Contact Person: Laurie Ford** **Phone: 822-0091** **Email: laurie.ford@ubc.ca**
Proposed Calendar Entry: EPSE 632 (3) Systems Change in Schools	**URL:** • **Not Applicable** **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Changes to the Ph.D. program in School-

	Psychology the past several years as a part of our effort to add a focus on systems level change and intervention (curriculum changes approved by Senate Fall 2006) resulted in 2 core courses being added to the Ph.D. program (EPSE 632: Systems Change in Schools and EPSE 633: Community-Based Services). These courses reflect the program mission and focus of the PhD program in School Psychology and serve as the only two required foundation seminars for the doctoral program in school psychology.

Proposed Calendar Entry: EPSE 633 (3) Community-Based Services	**URL:** • **Not Applicable** **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** Changes to the Ph.D. program in School-Psychology the past several years as a part of our effort to add a focus on systems level change and intervention (curriculum changes approved by Senate Fall 2006) resulted in 2 core courses being added to the Ph.D. program (EPSE 632: Systems Change in Schools and EPSE 633: Community-Based Services). These courses reflect the program mission and focus of the PhD program in School Psychology and serve as the only two required foundation seminars for the doctoral program in school psychology.
Proposed Calendar Entry: EPSE 687 (3-12)D Doctoral Practicum In School Psychology Prerequisite: Admission to the School Psychology PhD Program Pass/Fail	**URL:** • **Not Applicable** **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special Education. The School Psychology program has historically used "EPSE 598 Field Experiences" as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to

	differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 687 Doctoral Practicum in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the increased enrollment of students in our PhD program, a separate course number is needed to reflect the distinction between the masters and doctoral practicum experiences. Further, upon completion of their program, the separate number documenting specifically a doctoral level practicum experience on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist).
Faculty: Education **Department:** ECPS **Faculty Approval Date: May 10, 2007** **Effective Session:** Winter **Term**: 2 **Year:** 2007-2008 **for Change**	**Date:** March 10, 2007 **Contact Person:** Laurie Ford **Phone:** 2-0091 **Email:** laurie.ford@ubc.ca
Proposed Calendar Entry: **EPSE 688 (3/6)D Supervision of School Psychology Practice.** Practicum. Instruction and practice in the supervision of school psychology . Prerequisite: Admission to the School Psychology PhD program. Pass/Fail	**URL:** Not Applicable **Present Calendar Entry:** Not Applicable **Type of Action:** New Course **Rationale:** Changes to the Ph.D. program in School Psychology the past several years as the result of our movement toward program accreditation by the American Psychological Association and the Canadian Psychological Association (curriculum changes approved by Senate Fall 2006) resulted in our need to differentiate our field practicum experiences at both the masters (EPSE 561c) and Doctoral (EPSE 688) levels. The

	course, EPSE 688 Supervision of School Psychology Practice, outlined in this proposal has been offered for 5 years as EPSE 561c. Given the increased enrollment of students in our PhD program and our movement to separate practicum at both the masters and doctoral levels, we need a separate course number to reflect the distinction between the masters and doctoral practicum experiences.

Proposed Calendar Entry: EPSE 689 (9) Pre-Doctoral Internship in School Psychology Prerequisite: Admission to the School Psychology PhD Program Pass/Fail	**URL:** • **Not Applicable** **Present Calendar Entry:** • Not Applicable **Type of Action: New Course** **Rationale:** There is currently only one EPSE course number for graduate level field experiences in the Department of Educational and Counselling Psychology and Special Education. The School Psychology program has historically used "EPSE 598 Field Experiences" as the number for all graduate level practicum and internship experiences. Changes to the Masters and Ph.D. programs in School Psychology the past several years (approved by Senate November 2006) resulted in our need to differentiate the field practicum experiences at the masters and doctoral levels. The course, EPSE 689 Pre-Doctoral Internship in School Psychology, outlined in this proposal has historically been offered as one of several EPSE 598 field experiences. Given the number of supervised field experiences in the department and the unique focus of this year-long intensive internship, a separate course number to reflect the its distinction from other masters and doctoral level field experiences is needed. Further, upon completion of their program, the separate number documenting specifically a pre-doctoral level internship on the transcript of program graduates will be helpful as they seek to secure credentials for practice (certification, registration as a psychologist). The title "Pre-Doctoral" is used as this is the title recognized by credentialing organizations including the Canadian Psychological Association and the American Psychological Association for internships occurring before the doctoral degree is conferred.

Faculty: Education **Department: Curriculum Studies** **Faculty Approval Date:** January 31, 2007 **Effective Session _Fall___ Term __1_** **Year_2007__ for Change**	**Date: October 15, 2006** **Contact Person: Anthony Clarke** **Phone: 604-822-2003** **Email: anthony.clarke@ubc.ca**
Proposed Calendar Entry: CUST 570 (3): Arts-Based Educational Research: A/r/tography	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** This is a new course. The course has been offered three times before under special topics course designations. There is growing interest in the Faculty and the Department for offering this course. Approximately a dozen theses and dissertations have already used this work as a basis for their research. It would be beneficial to regularize the course. NOTE: A/r/tography is a form of arts based educational research. Sample references include: Irwin, Rita L. & de Cosson, Alex. (Eds.). (2004). *A/r/tography: Rendering self through arts-based living inquiry*. Vancouver, BC: Pacific Educational Press. Springgay, Stephanie, Irwin, Rita L. & Wilson Kind, Sylvia. (2005). A/r/tography as living inquiry through art and text. *Qualitative Inquiry, 11*(6), 897-912.

Faculty of Graduate Studies

Faculty: Graduate Studies **Department:** N/A **Faculty Approval Date: 2 June 2007** **Effective Session:** Winter **Term**: 1 **Year:** 2007-2008 **for Change**	**Date:** 1 June 2007 **Contact Person:** Joyce Tom **Phone:** 2-6965 **Email:** joyce.tom@ubc.ca
Proposed Calendar Entry: Interdisciplinary Studies Graduate Program	**URL:** http://www.students.ubc.ca/calendar/index.cfm?tree=12,204,828,1401 **Present Calendar Entry:** ~~Individual~~ Interdisciplinary Studies Graduate Program

	Type of Action: Change in Program Name **Rationale:** To better reflect the nature of the program.

Faculty of Commerce and Business Administration

Faculty: Commerce **Dept.: MBA Programs** **Faculty Approval Date: 13 March 2007** **Effective Session: Winter_ 07/08**	**Date: 10 April 2007** **Contact Person: Dale Griffin** **Phone: 2-1456** **Email:** dale.griffin@sauder.ubc.ca
Proposed Calendar Entries: Specializations are available as part of the post-core. Each student in the M.B.A. program may choose one **or two** of the specializations offered or opt to do a general program of study. ~~Specializations require in-depth study in a specific area of management~~. Requirements vary between specializations; however, each consists of a set of required modules. Available specializations vary from year to year; a list of current specializations and requirements may be obtained from the M.B.A. Programs Office. **Due to scheduling constraints, students seeking more than one specialization may need to take additional courses beyond the usual completion time for the degree.**	**URL:** **http://www.students.ubc.ca/calendar/index.cfm?tree=12,199,506,1267** **Present Calendar Entry:** Specializations are available as part of the post-core. Each student in the M.B.A. program may choose one of the specializations offered or opt to do a general program of study. Specializations require in-depth study in a specific area of management. Requirements vary between specializations; however, each consists of a set of required modules. Available specializations vary from year to year; a list of current specializations and requirements may be obtained from the M.B.A. Programs Office. **Type of Action**: We propose to lift the restriction that constrains MBA students to earn at most a single specialization, and allow students to earn up to two specializations. Students are not guaranteed that all combinations of two specializations will be attainable within the normal course of the degree. **Rationale:** The MBA student society has indicated that many students wish to have the opportunity to earn two specializations during the MBA program. As well, we have two interdisciplinary specializations, Sustainability and Business and International Business, which are likely to be poorly subscribed unless students are able to earn a functional specialization (e.g., Marketing, Finance, Human Resources, Supply Chain or Strategy) at the same time. Thus, the proposed change would both increase the flexibility of our course offerings in the eyes of students and support important interdisciplinary initiatives within the MBA. Note that the requirements for particular specializations are unchanged

Faculty: Sauder School of Business **Faculty Approval Date: March 13, 2007** **Effective Session 2007W Term 1** **Year 2007 for Change**	**Date: 1 March 2007** **Contact Person: Dale Griffin** **Phone: 2-0156** **Email: dale.griffin@sauder.ubc.ca**
Proposed Calendar Entry: **COMM 623 (3.0) Qualitative Research Methods in Organizations.**	**URL:** **Present Calendar Entry:** None. **Type of Action:** New Course **Rationale:** Introduce a new PhD course on qualitative research methods in organizational behavior.

THE UNIVERSITY OF BRITISH COLUMBIA

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

10 June 2007

To: Senate Curriculum Committee
From: Applied Faculties Sub-Committee

Re: **LAW CURRICULUM REPORT**

Attached please find the following proposals for your consideration:

1) The following new courses:
   a. **LAW 321** (2-4) d Law of Armed Conflict
   b. **LAW 372** (2-4) d Topics in Social Justice
   c. **LAW 386** (2-4) d Sustainable Development Law
   d. **LAW 451** (2-4) d Law of the Olympic Games

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Law **Department:** **Faculty Approval Date: 15 Mar. 07** **Effective Session W Term 1 Year 2007 for Change**	**Date: 13 Apr 07** **Contact Person: Joost Blom** **Phone: 2-4564** **Email: blom@law.ubc.ca**
Proposed Calendar Entry: **LAW 321 (2-4)d Law of Armed Conflict** The legal basis for armed conflict or military operations; the rights and obligations of combatants and civilians in a region of armed conflict; war crimes. [2-0] or [3-0]	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LAW **Present Calendar Entry: n/a** **Type of Action: New course** **Rationale:** A seminar on this topic has been offered for some years. In 2006-07 it was a section of LAW 343 Topics in Public Law. The Law Faculty policy is to create a new course entry whenever a subject has been offered under "Topics in …" for a few years and is likely to be offered regularly in future. The subject of the proposed course is an important one, especially in the current international context. [Supporting documentation is marked LAW 321.]
Proposed Calendar Entry: **LAW 372 (2-4)d Topics in Social Justice** Not offered each year, consult Faculty. [2-0] or [3-0]	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LAW **Present Calendar Entry: n/a** **Type of Action: New course.** **Rationale:** While the Faculty of Law has a number of "Topics in" courses, it does not have such a course that focuses specifically on social justice aspects of legal studies. This new course would enable development of a more explicit social justice stream in our curriculum. [Supporting documentation is marked LAW 372.]

	Owing to an oversight this course passed Law Faculty Council as proposed LAW 311. The number had to be revised subsequently as 311 had been used for a new course passed last year.
Proposed Calendar Entry: **Law 386 (2-4)d Sustainable Development Law** The linkages, intersections, and tensions between the legal regulation of the environment and competing social and economic priorities. [2-0] or [3-0]	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LAW **Present Calendar Entry: n/a** **Type of Action: New course** **Rationale:** This material was previously taught as Law 391: Topics in Environmental Law – Sustainable Development Law. This course has been filled in the past and has been offered regularly for the last three years under the "Topics in" umbrella. It has been successful from both an instructor and learner point of view. As a routine housekeeping matter, we are proposing that the course be given its own number and name, as part of the series of optional upper year courses in the LL.B. program. We are doing this because we wish to offer this successful course regularly. Please note that we wish to keep Law 391 Topics in Environmental Law operating for other faculty to use in the future with a new sub-title as a way of fostering new course offerings in this area of legal studies. [Supporting documentation is marked LAW 386.]
Proposed Calendar Entry: **LAW 451 (2-4) d Law of the Olympic Games** Legal aspects of the Olympic Movement, with particular emphasis on sport, cultural, and environmental and social sustainability values of the Olympic Games in the modern era. [2-0] or [3-0]	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LAW **Present Calendar Entry: n/a** **Type of Action: New course.** **Rationale:**

	Since 2004, one of the sections of LAW 343 (2-4)d, Topics in Public Law, taught as a 4 credit seminar, has been devoted to the Law of the Olympic Games . It is expected that the course will be offered for the foreseeable future and so it deserves a distinct course entry, in accordance with Law Faculty policy that "Topics in…" offerings that achieve ongoing status should receive their own course entry. The proposed course is the first such course offered in any university setting. At least until 2010, the course will be delivered with the support of VANOC, the Organizing Committee for the 2010 Olympic Winter Games. The proposed course will focus on subjects such as the Olympic Games Bid Process, employment law and labour market issues such as the role of collective bargaining; affirmative action relating to minority groups in the training and hiring of construction and operational workers; the use of volunteers; eligibility of athletes for competition; fairness of competition (drug use and testing); the use of intellectual property, such as trademarks, broadcast and internet rights; environmental issues in the construction and operation of the Game venues and infrastructure; consensus building and conflict resolution in the construction, financing and operation of the Games, including the relationships among local, regional, provincial and federal and First Nations governments; the financing and operation of Olympic Games-related cultural festivals and other community activities; the economic and social impact of the Games; the relationship of prior and subsequent Games and their host organizations; the relationship of Games-related adjudication and appeals processes and the domestic judicial system; the role of the Olympic Games in international relations and the global peace process, and so forth. The early years of the course's development have led to a much fuller treatment of the cultural, environmental and social goals and impacts of the Games than was possible at the outset, as information became available from the real life development of the 2010 Olympiad. These real life impacts are now

examined with current available data to gain greater understanding through comparative analysis from an urban planning perspective with other "mega events", such as the World Cups of Soccer, Super Bowls, World Fairs, and so forth.

The Olympic Games thus provide a useful case study of how a mega event, (in this case "the Greatest Show on Earth"), can be a mechanism to advance critical societal values, by organizing the largest gathering of the world's athletes, entertainers, corporate sponsors, and media. The Olympics also showcases the capacity of the host city/region/country to organize such an event, and to display the economic and legal systems that support an enterprise of this magnitude.

This course has been tried and tested under LAW 343, Topics in Public Law, attracting students in its development phase not only from this faculty, but also from the graduate level sports management program in the UBC School of Human Kinetics, and from the management programs of BCIT and Simon Fraser. Students in the earlier sessions of the course have been engaged by 2010 Games organizers to do critical historical and comparative research about the history of sustainable impacts of prior Games and other mega events. It is anticipated that this opportunity for rigorous practical research will grow in the next few years as we approach the build up and operations of the Games and the effort to enhance the positive impacts of the Games in the post 2010 period.

In the coming term (Fall 2007), and thereafter, the course will be supported (by personal attendance at classes and access to data) by senior management of VANOC, the Organizing Committee of the 2010 Winter Olympic Games, as well as 2010 Legacies Now, the provincial entity responsible to develop and maintain the best possible longer term impacts/ legacies of the Games for the Province.

In this way, the course should provide a unique opportunity for our students to be 'involved' in

	the Games through their research and scholarship. In addition, the course offers a critical case study in sustainable development that should be of interest to students and faculty alike who are involved in the study of environmental, aboriginal, business, public finance, municipal, cultural and intellectual property law, because the 2010 Games provides a Vancouver-based field of play for these legal and economic systems to operate on the World Stage. The course can be offered by the instructor in any one of three formats, i.e., seminar (15 students), course (70), or workshop (15), depending on the wishes of the law school administration and the level of student demand. There is no need to increase the law faculty's financial or law library resources in any significant way. [Supporting documentation is marked LAW 451.]

THE UNIVERSITY OF BRITISH COLUMBIA

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

11 June 2007

To: Senate Curriculum Committee
From: Science Sub-Committee

Re: **FACULTY OF SCIENCE CURRICULUM REPORT**

The following proposals are for your consideration:

Course	Title	Action
ASIC 200 (3)	Global Issues in the Arts and Sciences	New Course (proposal also coming forward from Arts)
BIOL 426 (3)	Mammalogy	New Course
BIOL 427 (3)	Ornithology and Herpetology	Change in Title, Description, and Pre-Requisites
EOSC 212 (3)	Topics in the Earth and Planetary Sciences	Change in Title, Description, and Pre-Requisites
EOSC 256 (3)	Earthquakes	New Course
EOSC 453 (3)	Physics of the Earth and Other Planets	Change in Title and Description
GEOG 443 (3)	Student Directed Seminars in Physical Geography	New Course
MATH 190 (4)	Calculus Survey	New Course
PHYS 408 (4)	Optics	Change in Title, Description, and Pre-Requisites
STAT 100 (3)	Statistical Thinking	New Course

The University of British Columbia
Faculty of Science

Curriculum Committee Report
Undergraduate Courses
CATEGORY ONE

Spring 2007

Curriculum Committee

W. Ramey	Chair
D. Godin	Anesthesia, Pharmacology and Therapeutics
G. Brayer	Biochemistry and Molecular Biology
T. Crawford	Botany
G. Bates	Chemistry
G. Tsiknis	Computer Science
R. Stull	Earth and Ocean Sciences
M. Church	Geography
G. Spiegelman	Integrated Sciences
R. Anstee	Mathematics
W. Bingle	Microbiology and Immunology
T. Tiedje	Physics and Astronomy
S. Osborne	Physiology
B. Gorzalka	Psychology
B. Clarke	Statistics
B. Harris	Zoology
A. Sihota	SUS Representative
D. Brandman	SUS Representative
P. Jolliffe	Faculty of Land and Food Systems
S. Nashon	Faculty of Education, Curriculum Studies
I. Cavers	Dean's Office

MARCH 1, 2007

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: Feb. 28, 2007

Email: wramey@interchange.ubc.ca

ARTS AND SCIENCES INTERDISCIPLINARY COURSES

Effective Date for Change: 07W

Proposed Calendar Entry:

ASCI 200 (3) Global Issues in the Arts and Sciences.
Selected global issues explored through the methodologies and perspectives of both the physical and life sciences and the humanities and social sciences. [3-0-0]
Prerequisite: Second-year standing.

Present Calendar Entry:
None.

Action: New course.

Rationale: The rationale for this course is based on the growing salience of the global issues facing human society and the educational challenge these issues represent. Global issues (such as climate change, the spread of infectious disease, the use of genetically modified organisms, and water and food security, among many others) cannot be understood without literacy in both the Arts and the Sciences. And yet, UBC students are given few opportunities early in their undergraduate experience to develop their understanding of global issues in a way that promotes the necessary literacy in the physical and life sciences and the humanities and social sciences. This course will encourage an audience of students drawn from both the Faculty of Science and the Faculty of Arts to appreciate the need for new and innovative interdisciplinary approaches (bridging the Arts and Sciences) to solve the complex problems of the 21st century. This course is a joint initiative of the Faculty of Arts and the Faculty of Science.

Supporting Documents: SCI-06-2-ATSC 200

BIOLOGY	
Effective Date for Change: 07W **Proposed Calendar Entry:** **BIOL 426 (3) Mammalogy.** **Natural history, behavioral ecology and conservation of terrestrial mammals. The laboratory includes classification, life histories, and ecology, with particular attention to species from British Columbia.** **Prerequisite: BIOL 204. [2-3-0]**	**Present Calendar Entry:** None. **Action:** New course. **Rationale:** Material formerly taught in BIOL 427 has now been expanded and divided into BIOL 426 and BIOL 427. Offering independent courses allows more adequate treatment of the topics and offers more choice, thus better serving UBC's undergraduate students. **Supporting Documents:** SCI-06-2-BIOL 426
Effective Date for Change: 07W **Proposed Calendar Entry:** BIOL 427 (3) **Ornithology and Herpetology. Ecology, evolution, behavior, and conservation of birds, amphibians, and reptiles. Laboratories and field projects will focus on identification, systematics, and natural history, with particular attention to species from British Columbia.** **Prerequisites: BIOL 121.** [2-3-0]	**Present Calendar Entry:** BIOL 417 (3) ~~Terrestrial Vertebrate Zoology. The natural history, behavioral ecology and conservation of terrestrial vertebrates (and marine mammals). The laboratory includes classification, life histories, and ecology, with particular attention to species from British Columbia. Prerequisite: BIOL 204.~~ [2-3-0] **Action:** Revise title and description. Change prerequisites. **Rationale:** To avoid duplication of material with the proposed BIOL 426, BIOL 427 should become restricted to birds, amphibians and reptiles. This will enable more thorough coverage of those groups. The prerequisite of BIOL 121 better reflects the knowledge students should bring to the course. **Supporting Documents:** SCI-06-2-BIOL 427

EARTH AND OCEAN SCIENCES	
Effective Date for Change: 07W **Proposed Calendar Entry:** EOSC 212 (3) **Topics in the Earth and Planetary Sciences.** **Cutting edge problems in earth, ocean, atmospheric and planetary sciences. Topics will be introduced through discussions of the current literature.** **Prerequisite: Second-year standing in science or engineering. [3-0-0]**	**Present Calendar Entry:** EOSC 212 (3) ~~Imaging the Earth.~~ ~~Use of imaging techniques at scales that range from …~~ ~~CHEM 121.~~ [3-0-0] **Action:** Update title and description to form a new course. Make prerequisites less restrictive. **Rationale:** This course and EOSC 211 form the core of our EOSC undergraduate honors programs in Year 2. EOSC 212 is an important link between our introductory courses and our more quantitative, upper division courses. This course exposes students to a wide range of current research in the Earth and planetary sciences, and it illustrates the role that geophysical techniques and theory (taught in upper-division EOSC courses) have played in recent scientific discoveries. Students learn to research, present, and debate ideas from scientific articles. **Supporting Documents:** SCI-06-2-EOSC 212
Effective Date for Change: 07W **Proposed Calendar Entry:** **EOSC 256 (3) Earthquakes.** **Characteristics, types, plate tectonics, faults, earth stresses and strains, seismic waves, magnitude scales, instrumentation, hazard mapping, prediction and forecasting.** **Prerequisites: Either (a) One of MATH 101, MATH 103, MATH 105, MATH 121 and one of PHYS 101, PHYS 107 or (b) all of Science One. [3-0-0]**	**Present Calendar Entry:** None. **Action:** New course. **Rationale:** This will become a science-student entry course into the Geophysics Honours program, and will be an elective course in the EOSC Majors and Honours programs. It will combine quantitative analysis and mathematical methods with qualitative understanding, to make a course that is exciting and challenging. A goal is to draw more students into geophysics -- a field that is so heavily math based that many students have been scared away in the past. Because UBC sits in a very active earthquake zone, the course should also appeal to a broad range of science students who want to learn more about their local geophysical environment. **Supporting Documents:** SCI-06-2-EOSC 256

Effective Date for Change: 07W **Proposed Calendar Entry:** EOSC 453 (3) Physics of the Earth **and Other Planets.** **Identification and quantitative analysis of diverse physical problems in the earth, ocean, atmospheric and planetary sciences.** Prerequisite: One of PHYS 312, MATH 316, MATH 257. [3-0-0]	**Present Calendar Entry:** EOSC 453 (3) ~~Advanced~~ Physics of the Earth. ~~Quantitative methods for determining the physical properties and structure of the earth. Basic inversion interpretation techniques for gravity; magnetic, seismic, paleomagnetic, radiometric methods. Thermal evolution of the earth.~~ Prerequisites: One of PHYS 312, MATH 316, MATH 257. [3-0-0] **Action:** Update title and description to form a new course. **Rationale:** Updated course reflects strengths of new young professor, including emphasis on current and future problems that comprise the study of Physics of the Earth. Reduced emphasis on geophysical methods. The title and description changes also reflect the fact that other planets (particularly, terrestrial planets) will be studied in this class. **Supporting Documents:** SCI-06-2-EOSC 453

GEOGRAPHY	
Effective Date for Change: 07W **Proposed Calendar Entry:** **GEOG 443 (3) Student Directed Seminars in Physical Geography.** **Self-directed, collaborative studies in physical geography, in a group-learning environment, initiated and coordinated by senior undergraduate students with the supervision of a faculty advisor. Course structure, enrolment, and delivery methods will comply with the "Handbook for Student Directed Seminars". This course carries science credit. Credit will not be given for GEOG 442 and GEOG 443. Prerequisite: Third-year standing in Physical Geography.**	**Present Calendar Entry:** None. **Action:** New course. **Rationale:** The course is created as a response to the Student Directed Seminar program as described on the web site of the Office of the Associate VP, Academic Programs. It will be offered on a Pass/Fail basis. The initiation of this course will differentiate it from existing Directed Studies courses which are directed and graded by faculty members. This also responds to the Registrar's request to clearly differentiate such courses. **Supporting Documents:** SCI-06-2-GEOG 443

MATHEMATICS	
Effective Date for Change: 07W **Proposed Calendar Entry:** **MATH 190 (4) Calculus Survey.** **Functions, derivatives, integrals, curve sketching growth functions, volume calculations. Only for credit in the Faculty of Forestry. Students with credit for** **MATH 100, 102, 104, 120, 190, 184, cannot in the same term or later terms obtain credit for MATH 190.** **Prerequisites: Principles of Mathematics 12 and registration in the BSF or BSCN programs.** **[3-0-2]**	**Present Calendar Entry:** None. **Action:** New course. **Rationale:** This course was offered as a pilot this year under the auspices of FRST 449C, a directed studies courses. The change is required to establish it as a formal course offered to students enrolled in the BSF and BSCN programs**.** Forestry students take a very broad range of courses and there is only a limited amount of time to develop theory in these courses. The course aims at obtaining student understanding of functions (a crucial critical thinking skill) and an introduction to derivatives, integrals and word problems. The course is to be taught with three hours lecture, two hours tutorial where the tutorial is an intensive hands-on approach. Given that this is only a one term course, the coverage of differentiation and integration is very modest; we think this will provide excellent background if students wish to pursue more Mathematics such as MATH 100, 101. It is thought that students would benefit most from these particular topics (functions, differentiation, integration) in their later work where they may well be interacting with others using sophisticated Mathematics and some understanding of what is going on will be useful. Other possible courses (e.g. MATH 335) are not seen to be as useful for these students. The students will be from Forest Resource Management and Natural Resource Conservation who currently require 3 credits of MATH. **Supporting Documents:** SCI-06-2-MATH 190

PHYSICS AND ASTRONOMY	
Effective Date for Change: 07W **Proposed Calendar Entry:** **PHYS 408 (4) OPTICS. Topics in optical physics including matrix optics, interference, coherence, polarization, Fresnel relations, optical coatings, waves in dielectric media, Gaussian beams, waveguides, optical cavities, lasers, Fourier optics and diffraction.** **Prerequisite: PHYS 301** **Co-requisite: MATH 215 [3-3-0]**	**Present Calendar Entry:** ~~PHYS 408 (2) FLUID FLOW Subsonic flow of ...~~ ~~PHYS 206. [3-0-0]~~ **Action:** Replace PHYS 408 Fluid Flow with a new course PHYS 408 Optics. **Rationale:** The existing course PHYS 408 Fluid Flow has not been offered for many years. The new course PHYS 408 Optics is replacing the former PHYS 308 Optics with a more rigorous treatment of optics. New faculty members would like to reorganize and expand the former PHYS 308 following a more modern and rigorous treatment of optics. This new approach requires a higher level of electromagnetic theory preparation and more lecture time to adequately cover the new material. Therefore the new course has a prerequisite of PHYS 301 Electricity and Magnetism and three lectures per week compared to the former PHYS 308 which had 2 lectures per week In recognition of the 300 level physics prerequisite and the fact that the majors students will be taking this course in their fourth year, this course has a 400 number. **Supporting Documents:** SCI-06-2-PHYS 408

STATISTICS	
Effective Date for Change: 07W **Proposed Calendar Entry:** **STAT 100 (3) Statistical Thinking.** **Explores the development and use of statistical thinking in the modern world. The aim is to develop statistical literacy and demonstrate applications of statistics in research and society.** **Prerequisite: Principles of Mathematics 12. Students who obtain credit for any of STAT 306, 307, 308, 344 cannot in the same or later term gain credit for STAT 100.** **[3-0-1]**	**Present Calendar Entry:** None. **Action:** New course. **Rationale:** At present there is no 100-level Statistics course, and the proposed course would promote statistical literacy amongst the UG population, while also providing an insight into the relevance of Statistics in a wide range of application areas. Traditional introductory courses are focused on commonly used techniques, and as such do not usually provide statistical literacy in the broad sense, nor do they allow real insight into applied statistical research. The proposed course would help address these issues. STAT 4xx courses with potential overlap with STAT 100 have STAT 306 as pre- or co-requisite. **Supporting Documents:** SCI-06-2-STAT 100