THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Curriculum Committee
c/o
Enrolment Services | Senate & Curriculum Services
Brock Hall 2016 – 1874 East Mall | Vancouver BC | V6T 1Z1
ubc.curriculum@ubc.ca | PH 604.822.0140 | FX 604.822.5945

2 May 2011

To: Vancouver Senate

From: Senate Curriculum Committee

RE: a) May Curriculum Proposals **(approval)**

b) UBC Certificate in Translation and Interpretation for Business (Chinese/English; English/Chinese) and
UBC Certificate in Translation and Interpretation for Business (Korean/English; English/Korean) **(information)**

---

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

As such, the following is recommended to Senate:

Motion: *That the new and changed courses and programs brought forward by the Faculties of Arts, Applied Science, Commerce & Business Administration, Education, Graduate Studies (Applied Science, Arts, College for Interdisciplinary Studies, Commerce & Business Administration, Dentistry, Education, Forestry, Land & Food Systems, Medicine, Pharmaceutical Sciences, Science), Land & Food Systems, Law, and Science be approved.*

b) The Senate Curriculum Committee has approved two new certificates as submitted by Continuing Studies:
- UBC Certificate in Translation and Interpretation for Business (Chinese/English; English/Chinese)
- UBC Certificate in Translation and Interpretation for Business (Korean/English; English/Korean)

The details of the approved certificates are attached for your information.

Respectfully submitted,

Dr. Peter Marshall, Chair
Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF ARTS**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Arts and is pleased to submit it for your consideration.

New courses

Art History, Visual Art and Theory
AFST 380 (3/6) D
AFST 450 (3/6) D
VISA 390 (3)
VISA 401 (3-18) D

Asian Studies
ASIA 213 (3)
ASIA 254 (3)
ASIA 330 (3)
ASIA 366 (3)
ASIA 390 (3)
ASIA 391 (3)
ASIA 394 (3)
ASIA 414 (3)
ASIA 453 (3)
ASIA 468 (3)
ASIA 478 (3)
PERS 100 (3)
PERS 101 (3)
PERS 104 (3)
PERS 200 (3)
PERS 201 (3)
PERS 300 (3)
PERS 301 (3)
PUNJ 457 (3)

Central, Eastern & Northern European Studies
GERM 303 (3)

GERM 304 (3)
GERM 411 (3)
GERM 412 (3)

Classical, Near Eastern & Religious Studies
NEST 315 (3)
NEST 317 (3)
NEST 318 (3)
NEST 400 (3)
NEST 401 (3)
NEST 402 (3)

Creative Writing Program
CRWR 203 (3)

Economics
ECON 390 (3**)**

French, Hispanic & Italian Studies
FREN 425 (3/6) D
ITAL 495 (3)
ITST 110 (3)
ITST 495 (3)
RMST 495 (3)
SPAN 280 (3)
SPAN 495 (3)

First Nations Studies Program
FNSP 100 (6)
FNSP 210 (3)
FNSP 220 (3)

Geography
GEOG 211 (3)

Music
MUSC 110 (4)
MUSC 111 (4)
MUSC 119 (3)
MUSC 210 (4)

Political Science
POLI 316 (3/6) D

Psychology
PSYC 301 (3)
PSYC 420 (3)

Changed courses
Music
MUSC 300 (3)

Theatre & Film
THTR 301 (3/6) D

New programs
Central, Eastern & Northern European Studies
Minor in German Studies
Minor in Scandinavian Studies

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Faculty of Arts New Courses:

Category 1

Faculty: Arts **Department: African Studies** **Faculty Approval Date: 10 February 2011** **Effective Session _W__ Term _1__ Year_2011-2012__ for Change**	**Date: November 12, 2010** **Contact Person: Gloria Onyeoziri / Robert Miller** **Phone: (604) 222-1623** **Email: gloriaon@interchange.ubc.ca**
Proposed Calendar Entry: **AFST 380 (3/6) D STUDY OF SOCIOLINGUISTICS OF A SELECTED AFRICAN LANGUAGE** Selected African language with emphasis on major syntactic structures, vocabulary, conversation patterns, reading short texts, and the cultural and historical contexts of language use.	**URL:** AFST **Present Calendar Entry: NONE** **Type of Action: Create new course** **Rationale for Proposed Change:** The African Studies Program at the University of British Columbia, since its inception in 2006, has established three core courses (AFST 250, 351 and 352) that have encouraged students to seek background knowledge, critical thinking and dialogue in order to approach the field of African Studies as carefully and effectively as possible, while recognizing the great challenges of the field. The core program also needs to include a greater awareness of the many languages that Africans speak and of the way that those languages both shape and reflect lived experience. The introduction of some language instruction will help students to form a more complete and informed understanding of African Studies. The choice of the particular language studied in a given year will be determined primarily by the availability of qualified instructors.

	By the end of this course, students will have: -acquired knowledge of the social and cultural background of the community in which the selected language is spoken; - understood several the basic syntactic structures of the language; -acquired a carefully selected set of lexical terms that reflect cultural concepts and practical language use. - learned to read some short texts such as stories or proverbs. The overall goal is to offer a conceptual background to the cultural and social life of a particular African community through language study. ☐ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail** ☐ **or Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
Proposed Calendar Entry: **AFST 450 (3/6) D AFRICAN DIASPORIC CULTURE IN AFRICAN CANADIAN COMMUNITIES** African diasporic culture in Canadian society, fostering dialogue with members of African Canadian communities on cultural values, traditions, memory, adaptation and change.	**URL:** AFST **Present Calendar Entry: NONE** **Type of Action: Create new course** **Rationale for Proposed Change:** The African Studies Program at the University of British Columbia, since its inception in 2006, has established three core courses (AFST 250, 351 and 352) that have encouraged students to seek background knowledge, critical thinking

	and dialogue in order to approach the field of African Studies as carefully and effectively as possible, while recognizing the great challenges of the field. The need has often been mentioned to include in our core program the study of African Canadian communities in order to take advantage of the rich and diverse presence of Africans in Vancouver and British Columbia and thereby to strengthen our curriculum and inform our students' learning experience. This course is designed to provide learning opportunities that integrate scholarly research and community based dialogue. As a research-intensive course, AFST 450 will contribute to the repertory of senior research courses in the Faculty of Arts while enhancing the choices available to students interested in pursuing African Studies at the University of British Columbia. ☐ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail** or ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

Faculty: Arts **Department: Art History, Visual Art and Theory** **Faculty Approval Date:** 10 February 2011 **Effective Session winter Term _1__ Year 2011-12 for Change**	**Date: 9 November 2010** **Contact Person: Catherine Soussloff** **Phone: 604 822 5650** **Email: catherine.soussloff@ubc.ca**
Proposed Calendar Entry:	**URL: VISA**

VISA 390 (3) Performance Art **An investigation of performance art practices and history spanning fifty years of production from 1960 to the present with an emphasis on live action, international and Canadian practices.** **Prerequisite: 6 credits of 200 level VISA with an average of at least 72%.**	**Present Calendar Entry:** n/a NEW COURSE **Type of Action:** Introduce a new course to represent the growing area of performance art. **Rationale:** AHVAT is pleased to now have a faculty member whose area of artistic practice covers that of Performance Art. AHVAT feels it is pedagogically necessary to include a new, dedicated Performance course to represent this established area of artistic praxis.

Proposed Calendar Entry: **VISA 401 (3-18)D Advanced Open Studio** **Research based studio with thematic or disciplinary focus. Intended for senior Visual Art undergraduate students.** ***This course is not eligible for Credit/D/Fail grading.*** **Pre-reqs: Three of VISA 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361, 370 or 390.**	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=VISA **Present Calendar Entry:** None. **Type of Action:** Creation of a new course. **Rationale:** Faculty in AHVAT determined that 4th year VISA curriculum course descriptions do not accurately reflect the multi-disciplinary or research intensive nature of our 4th year studios. This new course better reflects the multidisciplinary approaches of our 4th year VISA curriculum by not overtly tying it to a particular medium. Instead, each faculty member will construct their 4th year Advanced Studio to function like a research studio, where the thematic title or mix of mediums varies from year to year and course to course. This will allow students to further engage with the research intensive nature of these courses, and to explore ways to develop their art across media without being constrained to one

	given medium. Instead, Advanced Open Studios will convey the open nature of the course, its research focus and multidisciplinary investigation. Each faculty member will have a 4th year course, from 401A-E. Students can register either with the faculty instructor, or for the thematic topic being explored. This system will avoid student confusion and result in fewer problems for advising. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Arts **Department:** Asian Studies **Faculty Approval Date:** Feb. 10, 2011 **Effective Session 2011W Term 1 Year 2011 for Change**	**Date:** October 30, 2010 **Contact Person:** Lonnie Chase **Phone:** 604-822-9266 **Email:** lchase@interchange.ubc.ca
Proposed Calendar Entry: **ASIA 213 (3): Myth, Literature, and Film in North India** Indian literary and mythological texts, in genres from epic to lyric, as recast in contemporary Hindi film.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** While introducing students to a variety of disciplinary approaches has its drawbacks, it is an approach that serves our majors well. Few students proceed through their undergraduate training taking courses from only one disciplinary perspective. If students can improve their writing while familiarizing themselves with the key questions, concerns, and methods of the

	relevant disciplines, then they will be poised for greater engagement and success as they proceed through the major. Students in the class will read articles, pertaining to the region and literatures of South Asia that draw on the methodologies from a number of disciplines: history, literary studies, gender studies, religious history, film studies.
Proposed Calendar Entry: **ASIA 254 (3) Sex, Gender and Sexuality In Japanese Literature And Film** The integral role that sex, gender, and sexuality play in literary and cinematic works from Japan. Literary works will be read in translation, movies will be subtitled.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This new course will enhance UBC's course offerings on Asian literature by providing a survey course that incorporates literature and film and is open to wide enrollment. No existing courses trace Japanese literature from its origins to the present. The course will offer an introduction to Japanese culture through literature and film, focusing on representations of sex, gender, and sexuality. Modern Japanese literature courses such as ASIA 364 and film courses such as ASIA 354 currently have enrollments of over 100, suggesting that there is sufficient demand for a new survey course using both literature and film.
	URL: n/a **Present Calendar Entry:** n/a

Proposed Calendar Entry: **ASIA 330 (3) Islam in South Asia** Islam as a transnational phenomenon with specific reference to its South Asian forms.	**Type of Action:** New course **Rationale:** The majority of the world's Muslims live in Asia, and yet Islam is generally taught within departments that focus on the middle east. This class will embrace both the global forms of Islam and its central place in the political, cultural, and religious history of South Asia, and introduce students to the multitude of forms the tradition has taken in the subcontinent. The class will form one key class in a series of classes in the Department that address the religious traditions of Asia, and will allow for more in-depth investigation for those who take the ASIA 258 course: "Religion in South Asia" that was offered starting in 2010.
Proposed Calendar Entry: **ASIA 366 (3)** Edo-Period Theater Edo-period puppet and kabuki theaters, with additional attention to the latter's representation in woodblock prints and the construction of gender roles in theatre.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This new course will enhance UBC's course offerings on Asian literature by providing an upper division course that looks early modern Japanese theater genres, conventions, and visual representations. Existing courses don't allow for a close study pre-modern/early-modern Japanese dramatic arts.
	URL:

Proposed Calendar Entry: **ASIA 390 (3) History of the Indian Ocean World** Societies and empires shaped by voyages of exploration, religious pilgrimages, trading diasporas and forced migration in the world of the Indian Ocean.	n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** The Indian Ocean World represents an enormously varied zone of cultural exchange and interaction spanning coastal regions of Africa, the Middle East, South, and Southeast Asia. It is one of the few arenas that comprehensively covers most of Asian Studies under a single rubric, complementary to studies of the silk route.
Proposed Calendar Entry: **ASIA 391 (3) An introduction to the Indo-Persian Cosmopolis / Knowledge Systems** Cultural interactions between Delhi and the wider Dar al Islam with indigenous groups and local culture from the 13th to the 19th centuries.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This course offering is a natural extension of the department's strength in South Asian studies and will augment the new courses in Persian language being proposed by the department.
Proposed Calendar Entry: **ASIA 394 (3): Post-Revolutionary Iranian Cinema** Gender politics, family relationships and women's social, economic and political roles in post-revolutionary Iran as shown through Iranian cinema.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:**

	Our department's current suite of courses on Asian cinemas (Korean, Japanese, Chinese, Bollywood, Punjabi) are proving to be excellent vehicles for teaching the culture and history of the relevant regions (and for stimulating students to take additional courses in the language, culture, history, literatures and religions of the target area), and serve as popular and pedagogically empowering supplements to the parallel Asian language programs. Iranian cinema will augment the new course offerings in Persian language being proposed by the department.
Proposed Calendar Entry: **ASIA 414 (3): Architecture and Urbanism in Islamic South Asia** Historical factors shaping Indian architecture from the 13th to the 19th centuries.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This course offering is a natural extension of the department's strength in South Asian studies and will augment the new courses in Persian language being proposed by the department.
Proposed Calendar Entry: **ASIA 453 (3) Japanese Travel Literature** Japanese travel literature (myths, legends, poetry, tales, diaries, illustrated guides, satiric sermons, haiku, comic fiction, colonial reporting, and ethnography) from the 18th century to present.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This new course will expand UBC's course offerings in Japanese literature, which are now largely grouped into the genre categories such as poetry,

	diaries, and narrative literature. It will focus on Japan's long tradition of travel literature and trace this history of travel writing from its origins in myths of creation to the rise of comic fiction at the end of the premodern era, and the development of modern travelogues. Topics will include travel theory, mythology, religious practice and pilgrimage, autobiography, poetic convention, parody, and tourism. Sufficient demand for the course was demonstrated when it was offered as "A Specific Asian Literature in Translation" (ASIA 360A), with enrollment of over 30 students despite the ambiguous course title.
Proposed Calendar Entry: **ASIA 468 (3): Approaches to the Study of Asian Religions** The Western genealogy and problematics of religion, issues in its application to non-Western cultures and traditions, and the practical study of Asian religions, in Asia and its diasporas. Pre-req: one of ASIA 381, ASIA 382, ASIA 383 or ASIA 387 May not be taken for a Credit/D/Fail standing.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** A number of specialists of religious studies currently work at the Department of Asian Studies. They are well positioned to develop course offerings in Asian religions. Approaches to the Study of Asian Religions would be a capstone course for undergraduate students who have taken survey courses on Asian religions such as Hinduism, Buddhism, or Confucianism. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Proposed Calendar Entry:	**URL:** n/a

ASIA 478 (3) The Religious Image in Asia The religious image and related material culture within Buddhism, Islam, Jain, Hinduism, Christianity, and Sikhism with special attention to methodological concerns. Credit will be granted for only one of ASIA 478 or 578.	**Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** This class will provide a theoretically-oriented and cross-regional seminar for advanced undergraduates. It is meant to provide for advanced engagement in the study of Asian religions, an area of growing demand in our Department, and allow students to enrich their more textually oriented studies within the Department in this context.
Proposed Calendar Entry: PERS – Persian Asian Studies, Faculty of Arts	**URL:** **Present Calendar Entry:** **Type of Action:** Create new course code – PERS **Rationale:** The Department of Asian Studies seeks to launch new courses in Persian language at UBC. The acronym that is the most logical and self-identifying short form of Persian is PERS.
Proposed Calendar Entry: **PERS 100 (3) Basic Persian I** Basic vocabulary and the fundamentals of modern Persian grammar, structure, and pronunciation, as well as reading, writing, listening, and speaking.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course

	Rationale: Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. This is the entry level Persian language course for Non-Heritage learners.
Proposed Calendar Entry: **PERS 101 (3) Basic Persian II** Continuation of PERS 100 Prerequisite: PERS 100.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. This is the continuation of the entry level Persian language course for Non-Heritage learners.

Proposed Calendar Entry: **PERS 104 (3) Persian Reading and Writing for Persian-Speaking Students** Reading and writing of standard Tehran Persian; lexical and syntactic differences between written and spoken Persian. This course prepares students for PERS 300. Prerequisites: Basic knowledge of spoken Persian and consent of instructor.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. This course is required for the special needs of the Heritage learners of Persian language.
Proposed Calendar Entry: **PERS 200 (3) Intermediate Persian I** Reading of simple texts with emphasis on reading and writing, conversation skills, grammar, and syntax. Prerequisite: PERS 101	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian

	Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. This is the first semester of the continuation of PERS 100 & PERS 101 and is part of the 12 credits of a foreign language needed for UBC's language requirement.
Proposed Calendar Entry: **PERS 201 (3) Intermediate Persian II** Continuation of PERS 200. Prerequisite: PERS 200.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. Like PERS 200, this course is part of the 12 credits of Persian language instruction that students can take to fulfill UBC's language requirement.
Proposed Calendar Entry: **PERS 300 (3) Advanced Persian I** Graded reading, writing, exposure to the	**URL:** n/a **Present Calendar Entry:** n/a

writing system, textual history, newspaper reading, and translation. Cultural materials presented as appropriate. The art of calligraphy introduced. Prerequisite: PERS 104 or PERS 201.	**Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC. A first course in advance Persian language instruction for both Heritage and Non-Heritage learners.
Proposed Calendar Entry: **PERS 301 (3) Advanced Persian II** Continuation of PERS 300. Prerequisite: PERS 300.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Asian Studies seeks to launch new courses in Persian language because a) Persian is important in its own right, and has served as a cosmopolitan language of culture and science in Western, Central and South India for the past millennium and more; b) Asian Studies has plans to add courses and positions in the area of Indo-Persian Literary Culture and/or Islam to its South Asia profile, and c) to better serve Vancouver's significant Iranian community and especially the many Canadian Iranian students at UBC.

	PERS 301 provides another course at an advanced level of instruction for both Heritage and Non-Heritage learners.
Proposed Calendar Entry: PUNJ 457 (3) Punjabi Theatre Punjabi-language theatre, with emphasis on Canadian forms. Reading, writing, and performance of plays; examination of history of Punjabi theatre. **Prerequisites:** PUNJ 300.	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:** New course **Rationale:** Theatre has been a dynamic cultural form in modern Punjabi literature for the last fifty years. It can arguably be called one of the most popular and accessible of modern Punjabi literary forms, because while literary Punjabi poetry and prose have generally been the reserve of a small literary elite, Punjabi theatre—like many other modern vernacular theatre forms in India and Pakistan today—was fundamentally shaped by the popular concerns of the Indian People's Theatre Association (IPTA), founded in Bengal in the 1940s. This infused Punjabi and other vernacular theatre forms with a progressive spirit that brought them to the village and the street to reach the masses and address pressing social problems. "Street theatre"—involving minimal props and sets, and designed to provide simple access to important issues—and short one-act plays have thus been the dominant forms. Even more formal forms of theatre, with their concern for natural spoken language and live performance, achieve an accessibility little shared by prose literature. Theatre, therefore, is a vitally important area for exploration in Punjabi literature, and provides a unique opportunity for

	exploration of the spoken (rather than written and formal) form of the language. In the case of Punjabi, this means exposure to a rich set of dialectical variants that manifest more in spoken word than in written forms of the language. It also provides a unique learning opportunity, on a fourth-year language pedagogical level, for the development of spoken and written language skills. The class, therefore, will act as a language class, but also a literature class. As a literature class, it will provide a crucial genre addition to our current possible fourth-year course offerings on the novel, early devotional poetry, and historiographical and narrative literature. The student-led production of skits is included in the first three years of Punjabi instruction at UBC; this class builds on these experiences to produce a more focused and self-conscious "street theatre"-style performance, in conversation with similar works by serious playwrights. Readings therefore focus on one-act plays and contextual material.

Faculty: ARTS **Department: C.E.N.E.S.** **Faculty Approval Date: 10 February 2011** **Effective Session _W_ Term _1 Year__2011__ for Change**	**Date: 10/01/2010** **Contact Person: G. Winthrop-Young** **Phone: 2-6403** **Email: winthrop@interchange.ubc.ca**
Proposed Calendar Entry: GERM 303 (3) **German Literature before 1900 (in English)** Reading and discussion of translated works from the German-speaking countries from the Middle Ages to 1900.	**URL:** **NA – new course** **Present Calendar Entry:** none **Type of Action:** New Course

	Rationale: The course is designed to address strong student interest in German literature and culture courses taught in translation. By allowing us to teach pre-20th-century German literature in English, GERM 303 will expand the very successful sequence of courses currently made up of GERM 301 and GERM 302. In combination with the other proposed new courses GERM 304, GERM 411 and GERM 412, GERM 303 will be part of the core course offerings for the proposed German Studies minor.
Proposed Calendar Entry: GERM 304 (3) **German Cinema (in English)** Screening, discussion and critical analysis of German Cinema from the silent era to the 21st century.	**URL:** NA – new course **Present Calendar Entry:** none **Type of Action:** New Course **Rationale:** There is strong student interest in a German film course, especially one that allows for the discussion of the history and culture of the German-speaking countries through the medium of film. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 411, GERM 412 will be part of the core course offerings for the proposed German Studies minor.
Proposed Calendar Entry: GERM 411 (3) **Major Controversies in German Culture (in English)** Selected debates and controversies in the German-speaking countries.	**URL:** N.A. - new course **Present Calendar Entry:** none **Type of Action:** New course **Rationale:** GERM 411 is designed to be our most advanced interdisciplinary undergraduate

	course. Using a mixture of literary and theoretical texts it will challenge students to focus on the most important cultural and political debates in the German-speaking countries. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 412, GERM 411 will be part of the core course offerings for the proposed German Studies minor.
Proposed Calendar Entry: GERM 412 (3) **German Media Studies (in English)** Major themes and methods in German media studies	**URL:** NA – new course **Present Calendar Entry:** none **Type of Action:** New Course **Rationale:** The course is designed to introduce students to the vibrant field of German Media Studies, which is frequently ranked as the globally most innovative media-theoretical environment. In combination with the other proposed new courses GERM 303, GERM 304 and GERM 411, GERM 412 will be part of the core course offerings for the proposed German Studies minor.

FACULTY: ARTS **DEPARTMENT:** CNERS Faculty Approval Date: 10 February 2011 **Effective Date for Change:** 09/2011	**DATE:** 30/11/2010 Contact: Lisa Cooper Phone number: 822-4047 E-mail: licooper@interchange.ubc.ca
Proposed Calendar Entry: **NEST 315 (3) Introduction to Akkadian** The basic grammar and introduction to the cuneiform writing system of the Akkadian language of the Ancient Near East.	**Present Calendar entry** NONE **Type of Action**: New **Rationale:** Akkadian was one of the most widely used languages for more than two millennia in the ancient Near East. Knowledge of it

	greatly enhances one's understanding of the literature, religion and mindset of several cultures of the Near East, particularly those of ancient Mesopotamia. Along with Biblical Hebrew and Middle Egyptian, it will form the core language offerings of UBC's Near Eastern Studies program, and will make the program comparable and competitive to NEST degrees offered at other North American universities. Undergraduate NEST students will be encouraged to take Akkadian, especially those planning to pursue graduate studies in Biblical Studies, Near Eastern history or the archaeology of ancient Mesopotamia.

FACULTY: ARTS **DEPARTMENT:** CNERS Faculty Approval Date: 10 February 2011 **Effective Date for Change:** 09/2011	**DATE:** 01/09/2010 Contact person: Thomas Schneider (74316)
Proposed Calendar Entry: **NEST 317 (3)** Introduction to Coptic An introduction to Coptic, the language of Christian Egypt from 100 AD.	**Present Calendar entry** NONE **Type of Action**: New **Rationale:** Egypt played a pivotal role in the history of early Christianity and monasticism, and other religious beliefs of Late Antiquity (Gnosticism, Manichaeism). Coptic – the language of Christian Egypt – is one of the most important Near Eastern languages into which the Bible was translated, the spoken and written language of Egypt from Antiquity to the Middle Age, and the liturgical language of the Coptic Church in Egypt and Ethiopia. Although CNERS has had a significant focus on early Christianity and the Near East, Coptic would be the first language of the Christian Near East taught within the department, an attractive option for students of religious studies, but equally

	NEST students (Coptic is the latest stage of Egyptian) and students of Greek (Coptic is written with the Greek alphabet and has up to 25% Greek vocabulary). On a local level, the course is of importance as the majority of Egyptian immigrants to Canada are Copts (with three Coptic churches in the Greater Vancouver area).

FACULTY: ARTS **DEPARTMENT:** CNERS Faculty Approval Date: 10 Feb. 2011 **Effective Date for Change:** 09/2011	**DATE:** 30/08/2010 **Contact Person: Thomas Hikade** **Phone: 2-4054** **Email: thikade@interchange.ubc.ca**
Proposed Calendar Entry: **NEST 318 (3) Egyptomania** The adaptation and appropriation of ancient Egypt in ancient and modern art, architecture, film, and music; the development of Egyptology since the 19th century.	**Present Calendar entry** NONE **Type of Action**: New **Rationale:** This course will form part of the Near Eastern Studies Major. The course will be of value to students majoring in Near Eastern Studies but will also be of interest for students pursuing Ancient History, Anthropology, Arts, cultural interactions and exchanges, literature and modern media. This course is one of the core offerings of the department's Majors undergraduate program in Near Eastern Studies.
Proposed Calendar Entry: **NEST 400 (3)** **Materials and Technologies of the Ancient Near East and Egypt** The natural resources and production technologies of the ancient Near East and Egypt. Credit will be granted for only one of NEST 400 or 504.	**Present Calendar entry** NONE **Type of Action**: New **Rationale:** The course will focus on the material foundations, production technologies and economics of early Near Eastern and Egyptian civilizations. It probes these

	subjects more intensively than the third-year NEST archaeology "overview" courses offered in the department (namely NEST 302 and NEST 304), thus providing advanced training in archaeological materials that will satisfy senior undergraduate students of archaeology. It may also be of interest to students who have studied materials, craft industries and technologies from other parts of the ancient world.

FACULTY: ARTS **DEPARTMENT:** CNERS Faculty Approval Date: 10 Feb. 2011 **Effective Date for Change:** 09/2011	**DATE:** 30/08/2010 **Contact Person: Thomas Schneider** **Phone: 74316** **Email: thschnei@interchange.ubc.ca**
Proposed Calendar Entry: **NEST 401 (3) Literature of Ancient Egypt or the Ancient Near East** The main genres and texts of Egyptian and Ancient Near Eastern Literature and their modern interpretation. Credit will be granted for only one of NEST 401 or 505.	**Present Calendar entry** NONE **Type of Action**: New **Rationale:** All other disciplines within the department currently offer or primarily focus on courses on (Latin, Greek, Hebrew) literature. NEST lacks a corresponding course that would introduce students into the vast and complex issue of Ancient Egyptian and Ancient Near Eastern literature, offering them both an overview of the principal genres and texts, and an informed view of the modern debate on literature within Egyptology and Assyriology.

FACULTY: ARTS **DEPARTMENT:** CNERS **Faculty Approval Date: 10 Feb 2011** **Effective Date for Change:** 09/2011	**DATE:** Contact: Lisa Cooper 822-4047 E-mail: licooper@interchange.ubc.ca
Proposed Calendar Entry: **NEST 402 (3) The Archaeology of the**	**Present Calendar entry** NONE

City in the Ancient Near East. The material manifestations of urbanism in the ancient Near East, from the 4th millennium BC up to the 1st millennium BC. Credit will be granted for only one of NEST 402 or 506.	**Type of Action**: New **Rationale:** The course's emphasis on the critical examination on archaeological evidence for urbanism, as well as an in-depth evaluation of past and present methods of collecting and interpreting material evidence bearing on the ancient Near Eastern city will be tremendously worthwhile to students seeking advanced academic training in the discipline of archaeology. The course should well prepare senior undergraduate for future graduate archaeology programs, particularly those whose focus is the ancient Near East. Students who are pursuing studies through UBC's Urban Studies Program may also find this course of interest.

Faculty: Arts **Department:** Creative Writing Program **Faculty Approval Date:** **Effective Session** W2011 **Term** 1 **Year** 2011 **for Change**	**Date:** November 26, 2010 **Contact Person:** Keith Maillard **Phone:** 604-822-4596 **Email:** cwchair@interchange.ubc.ca
Proposed Calendar Entry: CRWR 203 (3) INTRODUCTION TO WRITING FOR CHILDREN AND YOUNG ADULTS	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CRWR **Present Calendar Entry:** None **Type of Action:** New course. **Rationale:** This new course is designed to introduce students to the genre of writing for children and young adults, as well as help them master basic structure and writing concepts in the genre.

	We would like to offer this new course to address the growing cultural importance of this genre of writing.

Faculty: Arts **Department:** Economics **Faculty Approval Date:** 10 Feb 2011 **Effective Session** 10W Year 2010/11 **for Change**	**Date:** January 12, 2011 **Contact Person:** Hugh M. Neary **Phone:** 604-822-4505 **Email:** neary@econ.ubc.ca
Proposed Calendar Entry: ECON 390 (3) Introduction to Economic Research Selected topics in economic research. Application of research methods to economic data. *This course is not eligible for Credit/D/Fail grading.* Prerequisite: ECON 101, ECON 102, MATH 104. Credit will be granted for only one of ECON 390, ECON 490, ECON 495, or ECON 499.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ECON **Present Calendar Entry:** None. **Type of Action:** Add a course. **Rationale for Proposed Change:** This course is intended to provide an introduction to economic research methods and examples for students who are not majors, combined majors or honours students in Economics. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Arts **Department:** FHIS **Faculty Approval Date:** 10 Feb 2011 **Effective Session** W **Term** 1 **Year** 2011	**Date:** October 22, 2010 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 2 - 4005 **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: FREN 425 (3/6) D: Studies in French Autobiography Prerequisite: One of FREN 320 or FREN	**URL:** **Present Calendar Entry:** None: new course **Type of Action:**

321 or FREN 330	Establish a new course **Rationale:** The undergraduate program in French does not offer a course in autobiography. Students need to be exposed to this particular literary genre, to its transformations along a chronological axis as well as to the changing representations of the self in French and francophone societies. FREN 425 will examine the content of authors' truth-compact with readers, the relationship between self and national narratives and the impact of theories in composing autobiography. Teaching experience (both here and elsewhere) has shown that students are fascinated by the literary/aesthetic construction of the voice of selfhood and by the possibilities for shaping one's own creative identity. Courses in the autobiographical work of francophone writers have been taught successfully in the past under various *Special Topics* headings, but the recent appointment of a colleague with a special interest in the field justifies the establishment of a genre-specific course that we will now be able to sustain on a recurring basis.

Faculty: Arts **Department: FHIS (Fren Hisp & Ital)** **Faculty Approval Date:** 10 Feb 2011 **Effective Session _W_ Term _1_ Year_11_ for Change**	**Date: October 22, 2010** **Contact Person: Prof. R. Sarkonak** **Phone: 2-4005** **E-Mail: sarkonak@interchange.ubc.ca** **Proponent: C. Testa**
Proposed Calendar Entry: ITAL 495 (3) RESEARCH INTENSIVE SEMINAR IN ITALIAN LITERATURE AND CULTURE Credit will be granted for only one of ITAL 495 or ITST 495.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST **Present Calendar Entry:** None **Type of Action:**

	Introduce new course **Rationale:** The Italian Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the Faculty of Arts. This course is centred on interdisciplinary and philosophical issues as envisaged by Italian artists, writers and philosophers. As such it is forecast to have a wide appeal both within the Department of FHIS and among the wider audience in the UBC Faculty of Arts — particularly among the more advanced, fourth-year public — interested in the interdisciplinary issue of the creation and rise of the notion of individuality as the modern times know it.
Proposed Calendar Entry: ITST 110 (3) INTRODUCTION TO ITALIAN LITERATURE AND CULTURE	**URL:** **http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST** **Present Calendar Entry:** None **Type of Action:** Introduce new course **Rationale:** The Department of French, Hispanic and Italian Studies does not at present have an introductory course orienting its students as to the many facets of Italian literature and culture, let alone art, history, philosophy, politics and more. This course attempts to capture, recompose and re-constitute the overall image of the multi-faceted contribution Italy has brought and continues to bring, in countless areas

	of human endeavour, to the making of Western civilization,
Proposed Calendar Entry: ITST 495 (3) RESEARCH INTENSIVE SEMINAR IN ITALIAN LITERATURE AND CULTURE Credit will be granted for only one of ITAL 495 or ITST 495.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITST **Present Calendar Entry:** None **Type of Action:** Introduce new course **Rationale:** The Italian Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the faculty of Arts. This course is centred on interdisciplinary and philosophical issues as envisaged by Italian artists, writers and philosophers. As such it is forecast to have a wide appeal both within the Department of FHIS and among the wider audience in the UBC Faculty of Arts — particularly among the more advanced, fourth-year public — interested in the interdisciplinary issue of the creation and rise of the notion of individuality as the modern times know it.
Proposed Calendar Entry: RMST 495 (3) RESEARCH INTENSIVE SEMINAR IN ROMANCE STUDIES	**URL:** **Present Calendar Entry:** None **Type of Action:** Introduce new course **Rationale:** The Romance Studies Program does not at present have a Research Intensive course of the kind currently sponsored and encouraged by the faculty of Arts.

Faculty: Arts Department: FHIS Faculty Approval Date: 10 Feb 2011 Effective Session 2011 Winter Term 1	Date: Contact Person: Prof. Brianne Orr Phone: 604-822-4561 E-mail: orralva@interchange.ubc.ca Proponents: Brianne Orr
Proposed Calendar Entry: SPAN 280 (3) Selected Topics on Revolution in Latin America (in English) A cultural studies approach to Revolution in Latin America: basic concepts of revolt and revolution, highlighting the intersection of political, literary and cultural production during Latin American revolutionary periods.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN Present Calendar Entry: None Type of Action: Introduce new course Rationale: This course seeks to expose students both in the Spanish undergraduate program and in different disciplines within the Arts to one of the most – if not the most – influential topics in Latin American history, literature and culture early on in the program and to provide them with pertinent discussion-oriented, analytical, and oral presentation skills that will aid them as they pursue their majors either in the language programs we offer or in the Arts in general. The course will examine various political actors, authors, directors, and musicians of literary and cultural works, perspectives, and approaches to revolution in a Latin American context. Topics will vary and may include, but are not by any means limited to, major rebel authors, political movements, literary genres, revolutionary theory and practice, movements in music related to revolution, and filmic representations of revolution, among others.

Faculty: Arts **Department:** French, Hispanic and Italian Studies **Faculty Approval Date:** Effective Session **W** Term **1** Year **2011**	**Date:** October 22, 2010 **Contact Person:** Dr. Ralph Sarkonak **Phone:** 604-822-2879 (department) **Email:** sarkonak@interchange.ubc.ca
Proposed Calendar Entry: **SPAN 495 (3)** Research Intensive Seminar in Spanish Literature and Culture	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN **Present Calendar Entry:** None (new course) **Type of Action:** Establish a new course **Rationale:** The Spanish program does not yet include a dedicated course through which students majoring in Spanish may satisfy the research component of the Faculty of Arts Writing and Research Requirement.

Faculty: Arts **Department: First Nations Studies Program** **Faculty Approval Date: 10 Feb 2011** **Effective Session <u>2011W</u> Term <u>1</u> Year <u>2011</u> for Change**	**Date: October 27, 2010** **Contact Person: Dr. Glen Coulthard** **Phone: (604) 822-2880** **Email: gsc@interchange.ubc.ca**
Proposed Calendar Entry: FNSP 100 (6) Indigenous Foundations. The historical, cultural, political, economic and legal issues that inform the experiences of Indigenous peoples in Canada, examined from both Indigenous and non-Indigenous perspectives. Credit will be granted for only one of FNSP 100 or FNSP 200.	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale for Proposed Change:** The rationale for this proposal is threefold. First, based on an internal review of student evaluations it was made clear to FNSP faculty that there is a need for an introductory course in First Nations Studies at the 100-level. Second, this course will

	provide more students with access to the First Nations Studies Program at an earlier stage in their degree and will thus result in an increase in FNSP majors and minors. Third, given that this course aims to enhance Aboriginal issue engagement across the campus for students at an earlier period in their degree, it is thus in line with the recommendations outlined in UBC's Aboriginal Strategic Plan. ☐ Not available for Cr/D/F grading. ☐ Pass/Fail or ☐ Honours Pass/Fail
Proposed Calendar Entry: FNSP 210 (3) Indigenous Politics and Self-Determination. The cultural, historical, political, economic and gender dynamics that structure the relationship between Indigenous peoples and the state in Canada; Indigenous self-determination struggles in relation to constitutional recognition, self-government, land claims and economic development. Prerequisite: FNSP 100 or six credits of FNSP related courses approved by the program.	**URL:** **Present Calendar Entry: N/A** **Type of Action: New Course** **Rationale for Proposed Change:** The rationale for this course is twofold. First, it seeks to split our current 6 credit FNSP 200 course into two 3 credit courses in order to better accommodate student timetable schedules. Second, this course will build on the content covered in our proposed FNSP 100 course and will thus allow FNSP faculty to engage second year students at higher level of sophistication regarding Aboriginal issues than we have been able to date.
Proposed Calendar Entry: FNSP 220 (3): Representation and Indigenous Cultural Politics. Representation, identity and cultural politics through Indigenous literature, film and the visual arts; the relationship between these sites of cultural production	**URL:** **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale for Proposed Change:** The rationale for this course is twofold. First, this course will work in tandem with

and the self-determination struggles of Indigenous peoples. Prerequisite: FNSP 100 or six credits of FNSP related courses approved by the program.	our proposed FNSP 210 to split our current 6 credit FNSP 200 course into two 3 credit courses in order to better accommodate student timetable schedules. Second, this course will build on the content covered in our proposed FNSP 100 course and will thus allow FNSP faculty to engage second year students at higher level of sophistication regarding Aboriginal issues than we have been able to date.

Faculty: Arts **Department: Geography** **Faculty Approval Date: 10 Feb 2011** **Effective Session Winter Term 1** **Year 2011/12 for Change**	**Date:** 18 November 2010 **Contact Person:** Karen Young **Phone:** 822 2020 **Email:** young@geog.ubc.ca
Proposed Calendar Entry: GEOG 211 (3) **The State of the Earth** The demographic, economic, ecological and technological factors that underlie current environmental challenges, considering their effects to date and their possible impact in the future. *Prerequisites*: 2nd year standing. One of GEOB 102 or GEOB 103; GEOG 121, 122 recommended.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** Strong and immediate interest in the recently introduced Environment and Sustainability Major in Geography (75 majors declared in 2009-10, the first year the program was offered, and 151 in 2010-11) has created unmanageable demand in existing courses in that program. In response, to improve the educational experience of students enrolled in the E&S Major, and to provide courses that help to meet the teaching goals of the University Sustainability Initiative, the department of Geography is introducing Geography 211 and proposing slight adjustments to several existing courses. GEOG 211 is designed for students interested in sustainability issues and the environmental challenges facing humankind in the 21st century.

Faculty: Arts **Department:** Music **Faculty Approval Date: 10 Feb 2011** **Effective Session** _Winter_ **Term** _1_ **Year**_2011-12_ **for Change**	**Date:** October 25, 2010 **Contact Person:** Richard Kurth **Phone:** 2-5436 **Email:** richard.kurth@ubc.ca
Proposed Calendar Entry: MUSC 110 (4) INTENSIVE TONAL THEORY AND FORM I Continuity and form in tonal music, with attention to the development of aural imagery and writing skills. Foundational concepts are first applied cross-historically, then restricted to styles in which functional harmony emerges as a governing feature. Limited to B.Mus. students with strong preparation (as determined by B.Mus. admissions procedures) and students in other programs with permission of the instructor.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC **Present Calendar Entry:** (none) **Type of Action:** Add new course **Rationale:** All B.Mus. students are required to complete a core music theory course sequence. (The sequence is currently 18 credits, but is being reduced to 15 credits in an accompanying proposal.) The School of Music wishes to offer two streams, in order to better address the diverse needs and interests of students in the various B.Mus. programs. In addition to the existing standard music theory core course stream, completed in three years, a new intensive and accelerated music theory stream is being introduced in which the same number of credits can be completed in two years. The intensive stream comprises four courses, all included in this suite of category 1 changes: MUSC 110 (4), MUSC 111 (4), MUSC 210 (4), and MUSC 300 (3). The intensive stream is designed for students with strong prior preparation, and those motivated to pursue creative applications and/or advanced study. It is recommended for students planning to pursue music careers involving composition, arranging, improvisation, performance, conducting, or scholarly research. Students in the intensive stream will acquire greater aural acuity and facility in writing, and a superior foundation for advanced undergraduate and graduate

	study. They will also complete the theory requirement more quickly, allowing more time for focused work in performance or advanced academic courses in the third and fourth years. A yearly cohort of approximately 20 students is expected to elect the intensive stream. Opportunities for shifting from the intensive stream to the standard stream, and vice versa, will be available to students at several stages, without delaying their progress.
Proposed Calendar Entry: MUSC 111 (4) INTENSIVE TONAL THEORY AND FORM II Two- and three-voice writing based on a four-part foundation; use of motivic diminution and imitation; dissonant chords; prolonging harmonies within phrases; modulating phrases and sequences; chromatic techniques; small binary and ternary forms, and formal functions of component phrases. Prerequisite: MUSC 110.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC **Present Calendar Entry:** (none) **Type of Action:** Add new course **Rationale:** MUSC 111 is the second course of the new optional intensive and accelerated stream of the music theory core sequence. It provides qualified and motivated students with opportunities for more challenging and in-depth study, and fosters a higher level of skill development. The intensive sequence also enhances students' options for upper-level electives in later years.
Proposed Calendar Entry: MUSC 119 (3) INTRODUCTION TO MUSIC TECHNOLOGY Practical and theoretical training in technologies that support current artistic and academic practice, such as MIDI, podcasts/videocasts, websites, social media, and software for score notation, music education, and basic audio/video editing. Restricted to B.Mus. students. [2-	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC **Present Calendar Entry:** (none) **Type of Action:** Add new course **Rationale:** The current music theory core course sequence required in the all B.Mus. programs is being reduced from 18 to 15

0-1]	credits. This creates space for an important new course that will address established and emerging music technologies. MUSC 119 will be required for all B.Mus. students, and will normally be taken in the first term of first year. It will give students a deeper and broader basis for using a range of technologies to enhance their training and promote their artistic activities. Taken early in the curriculum, the new course gives all B.Mus. students a strong foundation for integrating current and emerging technologies in their learning and their creative activities.
Proposed Calendar Entry: MUSC 210 (4) INTENSIVE TONAL THEORY AND FORM III Writing exercises involving chromaticism and modulation. Theme and inter-theme types in Classical and Romantic music. Techniques of variation and development. Model-based composition of small forms and analysis of larger forms. Cultivation of score-reading ability. Prerequisite: MUSC 111, or MUSC 200 with permission of the instructor.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC **Present Calendar Entry:** (none) **Type of Action:** Add new course **Rationale:** MUSC 210 continues the new intensive and accelerated stream of the music theory core sequence. MUSC 111 is the normal prerequisite, but MUSC 200 is available as a prerequisite for students in the standard music theory stream who have demonstrated strong achievement in MUSC 100 (3), MUSC 101 (3), and MUSC 200 (3).

Faculty: Arts **Department: Political Science** **Faculty Approval Date: 10 Feb 2011** **Effective Session W Term One Year 2011 for Change**	**Date: November 5, 2010** **Contact Person: Fred Cutler** **Phone: 2-6841** **Email: cutler@exchange.ubc.ca**
Proposed Calendar Entry:	**URL:** **Present Calendar Entry:**

POLI 316 (3/6) D GLOBAL INDIGENOUS POLITICS The political dynamics of Indigenous peoples' politics on the global level; the legal and practical realities of colonization as a global Indigenous experience; current global Indigenous political issues and avenues of Indigenous resistance.	**Type of Action:** New course **Rationale:** Responding to initiatives emanating from the Office of the President, Political Science has hired two scholars who focus on the politics of Indigenous peoples. This course is the specific area of expertise of one of these Assistant Professors: Dr. Sheryl Lightfoot. It has been taught twice as POLI 333B in our set of *Comparative Politics* courses but this 'Topics Course' is now heavily overused and creates confusion for students in satisfying their degree requirements. It has attracted full enrolment both times. More substantively, by creating a new course with this title the department wishes to signal to students and the broader community the importance of Indigenous issues. The course will ideally become part of a set of courses (to be proposed soon) that will focus on topics of Indigenous politics. These courses will appear together in the Calendar, in the POLI 311-319 range.

Faculty: Arts **Department: Psychology** **Faculty Approval Date: 10 Feb 2011** **Effective Session: Winter; Term: 1;** **Year for Change: 2011**	**Date: August 19, 2010** **Contact Person: Jim Enns** **Phone: 822-6634** **Email: jenns@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 301 (3)** BRAIN DYSFUNCTION AND RECOVERY. Cognitive and behavioral impairments resulting from brain dysfunction. Focus on the efficacy of various intervention approaches. Prerequisite: (a) PSYC 100, or (b) all of PSYC 101, 102, or (c) 6 credits of 200-	**Present Calendar Entry:** None **Type of Action:** New course **Rationale:** PSYC 301 will be a 3rd-year course that gives our students the opportunity to learn more about the brain at the intersection of psychology, neuroscience and neurology. Brain

level PSYC (but not 205 or 263).	structure and functions are covered in some 3rd-year PSYC courses (e.g., 304, 360, 365) but this course will put more of a focus on current and cutting-edge approaches to solving the mysteries of the dysfunctional brain. This course will provide excellent preparation for a new and related 4th-year course (PSYC 409), where the focus is cognitive neuropsychology and cognitive neuroscience. The course will also provide more valuable preparation for our students interested in graduate or professional studies in human behavior and dysfunction.
Proposed Calendar Entry: **PSYC 420 (3)** COMMUNITY PSYCHOLOGY The relationships between social contexts and wellbeing with a focus on disadvantaged populations. Students engage in a community service placement to complement academic learning. Prerequisite: PSYC 300 or PSYC 308 or PSYC 314 or PSYC 319.	**Present Calendar Entry:** None **Type of Action:** New course **Rationale:** PSYC 420 (Community Psychology) will be a 4th-year course that exposes students to Community Psychology. The importance of social systems and contexts on health and distress are examined. Students will be challenged to thoughtfully reflect upon their engagement in service learning placements. This course is the first in the Psychology Department to incorporate Community Service Learning. Students will be exposed to topics such as community development, program evaluation and community-based research while exploring diverse issues such as prevention, homelessness and immigration stress, stigma and community development. The emphases of the discipline on examining values, social action and working within a multidisciplinary framework will complement other perspectives that study persons at the individual level of analysis.

Faculty of Arts Changed Course:

Faculty: Arts **Department:** Music **Faculty Approval Date: 10 Feb 2011** **Effective Session _**Winter**_ Term _**1**_ Year_**2011-12**_ for Change**	**Date:** October 25, 2010 **Contact Person:** Richard Kurth **Phone:** 2-5436 **Email:** richard.kurth@ubc.ca
Proposed Calendar Entry: MUSC 300 (3) COMPOSITIONAL AND ANALYTICAL APPROACHES TO **POST-TONAL MUSIC** **Concepts essential to understanding and performing art music, since 1900, in which functional triadic harmony is absent or subsidiary to other musical processes. Detailed consideration of works of major composers up to the present, through analysis, composition, and musicianship exercises.** Prerequisite: MUSC 201 **or 210**.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=MUSC **Present Calendar Entry:** MUSC 300 (3) COMPOSITIONAL AND ANALYTICAL APPROACHES TO ~~THE MUSIC OF MODERNISM~~ ~~Modernist art-music techniques established before 1950 and their later developments, with projects in analysis, compositional exercises, and training in related listening, sight-singing and score-reading skills.~~ Prerequisite: MUSC 201.~~[2-0-1]~~ **Type of Action:** Redesign scope of course **Rationale:** The B.Mus. music theory core sequence is being reduced from 18 to 15 credits. (This change applies to the standard stream and also the new intensive stream.) MUSC 301 (3) will be phased out as a requirement in the core, and MUSC 300 is being revised to incorporate some material formerly studied in MUSC 301. This revision effectively reconstitutes MUSC 300 as a new course. The revision reflects changing pedagogical values, and also creates space for a planned future addition to the B.Mus. curriculum. MUSC 300, in the new form proposed here, will be the final course in both the standard and the intensive music theory core streams. Students in the standard stream will have MUSC 201 as a

	prerequisite; those in the intensive stream will have MUSC 210 as a prerequisite.

Faculty: Arts **Department: Theatre & Film** **Faculty Approval Date: 10 Feb 2011** **Effective Session _W_ Term _1_** **Year_2011_ for Change**	**Date: February 8, 2010** **Contact Person: Ronald Fedoruk** **Phone: 604 822 3707** **Email: rfedoruk@interchange.ubc.ca**
Proposed Calendar Entry: THTR 301 (3**/6) d** Styles of Decor and Dress Artistic, decorative, cultural, and social contexts of selected theatrical genres and periods.	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=THTR **Present Calendar Entry:** **THTR 301 (3) Styles of Decor and Dress** Artistic, decorative, cultural, and social contexts of selected theatrical genres and periods. **Type of Action:** Change the course credit From (3) to (3/6) d **Rationale:** The selected genres for this course are chosen as complementary material in response to the productions offered in the Theatre at UBC season. THTR 301 is currently offered as a series of modules. The current syllabus often conflates several different styles in a single module. It does not allow adequate depth of exploration of some of the material and is difficult to adapt to properly support the texts that are studied as part of the Theatre at UBC season. The proposed change would allow splitting of many of the modules, and would allow the addition of genres that

	are best considered in geographical rather than temporal terms. Period Styles Pre-history Classical Medieval Italian Renaissance Northern Renaissance Baroque Roccoco Neo-Clasical Romantism Victorian Style Modernism Arte Nouveau Constructivism Arte Deco Post-Modernism Geographical styles North American South American Chinese Japanese Russian Nordic African Modules can be chosen and assembled to form the curriculum of a 3-credit course to complement Theatre at UBC productions. Fewer modules would allow a more intense study, supported by actual performance. In order to support the Theatre at UBC productions, it would be more useful if THTR 301 were offered in both terms. That may mean offering it as a 6-credit course, but more flexibility would be achieved by structuring it as two 3-credit courses, offered as THTR 301A and THTR 301B, each with a deeper concentration than is currently possible. This change will also provide students

	with academic support and context for Theatre at UBC productions over two terms. Since the genres presented in the Theatre at UBC season change from year to year, the curriculum content in each iteration of THTR 301 will vary substantially in response. This curriculum change will allow students to take up to two sections as THTR 301A and THTR 301B. With the current credit assignment, students are able to take the course in one term only.

Faculty of Arts New Programs:

Faculty: Arts **Department: C.E.N.E.S.** **Faculty Approval Date: 10 February 2011** **Effective Session _W__ Term __2__ Year_2011_ for Change**	**Date: October 1, 2010** **Contact Person: G. Winthrop-Young** **Phone: 2-6403** **Email: winthrop@interchange.ubc.ca**
Proposed Calendar Entry: **In addition to the Honours, Major and Minor programs in German Language (GERM) the Department of Central, Eastern and Northern European Studies also offers a Minor in German Studies (GMST) made up of upper-level literature and culture courses taught in translation. There are no lower-level prerequisites and there is no language component. Students must complete 18 upper-level credits taken from the following courses:** **GERM 301** **GERM 302**	**URL:** **At** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,685#7878 **Present Calendar Entry:** n/a **Type of Action:** New program **Rationale:** The proposed German Studies Minor addresses the strong interest and persistently high enrolment in our literature and culture courses taught in translation (especially GERM 301, GERM 302 and CENS 303). While there is increasing student interest in the politics, culture and

GERM 303 **GERM 304** **GERM 403** **GERM 411** **GERM 412** **CENS 303** **CENS 404** **Students with sufficient knowledge of German may also choose from the following literature and culture courses taught in German:** **GERM 360** **GERM 370** **GERM 380** **GERM 390** **GERM 402** **GERM 405** **GERM 406** **GERM 408** **In consultation with the German undergraduate advisor students may take up to six credits in any courses offered in the Faculty of Arts provided that they have an appropriate German content. Students are encouraged to seek out such courses, but all must be cleared with the undergraduate advisor prior to enrolment.** **German language courses cannot be used toward the German Studies Minor. Students may not combine a German Studies Minor (GMST) with a German Major or Minor (GERM).**	history of the German-speaking countries, there is no corresponding commitment to stay with the language program for three or four years. By proposing a German study program that does not involve a language component we intend to give a framework to the many repeat students who are accumulating German credits without working toward a German degree. We are following the lead of other language programs (and some US German programs) that are experiencing similar enrolment patterns. The program—which is made up of survey-type 3rd-year courses and more specialized 4th-year courses—is designed to serve a different student clientele and will not compete with the 'regular' German study programs. .
Proposed Calendar Entry: **Scandinavian Studies** **The Department of Central, Eastern, and Northern European Studies offers a**	**URL:** At http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,114 **Type of Action:** New Minor

Minor program in Scandinavian Studies made up of a lower-level language and an upper-level literature and culture component. **Language component** **All students must complete 12 credits of lower-level language instructions. They may choose either two years of Swedish (SCAN 100, 110, 200 and 210), or two years of Danish (SCAN 150, 160, 250, 260).** **Literature and culture component** **In addition to the lower-level language component students must complete 18 upper-level literature and culture credits taken from the following courses:** **SCAN 333** **SCAN 334** **SCAN 411** **SCAN 412** **SCAN 413** **SCAN 414** **CENS 404** **In consultation with the Scandinavian undergraduate advisor students may replace one of the upper-level courses (i.e., 3 credits) with a social science or history course with a strong Scandinavian component.**	**Rationale:** The proposed Scandinavian Minor addresses the strong interest and persistently high enrolment in our Scandinavian courses. The courses are all in place and there are no additional offerings necessary. The proposed minor will also serve to put the three base units of C.E.N.E.S. (German, Slavic and Scandinavian) on a more equal footing.

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSALS FROM THE FACULTY OF APPLIED SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Applied Science and is pleased to submit them for your consideration.

New courses
CIVL 446 (2)
EECE 284 (1)
EECE 455 (3)
APSC 202 (2)
APSC 203 (1)
IGEN 201 (3)
MTRL 340 (3)
MTRL 392 (2)
MTRL 460 (3)
ENDS 221 (3)
ENDS 231 (3)

Changed courses
CHBE 366 (2)
CIVL 445 (2)

Program changes
Second Year Electrical Engineering
Second Year Computer Engineering
Third and Fourth Year Geological Engineering
Second, Third and Fourth Year Integrated Engineering
Third and Fourth Year Materials Engineering

THE UNIVERSITY OF BRITISH COLUMBIA

NEW COURSES

Faculty: Applied Science **Department: Civil Engineering** **Faculty Approval Date: March 2, 2011** **Effective Date: September 2011**	**Submission Date: Jan 24, 2011** **Contact Person: Thomas Froese** **Phone: 604-822-2027** **Email:** Thomas.froese@ubc.ca
CIVIL: Create a New Course	
Proposed Calendar Entry: CIVL 446 (2) **Engineering Design and Analysis II** Integration and application of previously acquired knowledge and skills to find design solutions. Extends the conceptual design of CIVL 445 into detailed design projects. *This course is not eligible for Credit/D/Fail grading.* [2*-2-0] *Prerequisite:* CIVL 445	**Present Calendar Entry:** None. **Type of Action:** Create a new course. **Rationale for Proposed Change:** The existing course CIVL445 is being reorganized into two courses. This will be the second part, focusing on detailed design. This is the capstone design course for the Civil Engineering program (required for accreditation). In its present form (one term), the students do not have time to fully prepare for and complete the conceptual and detailed design projects. Therefore, we are reorganizing the course to spread the work over two terms. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Applied Science **Department: Electrical and Computer Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: January 11, 2011** **Contact Person: Nick Jaeger** **Phone: 604 822-5673** **Email:** nickj@ece.ubc.ca
EECE: Create a New Course	
Proposed Calendar Entry: EECE 284 (1) **Electronics Laboratory** Design project involving electronic devices and	**Present Calendar Entry:** None **Type of Action:** Create a new course.

circuits, electromagnetics and microcomputers. *This course is not available for Credit/D/Fail grading.* [0-1-0] *Prerequisite:* EECE 251.	**Rationale for Proposed Change:** To meet the needs of Engineering Physics third year students for exposure to electronics design. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: EECE 455 (3) **Error Control Coding For Communications And Computers** Design techniques, including Hamming, BCH, Reed-Solomon, LDPC and convolutional codes, ARQ techniques, and LFSR implementation of encoding-decoding algorithms. *This course is not available for Credit/D/Fail grading.* [3-0-0].	**Present Calendar Entry: None** **Type of Action:** Create a new course. **Rationale for Proposed Change:** This course is designed to introduce error control coding techniques which play a role in the design of communication systems, computer systems and multimedia standards. It is becoming increasingly important as the speed at which such systems need to operate is getting higher and higher. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Applied Science **Department: Engineering Physics** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: January 20, 2011** **Contact Person: David Jones** **Phone: 604 827-5830** **Email:** djjones@physics.ubc.ca

APSC: Create a New Course	
Proposed Calendar Entry: APSC 202 (2) **Technical Communication Engineering Physics I** Written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Engineering Physics Program. *This course is not eligible for Credit/D/Fail grading.* [2-0-1] *Prerequisite:* One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121 *Corequisite*: ENPH 259	**Present Calendar Entry:** None **Type of Action:** Create a new course. **Rationale:** The new course will deliver Technical Communications instruction integrated with Physics ENPH, to provide context and reduce redundancy for students. In combination with APSC 203, it will replace the existing APSC 201 for the Engineering Physics students. Presently, students submit reports, proposals, set of instructions and oral presentations in both APSC 201 and ENPH 259. The proposed integrated course will enrich the curriculum by adding a communication module (summary, memos, and letters), and providing direct engineering context from ENPH 259 for technical communication. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: APSC 203 (1) **Technical Communication Engineering Physics II** Continuation of written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Engineering Physics Program. *This course is not eligible for Credit/D/Fail grading.* [1-0-0] *Prerequisite:* APSC 202 *Corequisite*: ENPH 253	**Present Calendar Entry:** None **Type of Action:** Create a new course. **Rationale**: The new course will deliver Technical Communications instruction integrated with ENPH 253, to provide context and reduce redundancy for students. In combination with APSC 202, it will replace the existing APSC 201 for the Engineering Physics students. Presently, students submit reports, proposals, set of instructions and oral presentations in both APSC 201 and ENPH 253. The proposed integrated course will

	enrich the curriculum by adding a communication module (summary, memos, and letters), and providing direct engineering context from ENPH 253 for technical communication. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Applied Science **Department: Integrated Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: December 7, 2010** **Contact Person: Ruth Derksen** **Phone: 604 822-9581** **Email:** ruth.derksen@ubc.ca
IGEN: Create a New Course	
Proposed Calendar Entry: IGEN 201 (3) **Integrated Technical Communication** Written and oral communication in business correspondence, engineering design methods, report preparation and oral presentations of technical material. Restricted to students in second year of the Integrated Engineering Program. *This course is not eligible for Credit/D/Fail grading.* [1-0-2; 1-0-2] *Pre-requisite:* One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121. *Co-requisite* IGEN 230 *Equivalency:* APSC 201	**Present Calendar Entry:** None **Type of Action:** Create a new Course. **Rationale for Proposed Change:** The new course will run concurrently with IGEN 230 in order to reduce redundancy for students. Presently, students submit memos, reports, proposals, sets of instructions and oral presentations in both APSC 201 and IGEN 230. The proposed integrated course will enrich the curriculum by linking the technical communication course (APSC 201) to the students design projects (IGEN 230). ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Applied Science **Department: Materials Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: January 07, 2011** **Contact Person: Akram Alfantazi** **Phone: 604 822-8745** **Email:** akram.alfantazi@ubc.ca
Materials: Create a New Course	
Proposed Calendar Entry: MTRL 340 (3) **Manufacturing in Materials Engineering** - Manufacturing processes from a materials perspective; metal casting, heat treating processes, forming processes, machining and joining. Role of manufacturing in microstructure and material properties development and on component performance. *This course is NOT eligible for Cr/D/F grading.* [3-0-0] Pre-requisite: APSC 278.	**Present Calendar Entry:** None **Type of Action:** Create a new course. **Rationale:** There is a need and currently the curriculum offers no courses on materials specific manufacturing processes ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: MTRL 392 (2) **Engineering Technical Communication** Written and oral technical communication. Report preparation and oral presentation of technical information. *This course is not eligible for Credit/D/Fail grading.* [1-0-2] Prerequisite: APSC 201	**Present Calendar Entry:** None **Type of Action*:*** Create a new course. **Rationale for Proposed Change:** This course replaces MTRL 390 and 498. The combined written and oral communications course provides for written communication course work in the context of an existing course format (oral communication). Further, MTRL 498 comes too late in the program for the purposes of developing good written communications skills. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: MTRL 460 (3) **Monitoring and Optimization**	**Present Calendar Entry:** None

of Materials Processing - Measurement systems for materials processing and evaluation, methods of data collection and analysis in materials engineering, materials processing monitoring and control, design of experiments for materials processing and optimization. *This course is NOT eligible for Cr/D/F grading*.[2-0-2] Pre-requisites: STAT 251 and APSC 278.	**Type of Action:** Create a new course. **Rationale for Proposed Change:** There is redundancy between the group of MTRL464+465 and the group of MTRL466+467. We therefore decided to remove MTRL464 and MTRL465 (both one-term), and replace them with one one-term course MTRL460 focusing on key selected topics related to monitoring and optimization of materials processing. The goal is to have the topics covered in the new MTRL460 complementary to the area covered by the Engineering Design I, II. ☒ Not available for Cr/D/F grading. ☐ Pass/Fail or ☐ Honours Pass/Fail

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: **Applied Science** Department: **SALA** Faculty Approval Date: **24 March 2011** Effective Session **Winter** Term **1** Year **2011/12** for Change	Date: **31 March 2011** Contact Person: **Leslie Van Duzer** Phone: **604.822.8222** Email: **lvanduzer@sala.ubc.ca**
Proposed Calendar Entry: **ENDS 221 (3) SUSTAINABILITY BY DESIGN** Introduction to interactions between human and natural urban systems using local and international examples of successful sustainable community designs. [3,0, 1] Cannot be taken for Credit/D/Fail grading.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** In 2011-12, SALA will begin introducing a series of design related courses to the broader university community. In recent years the relationship between the design of cities and the stability of the planet has become increasingly clear. Up to eighty percent of all greenhouse gas (GHG) produced by North Americans is attributable to the way we build our buildings, the objects we put in them, and the way we get from one building to the next. The proposed course, *Sustainability by Design*, explains how the design of cities influences our per capita demands on the planet, and how changing cities can lighten this load. The proposed course will combine thematically unified lectures on design rules for sustainable cities with guest lectures from the leading lights of Canadian sustainable urbanism. Students will gain a clear framework for understanding how city function and form influences planetary sustainability. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Proposed Calendar Entry: **ENDS 231 (3) THINKING BY DESIGN** Introduction to design thinking through the analysis of architecture, landscape architecture, urban design, and hands-on design projects. [1.5,2.5,0] Cannot be taken for Credit/D/Fail grading.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** In 2011-12, SALA will begin introducing a series of design-related courses to the broader university community. In recent years, the value of design has become widely recognized in disciplines as distinct as engineering and business. The proposed course *Thinking by Design* introduces students from all disciplines to basic design thinking through the analysis of the built environment [architecture, landscape architecture and urban design] and hands-on design projects. The proposed course *Thinking by Design* aims to cultivate in students visual literacy, lateral and systems thinking and a strong sense of social responsibility. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

COURSE CHANGES

Faculty: Applied Science **Department: Chemical and Biological Engineering** **Faculty Approval Date: March 2, 2011** **Effective Date: September 2011**	**Submission Date: January 24, 2011** **Contact Person: Mark Martinez** **Phone: 604 822-2693** **Email:** Martinez@chbe.ubc.ca
CHBE: Undergraduate Course Change	
Proposed Calendar Entry: CHBE **366** (2) Process **and Environmental** Engineering Laboratory. Experiments to illustrate and use material presented in 300-level CHBE process option courses. Field trips may be required. *This course is not eligible for Credit/D/Fail grading.* [0-4-**2***] *Prerequisite:* All of CHBE 241, CHBE 251.	**URL**: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=CHBE **Present Calendar Entry**: CHBE **36~~3~~** (2) Process Engineering Laboratory. Experiments to illustrate and use material presented in 300-level CHBE process option courses. Field trips may be required. *This course is not eligible for Credit/D/Fail grading.* [0-4-~~0~~] *Prerequisite:* All of CHBE 241, CHBE 251. **Type of Action:** Change course number, title and vector. **Rationale:** Ongoing series of changes in the curriculum to strengthen the environmental sciences courses in the Chemical and Biological Engineering Program. The selection of laboratories from which students may choose will be increased to highlight environmental principles. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Applied Science **Department: Civil Engineering** **Faculty Approval Date: March 2, 2011** **Effective Date: September 2011**	**Submission Date: Jan 24, 2011** **Contact Person: Thomas Froese** **Phone: 604-822-2027** **Email:** Thomas.froese@ubc.ca
CIVIL: Undergraduate Course Change	

Proposed Calendar Entry:	**Present Calendar Entry:**
CIVL 445 (2) **Engineering Design and Analysis I** Integration and application of previously acquired knowledge and skills to find design solutions**. Focus on conceptual design.** *This course is not eligible for Credit/D/Fail grading.* **[2*-2-0]** *Prerequisite:* APSC 201 and fourth-year standing.	CIVL 445 (3) **Engineering Design and Analysis** Integration and application of previously acquired knowledge and skills to find design solutions. *This course is not eligible for Credit/D/Fail grading.* ~~[3*-3-0]~~ *Prerequisite:* APSC 201 and fourth-year standing. **Type of Action:** Change course title, credit value, description and vectors. **Rationale for Proposed Change:** This is the capstone design course for the Civil Engineering program (required for accreditation). In its present form (one term), the students do not have time to fully prepare for and complete the conceptual and detailed design projects. Therefore, we are reorganizing the course to have a suite of 2 one-term courses. Separate proposal for CIVL 446(2) has been submitted. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

PROGRAM CHANGES

Faculty: Applied Science **Department: Electrical and Computer Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: January 11, 2011** **Contact Person: Nick Jaeger** **Phone: 604 822-5673** **Email:** nickj@ece.ubc.ca
EECE: Undergraduate Program Change	
Proposed Calendar Entry: **Second Year** **(For Electrical Engineering)** APSC 201 3 **CPSC 259 2** EECE 251 3 EECE 253 4 EECE 259 4 EECE 261 2 EECE 280 4 EECE 281[1] 4 **MATH 253 3** **MATH 264 1** MATH 265 2 MATH 267 3 **Total Credits 35** [1]Students in the Biomedical Engineering Option will take EECE 230 and EECE 282 instead of EECE 281.	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,39 **Present Calendar Entry:** **Second Year** ~~(Common to both Computer Engineering and Electrical Engineering)~~ APSC 201 3 ~~CPSC 260 4~~ EECE 251 3 EECE 253 4 EECE 259 4 EECE 261 2 EECE 280 4 EECE 281[1] 4 ~~MATH 263 4~~ MATH 265 2 MATH 267 3 ~~Total Credits 37~~ [1]Students in the Biomedical Engineering Option will take EECE 230 and EECE 282 instead of EECE 281.

(For Computer Engineering) **APSC 201 3** **CPSC 260 4** **EECE 251 3** **EECE 253 4** **EECE 259 4** **EECE 261 2** **EECE 280 4** **EECE 281 4** **MATH 253 3** **MATH 264 1** **MATH 265 2** **MATH 267 3** **Total Credits 37**	**Type of Action:** Revise program required courses. **Rationale for Proposed Change:** Reduction in course load and tailored content for ELEC students from CPSC. Course CPSC259, has been created specifically to address the needs of ELEC students. CPEN students continue to take CPSC 260. MATH 264 allows for the integration of vector calculus into EECE 261. The multivariable calculus contents of MATH 263 will be better covered by MATH 253.

Faculty: Applied Science **Department: Geological Engineering Program**	**Date: January 21, 2011** **Contact Person: Roger Beckie** **Phone: 604 822-6462**

Faculty Approval Date: March 2, 2011 **Effective Session: September 2011**	**Email:** rbeckie@eos.ubc.ca
GEOE: Undergraduate Program Change	

URL: http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,41

Proposed Calendar Entry:

Third Year

CIVL 311	4
CIVL 316	**4**
EOSC 323	3
EOSC 329	3
EOSC 330	3
MATH 257	3
MINE 303	3
EOSC 328[1] or 428[1]	3
Technical electives	6
Earth Sciences technical electives[2]	3
Complementary Studies electives[3]	6
Total Credits	**41**

[1] End of third year.
[2] Third or fourth-year science course from the Department of Earth and Ocean Sciences.
[3] See *Complementary Studies Courses.*

Fourth Year

CIVL 402	2
CIVL 403 or MECH 431	3
CIVL 410	3
CIVL 411	**3**
EOSC 350	3
EOSC 433	3
EOSC 434	3
EOSC 445	**6**
STAT 251	3
One of CIVL 406, 408, 415, 417, 418, EOSC 431, MINE 488, 491	3
Two of CIVL 405, EOSC 331, 429, 430, MINE 403, 480	**6**
Technical electives	3
Total Credits	41

Present Calendar Entry:

Third Year

CIVL 311	4
EOSC 323	3
EOSC 329	3
EOSC 330	3
MATH 257	3
MINE 303	3
EOSC 328[1] or 428[1]	3
~~One of CIVL 315, **316**, MINE 304, 331, 391, 486~~	~~3~~
Technical electives	6
Earth Sciences technical electives[2]	3
Complementary Studies electives[3]	6
Total Credits	~~40~~

[1] End of third year.
[2] Third or fourth-year science course from the Department of Earth and Ocean Sciences.
[3] See *Complementary Studies Courses.*

Fourth Year

CIVL 402	2
CIVL 403 or MECH 431	3
CIVL 410	3
EOSC 350	3
EOSC 433	3
EOSC 434	3
~~EOSC 447~~	~~6~~
STAT 251	3
One of CIVL 406, 408, 415, 417, 418, EOSC 431, MINE 491	3
~~Three~~ of CIVL 405, ~~411~~, EOSC 331, 429, 430, MINE 403, 480	~~9~~
Technical electives	3
Total Credits	41

	Type of Action: 1) Move CIVL 316 to core and drop "choose one of" elective from third year. 2) Replace the 6 credit thesis EOSC 447 with 6 credit GEOE 445 Engineering Design Project. 3) Move CIVL 411 from "three of" constrained elective into core program, and reduce constrained elective list to "two of" to maintain credit count. **Rationale:** 1. Moving CIVL 316 to core ensures both that the program satisfies CEAB engineering design criteria and that seats are available for Geological Engineering students in this highly desired course. The subject material is increasingly relevant for natural hazards and mining related geotechnical and environmental work. 2. Because the thesis, EOSC 447 is no longer considered a satisfactory design experience by the CEAB, it is being replaced by a 6 credit Engineering Design Project EOSC 445. 3. CIVL 411 is moved to core to ensure that the minimum path for engineering design is satisfied by the program. The course is already taken by the majority of Geological Engineering students (90%) as an elective, and offers a rich set of geotechnical case studies from industry.

Faculty: Applied Science **Department: Integrated Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: January 24, 2011** **Contact Person: W G Dunford** **Phone: 604 822-6660** **Email:** wgd@ece.ubc.ca
IGEN: Undergraduate Program change	

Proposed Calendar Entry:

Integrated Engineering Program
Second Year

APSC 278	3
APSC 279	1
CHBE 241	3
CHBE 243	1
CHBE 244	2
CIVL 215	4
EECE 251	3
EECE 280	4
IGEN 201	**3**
IGEN 230	6
MATH 253	3
MATH 255	3
MECH 260	3
Total Credits	39

Third Year

APSC 498[1]	**3**
CHBE 344	2
EECE 365	3
IGEN 330	6
MECH 360	3
MECH 375	3
MTRL 280	3
STAT 251	3
One of CHBE 356, EECE 360	3
Technical electives[2]	6
Complementary Studies electives[3]	3
Total Credits	**38**

Fourth Year

APSC 450	2
CIVL 405	3
IGEN 430	6
MINE 482	3
MTRL 340	**3**
One of CHBE 459, CIVL 403, EECE 450,	

URL:
http://www.students.ubc.ca/calendar/index.cfm?tree=12,195,272,42

Present Calendar Entry:

Integrated Engineering Program
Second Year

~~APSC 201~~	~~3~~
APSC 278	3
APSC 279	1
CHBE 241	3
CHBE 243	1
CHBE 244	2
CIVL 215	4
EECE 251	3
EECE 280	4
IGEN 230	6
MATH 253	3
MATH 255	3
MECH 260	3
Total Credits	39

Third Year

CHBE 344	2
EECE 365	3
IGEN 330	6
MECH 360	3
MECH 375	3
MTRL 280	3
STAT 251	3
One of CHBE 356, EECE 360	3
Technical electives[~~1~~]	6
Complementary Studies electives[~~2~~]	3
Total Credits	~~35~~

Fourth Year

APSC 450	2
CIVL 405	3
IGEN 430	6
MINE 482	3
~~MTRL 380~~	~~3~~

MECH 431, MTRL 455 3 Technical electives[1] 12 Complementary Studies electives[2] 3 Total Credits 35 [1] **To be approved by Program Director.** [2] Of the 18 credits of technical electives, 9 credits must be in one engineering discipline and 6 in another discipline. Several elective streams are possible. Consult the IGEN Student Advisor for assistance. [3] See Complementary Studies Courses.	One of CHBE 459, CIVL 403, EECE 450, MECH 431, MTRL 455 3 Technical electives[1] 12 Complementary Studies electives[2] 3 Total Credits 35 [1] Of the 18 credits of technical electives, 9 credits must be in one engineering discipline and 6 in another discipline. Several elective streams are possible. Consult the IGEN Student Advisor for assistance. [2] See Complementary Studies Courses. **Type of Action:** Revise program description and course changes and footnotes. **Rationale:** This change is necessary to accommodate changes made by MTRL to delete MTRL 380, and replace it with a new course MTRL 340. APSC 201 is to be replaced by a new course IGEN 201. Addition of course(APSC 498) in third year program for accreditation.

Faculty: Applied Science **Department: Materials Engineering** **Faculty Approval Date: March 2, 2011** **Effective Session: September 2011**	**Date: October 21, 2010** **Contact Person: Akram Alfantazi** **Phone: 604 822-8745** **Email:** akram.alfantazi@ubc.ca
Materials: Undergraduate Program Change	

Proposed Calendar Entry:

Materials Engineering

Materials Engineering is concerned with the characterization, processing, and use in design of metallic and non-metallic materials. An optional Co-operative Education program is available which permits students to obtain twenty months of related experience in the last three years of the program.

Materials Engineering

Second Year

APSC 201	3
APSC 278	3
APSC 279	1
MATH 253	3
MATH 255	3
MECH 260	3
MTRL 250	4
MTRL 252	4
MTRL 263	4
MTRL 280	3
Complementary Studies electives[1]	6
Total Credits	37

Third Year

MTRL 340	**3**
MTRL 350	4
MTRL 358	3
MTRL 359	1
MTRL 361	4
MTRL 363	3

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,44

Present Calendar Entry:

Materials Engineering

Materials Engineering is concerned with the characterization, processing, and use in design of metallic and non-metallic materials. An optional Co-operative Education program is available which permits students to obtain twenty months of related experience in the last three years of the program.

Materials Engineering

Second Year

APSC 201	3
APSC 278	3
APSC 279	1
MATH 253	3
MATH 255	3
MECH 260	3
MTRL 250	4
MTRL 252	4
MTRL 263	4
MTRL 280	3
Complementary Studies electives[1]	6
Total Credits	37

Third Year

MTRL 350	4
~~MTRL 356~~	~~3~~
MTRL 358	3
MTRL 359	1
MTRL 361	4
MTRL 363	3

MTRL 365	3
MTRL 378	3
MTRL 381	1
MTRL 382	4
MTRL 392	**2**
MTRL 394	4
MTRL 398	1
STAT 251	3
Total Credits	39

Fourth Year

APSC 450	2
MTRL 455	3
MTRL 460	**3**
MTRL 466	3
MTRL 467	3
MTRL 489	1
Technical electives[2]	21
Total Credits	**36**

[1] See *Complementary Studies Courses*.

MTRL 365	3
MTRL 378	3
MTRL 381	1
MTRL 382	4
~~MTRL 389~~	~~1~~
~~MTRL 390~~	~~1~~
MTRL 394	4
MTRL 398	1
STAT 251	3
Total Credits	39

Fourth Year

APSC 450	2
MTRL 455	3
~~MTRL 465~~	~~3~~
MTRL 466	3
MTRL 467	3
MTRL 489	1
~~MTRL 498~~	~~1~~
Technical electives[2]	18
Total Credits	~~37~~

[1] See *Complementary Studies Courses*.

Type of Action: Revise program description and credits.
Rationale: Three courses were provided for developing oral communication skills (MTRL 389, 390 and 489). This is seen as more than necessary. The purpose for this course is adequately covered in MTRL 489, as well as MTRL 280, 466 and 467, and the proposed new course MTRL 392.

The 2 courses MTRL 464 Engineering Design I and MTRL 465 Engineering Design II are both one-term and run parallel to one-term

	MTRL 466 Engineering Project I and MTRL 467 Engineering Project II. The MTRL 466 and MTRL467 have the following description: "*Design projects to illustrate the full spectrum of design encountered in Metals and Materials Engineering including the design of components, structures and processes used to manufacture materials*". We have determined that there is redundancy between the group of MTRL 464+465 and the group of MTRL 466+467. We therefore decided to remove MTRL 464 and MTRL 465 (both one-term), and replace them with one one-term course MTRL 460 focusing on key selected topics related to monitoring and optimization of materials processing. The goal is to have the topics covered in the new MTRL 460 complementary to the area covered by the Engineering Design I, II. MTRL 340 - Curriculum doesn't currently contain a course on materials specific manufacturing processes. MTRL 356 re-numbered to MTRL 456 will be added to the 4th year curriculum in 2012.

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF COMMERCE & BUSINESS ADMINISTRATION**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Commerce & Business Administration and is pleased to submit them for your consideration.

New courses
COMM 202 (1)
COMM 301 (3-36)
COMM 303 (3-36)
COMM 390 (3)

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Department: Undergraduate Office** **Faculty Approval Date: Feb. 22/11** **Effective Session for Change: Winter Term 1 Year 2011**	**Date: November 24, 2010** **Contact Person: Pam Lim** **Phone: 2-9216** **Email: pam.lim@sauder.ubc.ca**
Proposed Calendar Entry: **COMM 202 (1) Career Fundamentals** Fundamentals of career management including effective resume and cover letter writing, performing well in interviews and learning about the recruiting cycles, networking and resources available at the Hari B. Varshney Business Career Centre.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM **Present Calendar Entry:** **Type of Action:** Create new course **Rationale for Proposed Change:** COMM 299 Business Communications is being replaced with this new course (COMM 202) and a new third year course to be proposed at a later time. COMM 299 will be deleted with a separate Cat. 2 change. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Sauder School of Business **Department: Undergraduate Office** **Faculty Approval Date: Feb. 22/11** **Effective Session for Change: Summer Term 1 Year 2011**	**Date: June 10, 2010** **Contact Person: Pam Lim/Paola Baca** **Phone: 2-9216/2-8447** **Email: pam.lim@sauder.ubc.ca; paola.baca@sauder.ubc.ca**
Proposed Calendar Entry: COMM 301 (3-36)D STUDY ABROAD, COMMERCE A study abroad program developed in cooperation between the Sauder School of Business and another institution offering a set of courses tailored to a particular field	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM **Present Calendar Entry:** None **Type of Action:** Create New Course

of study. Grading: Pass/Fail	**Rationale for Proposed Change:** New course number for students participating in a study abroad program specific to Commerce who are taking upper level Commerce courses. Currently, the same course code (COMM 300) is for both the Shanghai Summer Program and the European Summer Program. The addition of this course code reflects need to have separate course numbers for the European Summer Program. Some students are now taking part in both the Shanghai and European summer programs. This creates a problem with the automatic assignment of credits in the Degree Audit system. The addition of a new course number for the European Summer Program will ensure that the Degree Audit system will assign the correct credits for students who have taken part in either or both summer programs. **☒ Not available for Cr/D/F grading.** **☒ Pass/Fail or ☐ Honours Pass/Fail**

Category: (1)

Faculty: Sauder School of Business **Department: Undergraduate Office** **Faculty Approval Date: Feb. 22/11** **Effective Session for Change: Summer Term 1 Year 2011**	**Date: June 10, 2010** **Contact Person: Pam Lim/Paola Baca** **Phone: 2-9216/2-8447** **Email: pam.lim@sauder.ubc.ca; paola.baca@sauder.ubc.ca**
Proposed Calendar Entry: COMM 303 (3-36)D STUDY ABROAD, NON-COMMERCE A study abroad program developed in cooperation between the Sauder School of Business and another institution offering a set of courses tailored to a particular field of study.	**URL:** (http://www.calendar.ubc.ca/vancouver/courses.cfm?code=COMM **Present Calendar Entry:** None. **Type of Action:** Create New Course

Grading: Pass/Fail	**Rationale for Proposed Change:** New course number for students participating in a study abroad program specific to Commerce who are taking upper level non-Commerce courses. Currently, the same course code (COMM 302) is used for both the Shanghai Summer Program and the European Summer Program. The addition of this course code reflects the need to have separate course numbers for the European Summer Program. Some students are now taking part in both the Shanghai and European summer programs. This creates a problem with the automatic assignment of credits in the Degree Audit system. The addition of new course numbers for the European Summer Program will ensure that the Degree Audit system will assign the correct credits for students who have taken part in either or both summer programs. **☒ Not available for Cr/D/F grading.** **☒ Pass/Fail or ☐ Honours Pass/Fail**

Category: (1)

Faculty: Sauder School of Business **Department: Undergraduate Office** **Faculty Approval Date: Feb. 22/11** **Effective Session for Change: Winter Term 1Year 2011**	**Date: February 1, 2009** **Contact Person: Pam Lim** **Phone: 604-822-9216** **Email: pam.lim@sauder.ubc.ca**
Proposed Calendar Entry: **COMM 390 (3) Business Writing** An activity-focused course providing the opportunity to study and practice forms of writing needed in business. Cannot be taken for Credit/D/Fail	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=COMM **Present Calendar Entry:** None **Type of Action:** New Course **Rationale:**

	This is a required course to satisfy the Bachelor of Commerce English and Business Writing requirement. In order to satisfy the Faculty's English and Business Writing requirement students must obtain credit for English 112 (or equivalent) and COMM 390 with a minimum of 60% for each of the two required English courses. This course has been offered previously as a pilot course. The course outline is attached. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours Pass/Fail**

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

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

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Education and is pleased to submit them for your consideration.

New Courses
EDST 401 (2)
EDST 402 (1)
EDST 403 (1)
EDST 404 (1)
EDUC 430 (1)
EDUC 440 (3)
EDUC 450 (2-3) D
EDUC 451 (2-3) D
EDUC 452 (2-3) D
EPSE 307 (1)
EPSE 308 (2)
EPSE 310 (2)
EPSE 311 (1)
LLED 326 (3)
LLED 350 (2)
LLED 351 (3)
LLED 352 (2)
LLED 353 (2)
LLED 360 (2)
LLED 361 (3)
LLED 363 (1)
LLED 366 (3)
LLED 367 (3)
LLED 368 (3)
LLED 371 (3)
LLED 372 (3)
LLED 381 (3)

LLED 382 (3)
LLED 386 (3)
LLED 387 (3)
LLED 388 (3)
LLED 422 (3)
LLED 423 (3)

FACULTY OF EDUCATION, SCHOOL OF HUMAN KINETICS
Degree Name Change
From **Bachelor of Human Kinetics** to **Bachelor of Kinesiology**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Education **Department:** Educational Studies **Faculty Approval Date: March 1, 2011** **Effective Session __W__ Term _1__ Year_2011__ for Change**	**Date:** January 18, 2011 **Contact Person:** Deirdre Kelly **Phone:** 604-822-3952 **Email:** deirdre.kelly@ubc.ca
Proposed Calendar Entry: EDST 401 (2) Education, School and Society. Pass/Fail.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action: New Course** **Rationale:** Course supports the Faculty of Education's revised teacher education program. This course would be required. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: EDST 402 (1) Education and Media. Pass/Fail.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale:** Course supports the Faculty of Education's revised teacher education program. This course would be required. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry:	**URL:** (N/A) **Present Calendar Entry:** N/A

EDST 403 (1) Education, Knowledge and Curriculum. Pass/Fail.	**Type of Action:** New course **Rationale:** Course supports the Faculty of Education's revised teacher education program. This course would be required. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: EDST 404 (1) Ethics and Teaching. Pass/Fail.	**URL:** (N/A) **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale:** Course supports the Faculty of Education's revised teacher education program. This course would be required. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty of Education **Department: Teacher Education Office** **Faculty Approval Date:** **March 1, 2011** **Effective Session: Winter, Term 1** **Year_2011/12__ for Change**	**Date: September 30, 2010** **Contact Person: Sydney Craig** **Phone: 822-4568** **Email: Sydney.craig@ubc.ca**
Proposed Calendar Entry: **EDUC 430 (1): Enhanced Practicum** **Pass/Fail. This course if not eligible for Credit/D/Fail grading.**	**URL:** n/a **Present Calendar Entry:** n/a **Type of Action:**

	New course (Practicum) to be offered after the completion of School Based Practicum II for teacher candidates in the Bachelor of Education program. **Rationale:** Course supports the Faculty of Education's revised teacher education program. This course would be required. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EDUC 440 (3) Aboriginal Education in Canada.** **Pass/Fail. This course is not eligible for Credit/D/Fail grading.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** This is a new course for the revised teacher education program. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EDUC 450 (2-3) d Inquiry Seminar I** **Pass/Fail. This course is not eligible for Credit/D/Fail grading**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New Course **Rationale:** This is a new course for the revised teacher education program. This is a required course. ☒ **Not available for Cr/D/F grading.**

	☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EDUC 451 (2-3)d: Inquiry Seminar II Pass/Fail. This course is not eligible for Credit/D/Fail grading.** **Pre-requisite: Inquiry Seminar I.**	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** This is a new course for the revised teacher education program. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EDUC 452 (2-3)d: Inquiry Seminar III Pass/Fail. This course is not eligible for Credit/D/Fail grading.** **Pre-requisite: Inquiry Seminar II.**	**URL:** **Present Calendar Entry:** **Type of Action:** New Course **Rationale:** This is a new course for the revised teacher education program. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: Education **Department:** Educational and Counselling Psychology and Special Education **Faculty Approval Date:** **March 11, 2011** **Effective Session Winter Term 1 Year 2011-2012 for Change**	**Date:** October 5, 2010 **Contact Person:** Jennifer Vadeboncoeur **Phone:** 604.822.9099 **Email:** j.vadeboncoeur@ubc.ca
	URL: N/A

Proposed Calendar Entry: **EPSE 307 (1) Applying Developmental Theories in the Classroom. Pass/Fail.**	**Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EPSE 308 (2) Understanding Diverse Learners. Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EPSE 310 (2) Assessment and Learning**	**URL:** N/A **Present Calendar Entry:** N/A

in the Classroom. Pass/Fail.	**Type of Action: New course** **Rationale for Proposed Change:** This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **EPSE 311 (1) Cultivating Supportive School and Classroom Environments. Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This new course was designed for the revised Teacher Education Program in the Faculty of Education. It is a required course and is offered pass/fail. A course outline that includes topics, content, possible readings, and assignments is attached. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**

Faculty: **Education** Department: **Language & Literacy Education** Faculty Approval Date: **March 01, 2011** Effective Session **Winter** Term **1** Year **2011** for Change	Date: **February 2, 2011** Contact Person: **Ryuko Kubota** Phone: **822-3950** Email: **ryuko.kubota@ubc.ca**
Proposed Calendar Entry: **LLED 326 (3) Introduction to Teaching and Learning Mandarin: Elementary/ Secondary** **Prerequisite: Grade 11 Mandarin or equivalent** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is an elective course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 350 (2) Classroom Discourses: Elementary** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course ☒ **Not available for Cr/D/F grading.**

	☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 351 (3) Literacy Practices and Assessment: Elementary Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 352 (2) Introduction to Teaching and Learning French: Elementary Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**

Proposed Calendar Entry: **LLED 353 (2) Teaching and Learning English as an Additional Language: Elementary** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 360 (2) Classroom Discourses: Secondary** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry:	**URL:** N/A

LLED 361 (3) Literacy Practices and Assessment: Secondary **Pass/Fail.**	**Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 363 (1) Teaching and Learning English as an Additional Language: Secondary** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 366 (3) Teaching Reading and Literature** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A

	Type of Action: New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 367 (3) Teaching Writing Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 368 (3) Multiliteracies in English Language Arts Classrooms Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:**

	This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 371 (3) Foundations of Teaching French: Secondary** **Prerequisite: A completed concentration in French or permission of Department Head** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 372 (3) Teaching French Language and Literacy: Secondary** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B.

	Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 381 (3) Foundations of Teaching Modern Languages: Secondary Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 382 (3) Teaching Language and Literacy – Modern Languages: Secondary Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course.

	☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or ☐ Honours Pass/Fail**
Proposed Calendar Entry: **LLED 386 (3) Secondary Theatre: Introduction to Curriculum & Pedagogy Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or ☐ Honours Pass/Fail**
Proposed Calendar Entry: **LLED 387 (3) Secondary Theatre: Applications to Curriculum Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.**

	☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 388 (3) Secondary Theatre: Principles and Design** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. This is a required course. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 422 (3) Language Assessment in the French as a Second/Additional Language Classroom** **Prerequisite: A completed concentration or major in French or permission of Department Head** **Pass/Fail.**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: **LLED 423 (3) Teaching French**	**URL:** N/A **Present Calendar Entry:**

Adolescent Literature: Secondary **Prerequisite: A completed concentration or major in French or permission of Department Head** **Pass/Fail.**	N/A **Type of Action:** New course **Rationale for Proposed Change:** This course is being introduced to teach current instructional content in this specific field and to fit the updated curriculum of B. Ed teacher education. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: School of Human Kinetics** **Faculty Approval Date: 03/24/11** **Effective Session Winter Term 1 Year 2011 for Change**	**Date: April 6, 2011** **Contact Person: David Sanderson** **Phone: 2-4361** **Email: david.sanderson@ubc.ca**
Proposed Calendar Entry: **Bachelor of Kinesiology**	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,205,0,0 **Present Calendar Entry:** ~~**Bachelor of Human Kinetics**~~ **Type of Action:** Degree name change **Rationale for Proposed Change:** The faculty in the School of Human Kinetics voted 71% in favour of a change of the school's name from "School of Human Kinetics" to "School of Kinesiology." This action has been supported by the undergraduate student population who voted 92% in favour of the change and the graduate student population who voted unanimously to support the name change. The main impetus for the proposed change comes from outside of the School and UBC. Over the last 15 years a growing number of universities in Canada and the US use Kinesiology to identify their programs and the academic discipline. A variety of names still persist but a majority of the 38 members of CCUPEKA (Canadian Council of University Physical Education and Kinesiology Administrators) now use Kinesiology (55%), either singularly or in combination with another name While there is not yet a national strategy in

	Canada to standardize on one name, in the U.S., the National Research Council last year asked American universities to select a common identifier for the academic field to make it more efficient for grant review committees to recognize and adjudicate grant proposals. The name suggested by the NRC and being supported by American universities is Kinesiology. Additional considerations include: • Kinesiology is a preferred name for the "academic discipline" which encompasses the other sub-disciplines and programs in the School, including physical education. • Kinesiology is also a growing professional field of work, and is recognized in government and in the workforce. • The terms "human kinetics" have never achieved wide recognition nor are they widely understood. There are a number of consequent changes, some substantial and some editorial, that follow from the change in name of the School. As a consequence of the name change, we are submitting this proposal to change the name of both our undergraduate and one of our graduate degrees designations. Specifically, to the Senate Undergraduate Curricular Committee we propose changing the undergraduate degree from its current label, Bachelor of Human Kinetics, to the new label Bachelor of Kinesiology. Simultaneously, we will also submit this proposal to the Faculty of Graduate Studies curricular committee to change the label for the Master of Human Kinetics degree to Master of Kinesiology. The proposed changes are changes in name only. There will be no substantial changes to the admission requirements or the program requirements.

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF GRADUATE STUDIES**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposal from the Faculty of Graduate Studies and is pleased to submit it for your consideration.

Applied Science
New courses:
EECE 543 (3)
CIVL 580 (3)
CIVL 587 (3)

Arts
New courses:
JRNL 515 (3-9) C
JRNL 530 (3-9) C
JRNL 534 (3)
JRNL 540 (3-9) C
JRNL 555 (3-6) C
NEST 506 (3)
POLI 565 (3/6)D
PSYC 508 (3)

Changed course
JRNL 533 (3)

College for Interdisciplinary Studies
New course
FISH 520 (6)

Commerce & Business Administration
New course
BAHC 510 (1.5)

Dentistry
Changed courses
DENT 774 (2/4) D

DENT 775 (2/4) D
DENT 776 (2/4) D

Education
Changed program
Master of Arts in Educational Studies

Calendar pointers to M.A. in Educational Studies
Master of Arts in Educational Studies, concentration in Adult Education
Master of Arts in Educational Studies, concentration in Educational Administration
Master of Arts in Educational Studies, concentration in Higher Education
Master of Arts in Educational Studies, concentration in Society, Culture and Politics in Education

Degree name changes:

From Master of Science in Human Kinetics	to Master of Science in Kinesiology
From Master of Arts in Human Kinetics	to Master of Arts in Kinesiology
From Doctor of Philosophy in Human Kinetics	to Doctor of Philosophy in Kinesiology
From Master of Human Kinetics (M.H.K.)	to Master of Kinesiology (M.Kin.)

New courses
EDST 571 (6)
EDST 572 (3)
LLED 601 (3)
LLED 602 (3)

Forestry
New courses
FRST 502 (3)
FRST 527 (3)
FRST 551 (3)
FRST 552 (3)

Land & Food Systems
New courses
FRE 525 (3)
FRE 528 (3)

Changed courses
FOOD 549 (18)
HUNU 549 (18)
PLNT 549 (12/18) C

Changed programs
Master of Science in Food Science
Master of Science in Human Nutrition
Master of Science in Plant Science

Medicine
New courses
AUDI 555 (1)
AUDI 522 (3) *(changed course)*
SPPH 554 (3)

Pharmaceutical Sciences
PHAR 516 (2)
PHAR 517 (2)
PHAR 518 (2)

Science
New courses
CPSC 547 (3)
MATH 543 (3)

Changed courses
EOSC 534 (3)
EOSC 536 (3)
EOSC 578 (5)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form

Category: 1

Faculty: Applied Science **Department:** Electrical & Computer Engineering **Faculty Approval Date: March 1, 2011** **Effective Session:** 2011-2012 Winter (Term 1) **Year for Change:** 2011	**Date:** February 9, 2011 **Contact Person:** Robert Schober **Phone:** 604-822-3515 **Email:** rschober@ece.ubc.ca
Proposed Calendar Entry: **EECE 543 (3) Software Project Management** Taxonomy of software development projects. Estimation of cost and value. Risk management. Release planning. Productivity and quality metrics. Management of software assets, contracts, project portfolio, distributed projects. Personnel, legal, ethical issues. Applicable standards, tools. *This course is not eligible for Credit/D/Fail grading.*	**Present Calendar Entry:** None **Type of Action: Create** New course **Rationale:** Many of our graduate students in Computer engineering and Computer science will rapidly become technical leads and projects managers. Software has many specific aspects—social, legal, technical--not supported by traditional engineering management. There is no graduate course currently in CS nor ECE covering this important aspect of software engineering. It has been offered as a pilot course using EECE 571 Topics in Software Engineering. The course will be added as an elective of the graduate sub-specialization in Engineering management; www.engineering.ubc.ca/current_students/graduate/EMS/index.php The course fulfills parts of the curriculum for a master of software engineering: A. Pyster, Ed. Curriculum Guidelines for Graduate Degree Programs in Software Engineering. Hoboken, NJ: Stevens Institute, 2009.The course matches part of the ACM /IEEE curriculum: ACM/IEEE, "Computing Curriculum - Software Engineering (v.3.1)," ACM/IEEE February 6th, 2004 See annex. The course has been developed and delivered in the Master of Software Engineering Program of Vrije Universiteit Amsterdam, Netherlands. **X Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** Document ID#: Mar11 U/G: G5

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science **Department: Civil Engineering** **Faculty Approval Date: 1 March 2011** **Effective Session Winter Term 1 Year 2011/12 for Change**	**Date: 9 February 2011** **Contact Person: Mahdi Taiebat** **Phone: 604-822-3279** **Email: mtaiebat@civil.ubc.ca**
Proposed Calendar Entry: CIVL 580 (3) Geotechnical Earthquake Engineering Local site effects, soil-structure-interaction, liquefaction, seismic slope stability, seismic design of retaining structures; advanced methods in geotechnical earthquake engineering. *This course is not eligible for Credit/D/Fail grading.*	**URL:** None. **Present Calendar Entry:** None. **Type of Action:** Create new course. **Rationale for Proposed Change:** The course is currently offered as CIVL 598C (3) Geotechnical Earthquake Engineering. Geotechnical Earthquake Engineering is the area of expertise of the instructor who is a new faculty member in the department. In this course the instructor offers a range of materials on both fundamental and practical aspects of Geotechnical Earthquake Engineering to the curriculum of the Geotechnical and Structural Engineering groups in the Civil Engineering Department and the Geological Engineering group in the Earth and Ocean Sciences Department. The course is a complement to the existing CIVL 581 Soil Dynamics and the course content has been well communicated with the instructor of CIVL 581 so that these two courses effectively cover different aspects of Geotechnical Earthquake Engineering and Soil Dynamics. **X Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** Document ID# Mar11 U/G: G2

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Applied Science **Department: Civil Engineering** **Faculty Approval Date: March 1, 2011** **Effective Session 2011 Winter Term 1**	**Date: Feb 2, 2011** **Contact Person: Jinhua Zhao** **Phone: 604-822-2196** **Email: Jinhua.Zhao@ubc.ca**
Proposed Calendar Entry: CIVL 587 (3) Urban Transportation Economics and Policy Fundamental principles of economics applied to transportation system analysis and policy evaluation. Topics include: demand analysis, discrete choice modeling, congestion pricing, revenue forecast, transportation cost, project finance and evaluation, and regulation and organization of transportation services. *This course is not eligible for Credit/D/Fail grading.*	**URL:** CIVL **Present Calendar Entry:** None **Type of Action:** Create new course **Rationale for Proposed Change:** New course in the suite of transportation engineering options. Economic analysis is one of the key methods for analyzing urban transportation systems. This was not offered before because of the resource constraint. The proposed course will fill this important gap in the current curriculum for graduate students specialized in transportation engineering and planning. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** Document ID #: Mar11 U/G: G3

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: August 10 2010 Contact Person: Alfred Hermida, Assistant Professor Phone: 604-827-3540 Email: alfred.hermida@ubc.ca
Proposed Calendar Entry: JRNL 515 (3-9) C Integrated Journalism Grammar and syntax of media across platforms; skills and knowledge based model of learning with an emphasis on digital literacy.	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale:** In the field of Journalism, learning practice and theory across media platforms contains a number of core areas of study. Our faculty members have been teaching more specialized seminars and courses in recent years, but with the shift to a digital media landscape, this course is required to provide graduate students with the tools to participate in an integrated media environment. These tools have become far more sophisticated over the twelve years since the School first instituted its course in newsroom practice. Significant skills in multiplatform journalism are now the minimum required in competitive graduate programs. The rationale for the need for variable credits in this course is that digital skills and knowledge requirements are changing annually as is student ability in those areas. This course is normally offered as a 9-credit course however, if a student has strong background or expertise in a certain area, the student may be exempted from one or two of the platform modules and the course requirements and credit would be adjusted accordingly to 6 or 3 credits.

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Peter Klein, Associate Professor Phone: 604-822-5823 Email: peter.klein@ubc.ca
Proposed Calendar Entry: JRNL 530 (3) Advanced Video Reporting	**URL:** N/A **Present Calendar Entry**: N/A **Type of Action:** Create New Course **Rationale:** This course builds on Integrated Journalism (JRNL 515) by taking up a particular area of journalism, advanced video reporting, and offering an exploration in depth. The course will provide reporting, editing and production in online video journalism and in television news production. It will also allow for the exploration of the central concepts of journalism in this genre, as well as provide students with a wide range of technical skills.

Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Daniel Burnett, Adjunct Professor Phone: 604-691-7506 Email: dburnett@owenbird.com
Proposed Calendar Entry: JRNL 534 (3) Media Law	**URL:** **NA** **Present Calendar Entry:** NA

THE UNIVERSITY OF BRITISH COLUMBIA

	Type of Action: **Create New Course** **Rationale:** "Media Law" has been taught as a separate 3-credit course, JRNL 533A Media Law, under the umbrella title JRNL 533 "Ethics and the Law" (3-9) D. "Media Ethics" is also listed under this umbrella title. However, each course is mandatory and we would like them offered as separate courses in their own right.

Faculty: Arts Department: School of Journalism Faculty Approval Date: Effective Session 2011 Winter Term 1	Date: Aug 26, 2010 Contact Person: Candis Callison, Assistant Professor Phone: 604-822-9792 Email: candisc@interchange.ubc.ca
Proposed Calendar Entry: JRNL 540 (3) Special Topics in Science and Environment Journalism	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale:** Science and Environmental Journalism are areas of broad interest across the University. Reporting and translating knowledge on scientific and environmental topics are also important journalism practice in their own right. A pilot version of this course has indicated growing interest in this area. In this course, students will be introduced to a range of interdisciplinary texts and reporting skills. They will also address notions of risk, expertise, ethics, and the production of scientific knowledge as they relate to science and environment issues. The course is aimed at graduate students in

THE UNIVERSITY OF BRITISH COLUMBIA

	the School of Journalism and students from Anthropology, Sociology, IRES, the new STS program, and the Faculty of Science.

Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: September 11, 2010 Contact Person: Peter Klein, Associate Professor Phone: 604-822-5823 Email: peter.klein@ ubc.ca
Proposed Calendar Entry: JRNL 555 (3-6) C International Reporting	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create New Course **Rationale:** This new course provides graduate students with a comprehensive review of international reporting practice. The School's research focus in international journalism has increased with changes in faculty and funding, and we are now in a position to offer this course regularly over the next decade. Many of our graduate students are also pursuing research interests in this area. This course has been successfully piloted. The rationale behind the variable credits is that students normally will register for 3 credits. Some students may receive an additional 3 credits (and registered for 6 credits) based on their participation and completion of the International Reporting project for a media outlet, which can extend beyond the school term. The same evaluation will apply for both the 3-credit and 6-credit registrants.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Classical, Near Eastern and Religious Studies** **Faculty Approval Date: 10 Feb 2011** **Effective Session Winter Term 1 2011 for Change**	**Date:** **Contact Person: Lisa Cooper** **Phone: 822-4047** **Email: licooper@interchange.ubc.ca**
Proposed Calendar Entry: **NEST 506 (3) The Archaeology of the City in the Ancient Near East.**	**Present Calendar entry** NONE **Type of Action**: Create new course **Rationale:** The course's emphasis on the critical examination on archaeological evidence for urbanism, as well as an in-depth evaluation of past and present methods of collecting and interpreting material evidence bearing on the ancient Near Eastern city will be tremendously worthwhile to students seeking advanced academic training in the discipline of archaeology. This course comprises part of the growing number of course options for the Master's program in Classical and Near Eastern Archaeology at UBC. The course is cross-listed with NEST 402, but students of NEST 506 will be required to produce a longer research paper with a greater number of secondary sources and the inclusion of an original thesis. In addition, more weight will be placed on NEST 506 students' critical evaluation skills, these being demonstrated in written work and in class discussions. **ID Number for supporting Documents: Faculty Approval Date**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: ARTS **Department: Political Science** **Faculty Approval Date:** **Effective Session Winter Term 1** **Year 2010 for Change**	**Date: March 2, 2010** **Contact Person: Josephine Calazan** **Phone: 2-2717** **Email: calazan@politics.ubc.ca**
Proposed Calendar Entry: POLI 565 (3/6)D INTERNATIONAL SECURITY	**URL:** **Present Calendar Entry:** **Type of Action:** Create new course. **Rationale:** In the field of International Relations, International Security is one of the core areas of study. Our faculty have been teaching more specialized seminars in recent years as persisting "Topics" or "Research Seminars" in International Relations courses such as Poli 564A* and Poli 562C**, but with our new faculty hire in International Security we are now in a position to regularly offer this core seminar that will provide a broad survey of security studies in international relations as a core component of our graduate training in International Relations. *Poli 564A: RESEARCH SEMINAR in INTERNATIONAL RELATIONS **Poli 562C: TOPICS in INTERNATIONAL RELATIONS 3/6D means that the seminar can be offered as a 3 or 6 credit course at the discretion of the Department.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Arts **Department: Psychology** **Faculty Approval Date:Feb 9, 2011** **Effective Session: Winter; Term: 1;** **Year for Change: 2011**	**Date: September 8, 2010** **Contact Person: Jim Enns** **Phone: 822-6634** **Email: jenns@psych.ubc.ca**
Proposed Calendar Entry: **PSYC 508 (3)** TEACHING OF PSYCHOLOGY	**Present Calendar Entry:** none **Type of Action:** Create New course **Rationale:** PSYC 508 will offer graduate students in psychology a unique opportunity to develop their professional teaching skills. Students will have the opportunity to investigate and practice a variety of teaching and learning activities. Throughout the course, students will be expected to apply psychological principles and research to inform their understanding of teaching and learning. Students must demonstrate a minimum ability to facilitate learning through discussion, lecture or other formats. A key feature of this course is the development of a professional portfolio that documents their professional skills and goals, as well as assesses their teaching abilities. This portfolio can provide the basis for future job and award applications, and encourage reflective practice in students' professional lives. This course contributes to the professional development of psychology graduate students, enhancing their already thorough research training by focusing on how to teach non-experts about psychology. It addresses the Student Learning components of *Place and Promise*, by enhancing the teaching quality of UBC's current Teaching Assistants and the future professoriate. Moreover, it fulfills the fourth element of the Faculty of Graduate

	studies' mission to provide "outstanding opportunities for professional development that enhance career options."

THE UNIVERSITY OF BRITISH COLUMBIA

Faculty: Arts Department: Journalism Faculty Approval Date: February 10, 2011 Effective Session 2011 Winter Term 1	Date: August 26, 2010 Contact Person: Candis Callison, Assistant Professor Phone: 604-822-9792 Email: candisc@interchange.ubc.ca
Proposed Calendar Entry: JRNL 533 (3) **Media** Ethics **& Leadership**	**URL:** JRNL **Present Calendar Entry:** JRNL 533 (3~~-9~~)~~-d~~ **Ethics** ~~**and the Law**~~ **Type of Action:** **Revise title, content and credits** **Rationale:** "Media Ethics" has been taught as a separate 3 credit course under the umbrella title JRNL 533 (3-6) "Ethics and the Law" since the inception of the school. "Media Law" also is listed under this umbrella title. However, each course is mandatory and we would like them offered as separate courses in their own right. The term "Leadership" will be added to the course title of Media Ethics to reflect the fact that a large component of the course deals with ethical standards for leaders in the industry as well as models of leadership appropriate for journalists with graduate degrees.

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: CFIS **Department**: Fisheries Centre **Faculty Approval Date**: 3 March 2011 **Effective Winter Session** First **Term, 2011W**	**Date**: 14 January 2011 **Contact Person**: Murdoch K. McAllister **Phone**: 604-822-3693 **E-Mail**: m.mcallister@fisheries.ubc.ca
Proposed Calendar Entry: **FISH 520 (6) Fisheries Conservation, Governance, and Evaluation**	**URL: None** **Present Calendar Entry: None** **Type of Action: Create new course** **Rationale:** This is to be a core course for new MSc and PhD Fisheries students. This course is designed to provide incoming graduate students with a shared interdisciplinary understanding of the various components that contribute to fisheries conservation, governance and evaluation.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Sauder School of Business **Department: MBA Office** **Faculty Approval Date: Feb. 22/11** **Effective Session 2011W Term 1** **Year 2011 for Change**	**Date: February 22, 2011** **Contact Brian Bemmels** **Phone: 604-822-0156** **Email: brian.bemmels@sauder.ubc.ca**
Proposed Calendar Entry: **BAHC 510 (1.5) Managing Health Care System Operations** *This course is not eligible for Credit/D/Fail grading.* Prerequisite: BA 500.	**URL:** **http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BAHC** **Present Calendar Entry:** None **Type of Action:** Create new course **Rationale:** This is a new MBA course focusing on health care operations management. We have increasing numbers of MBA students interested in working in the health care sector. The course will also be of interest to students interested more generally in service delivery management. This course has been offered previously as a pilot course. The course outline is attached. ☒ Not available for Cr/D/F grading. ☐ Pass/Fail or ☐ Honours Pass/Fail

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: DENTISTRY **Department:** N/A **Faculty Approval Date:** Nov. 4, 2010 **Effective Session** 2011 Summer **Term** 1	**Date:** February 9, 2011 **Contact Person:** Dr. E. Putnins **Phone:** 2-1734 **Email:** putnins@interchange.ubc.ca
Proposed Calendar Entry: DENT 774 (2/**4**) **D** Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I Continues in second year. *This course is not eligible for Credit/D/Fail grading.*	**URL:** DENT **Present Calendar Entry:** DENT 774 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics I Continues in second year. *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** Change credit value (2) to (/4) D **Rationale for Proposed Change:** This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.
Proposed Calendar Entry: DENT 775 (2/**4**) D Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics II Continues in third year. *This course is not eligible for Credit/D/Fail grading.*	**URL:** DENT **Present Calendar Entry:** DENT 775 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics II Continues in third year. *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** Change credit value (2) to (/4) D

THE UNIVERSITY OF BRITISH COLUMBIA

	Rationale for Proposed Change: This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.
Proposed Calendar Entry: DENT 776 (2/**4**) D Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics III *This course is not eligible for Credit/D/Fail grading.*	**URL:** DENT **Present Calendar Entry:** DENT 776 (2) Interdisciplinary Care in Orthodontics and Dentofacial Orthopedics III *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** Change credit value (2) to (/4) D **Rationale for Proposed Change:** This course is taken in its entirety by all graduate orthodontic students and involves care within and across dental disciplines. In its entirety orthodontics students receive 4 credits. Approximately half of this course involves care across multiple dental specialties and those sessions will also be taken by other dental specialty students. Students attending the reduced curriculum will receive 2 credits upon completion.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session __W__ Term _1__ Year_2012__ for Change**	**Date:** July 1, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: **…….** **Master of Arts** **Admission Requirements** Applicants to the M.A. program are expected to meet the admission requirements of the *Faculty of Graduate Studies*. **Program Overview** **The Department of Educational Studies (EDST) offers an M.A. program in Educational Studies that can be taken full-time over a two year period or over a longer period for part-time students. The EDST M.A. is a flexible program designed to meet the needs of a wide range of people interested in conducting and learning about educational research. The emphasis on educational research provides students opportunities and training to conduct their own small-scale research projects. M.A. students can focus their studies in a number of M.A. program area concentrations, or develop**	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1153** **Present Calendar Entry:** **……..** **Master of Arts** **Admission Requirements** Applicants to the M.A. program are expected to meet the admission requirements of the *Faculty of Graduate Studies*. **Program Requirements** ~~The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program including required and elective courses, a 6-credit thesis and a minimum of 18 credits of coursework at the 500-level or above. Detailed information on course requirements for the M.A. is available from the Program.~~ ~~For B.C. teachers: Teacher Qualification Service requires a capstone experience (thesis).~~

an independent concentration with the support and approval of a faculty supervisor ("Open Option"). Current M.A. program area concentrations include Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration. **The EDST M.A. is excellent preparation for continuing doctoral work in education (Ph.D. and Ed.D.) in addition to providing a rich and satisfying educational experience in its own right.** Program Requirements **The EDST M.A. is a 30-credit program that culminates in the completion of a research thesis. The degree provides beginning researchers excellent preparation for their own research projects and a rich learning environment about educational research given the breadth of educational theories, methodologies, and problems.** **Students typically enroll in two to three courses per term, and complete the two required M.A. courses (9 credits) within the first year. Students enrolled in the M.A. program must complete:** • **9 credits of required M.A. courses (EDST 571: 6 credits; EDST 572: 3 credits)** • **3 credits of research methods coursework** • **12 credits of coursework in an M.A. concentration** • **a 6-credit M.A. thesis** **EDST 571** ***Educational Research: Relating Questions, Theory and***	**……** **Type of Action:** Change in program requirements **Rationale for Proposed Change:** This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).

Methodology **is a required two-term course spanning Winter 1 and Winter 2 terms (3-credits each term, 6-credits total). EDST 572** ***Research, Writing, and Representation*** **(3-credits) is a second required course taken in the summer term over five (5) Fridays. To accommodate both full- and part-time students, required M.A. courses are offered in evening time slots or on weekends.** **In addition to the 30-credit requirement, students are expected to complete two (2) research presentations during the course of their studies. The research presentations are predicated on the belief that educational research is a public enterprise and that educational researchers work and share their work with others. The first research presentation occurs during the end of the first year of the program, and is an opportunity for students to present their emerging research designs (M.A. proposal/drafts). The second research presentation occurs at the completion of the research, and is an opportunity for students to present their research findings (or conclusions) and the research implications.** **…….**	

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session _W_ Term _1_ Year_2012__ for Change**	**Date:** July 1, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: *Adult Education* *Degrees Offered: M.A., M.Ed.* Program Overview The mission of the Adult Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all. **The Adult Education graduate program offers a Masters of Education (M.Ed.) degree in Adult Education. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in Adult Education. Both M.Ed. and M.A. programs are also available as part-time studies**. Students wishing to pursue doctoral studies in the field of **Adult Education** should apply to the Doctor of Philosophy program in *Educational Studies* or the Doctor of	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,972** **Present Calendar Entry:** ***Adult Education*** *Degrees Offered: M.A., M.Ed.* **Program Overview** The mission of the Adult Education graduate program at UBC is to contribute to the creation, elaboration, exchange and application of knowledge concerning the education and learning of adults wherever they occur. This includes the development of scholars and reflective practitioners who will shape society and its institutions in ways that promote lifelong education and learning for all. ~~All on-campus master's students take a "core" of 12 credits of adult education courses. These are supplemented with electives that allow students to go deeper into the study of adult education or to explore topics and issues addressed elsewhere in the department and the university that have implications for adult education.~~ Students wishing to pursue doctoral studies in the field of ~~adult education~~ should apply to the Doctor of Philosophy program in

Education program in *Educational Leadership and Policy*. **Program** Requirements Master of Arts The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program with required and elective courses and a 6-credit thesis. Detailed information about course requirements for the M.A. is available online. **Students are no longer being admitted into the MA program in Adult Education. MA students who are interested in Adult Education should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.** Master of Education The M.Ed. program is considered a professional degree for people who wish to work as practitioners in any adult education setting, most often as instructors, program planners, consultants or administrators. It is a 30-credit program with required and elective courses. Students can complete their program with either 30 credits of coursework or 27 credits of coursework and a 3-credit graduating paper. **All on-campus master's students take a "core" of 12 credits of adult education courses. These are supplemented with electives that allow students to go deeper into the study of adult education or to explore topics and issues addressed elsewhere in the department and the university that have implications for adult education.**	*Educational Studies* or the Doctor of Education program in *Educational Leadership and Policy*. ~~Degree~~ **Requirements** **Master of Arts** The M.A. is a research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. It is a 30-credit program with required and elective courses and a 6-credit thesis. Detailed information about course requirements for the M.A. is available online. **Master of Education** The M.Ed. program is considered a professional degree for people who wish to work as practitioners in any adult education setting, most often as instructors, program planners, consultants or administrators. It is a 30-credit program with required and elective courses. Students can complete their program with either 30 credits of coursework or 27 credits of coursework and a 3-credit graduating paper. Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper. Detailed information about course requirements for the M.Ed. is available on-line. **Type of Action:** Delete MA program option for admission

Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper. Detailed information about course requirements for the M.Ed. is available on-line.	starting Winter, term one, 2012 **Rationale for proposed change:** This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached). Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be "grand-mothered" within existing Program-based M.A. degrees until they graduate.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session _W_ Term _1_ Year_2012__ for Change**	**Date:** July 1, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: *Educational Administration* *Degrees Offered: M.A., M.Ed.* Program Overview **The Educational Administration graduate program offers a Masters of Education (M.Ed.) degree in Educational Administration. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in Educational Administration. Both M.Ed. and M.A. programs are also available as part-time studies.** Master of Arts Admission Requirements In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1150** **Present Calendar Entry:** ***Educational Administration*** *Degrees Offered: M.A., M.Ed.* **Program Overview** ~~The Master of Education program in Educational Administration attracts those who are interested in leadership positions in K-12 education. The program aims to engage students in learning that will help them to understand, critique, and thereby improve their practice to better serve children, communities, and the wider society. Graduates will be prepared to assume administrative roles as well as to provide leadership as teachers.~~ **Master of Arts** **Admission Requirements** In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at

independent schools.

Students are no longer being admitted into the MA program in Educational Administration. MA students who are interested in Educational Administration should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.

Program Requirements

The M.A. in Educational Administration is for students who want a more academic focus and the opportunity to complete an in-depth research-based thesis. Students must complete 30 credits of coursework that includes 24 credits of coursework plus a 6-credit thesis. A minimum of 18 credits of coursework must be at the 500-level or above. M.A. students must complete 6 credits of research methods courses. For details on required and elective courses see the Program.

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

Master of Education

The M.Ed. program is considered a professional degree for people working in educational administration.

M. Ed. students proceed at their own pace but start with a group whose members tend to share classes. Students can also take courses from other recognized universities. Completion may be as short as two and one-half years but most students take three years to finish. Another way to take the program is in a cohort format on Saturdays for 24 months. There are cohorts in the Fraser Valley, on the North Shore, and in

least three years, preferably more, of K-12 teaching experience in public or independent schools.

Program Requirements

The M.A. in Educational Administration is for students who want a more academic focus and the opportunity to complete an in-depth research-based thesis. Students must complete 30 credits of coursework that includes 24 credits of coursework plus a 6-credit thesis. A minimum of 18 credits of coursework must be at the 500-level or above. M.A. students must complete 6 credits of research methods courses. For details on required and elective courses see the Program.

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

Master of Education

The M.Ed. program is considered a professional degree for people working in educational administration.

M. Ed. students proceed at their own pace but start with a group whose members tend to share classes. Students can also take courses from other recognized universities. Completion may be as short as two and one-half years but most students take three years to finish. Another way to take the program is in a cohort format on Saturdays for 24 months. There are cohorts in the Fraser Valley, on the North Shore, and in Boundary Bay with others being planned.

Admission Requirements

In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among

Boundary Bay with others being planned. Admission Requirements In addition to meeting the general admission requirements for master's degree programs set by the Faculty of Graduate Studies, students with academic strength and ample evidence of leadership among adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or independent schools. Program Requirements ***M.Ed. in Educational Administration*** Students must complete 30 credits of coursework. M.Ed. programs include three core courses (9 credits), one research course (3 credits), and a capstone requirement (3 credits). For details on required and elective courses see the Program. For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project) **for Level 6 certification.**	adults demonstrated in a school setting are preferred. Applicants are required to have at least three years, preferably more, of K-12 teaching experience in public or independent schools. **Program Requirements** Students must complete 30 credits of coursework. M.Ed. programs include three core courses (9 credits), one research course (3 credits), and a capstone requirement (3 credits). For details on required and elective courses see the Program. For B.C. teachers: Teacher Qualification Service requires a capstone experience (graduating project). **Type of Action:** Delete MA program option for admission starting Winter, term one, 2012 **Rationale for Proposed Change:** This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached).

	Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session _W_ Term _1_ Year_2012__ for Change**	**Date:** July 1, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: *Higher Education* *Degrees Offered: M.A., M.Ed.* Program Overview The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies. **The Higher Education graduate program offers a Master of Education (M.Ed.) degree in Higher Education. The Master of Arts (M.A.) degree in Educational Studies also offers a concentration in Higher Education. Both M.Ed. and M.A. programs are also available as part-time studies.** Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.) in *Educational Studies* or a Doctor of Education (Ed.D.) in *Educational Leadership and Policy*.	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1176** **Present Calendar Entry:** ***Higher Education*** *Degrees Offered: M.A., M.Ed.* **Program Overview** The Higher Education graduate program at UBC focuses on the study of institutions of higher education and their members, activities, and policies. The program draws on such disciplines and fields as history, philosophy, sociology, economics, political science, psychology, law, and administrative studies. ~~The Higher Education graduate program offers two master's level degrees: Master of Arts (M.A.) and Master of Education (M.Ed.). Part-time study is possible in the M.Ed. and M.A. programs.~~ Students wishing to pursue doctoral research in the field of Higher Education can do so as part of a Doctor of Philosophy (Ph.D.) in *Educational Studies* or a Doctor of Education (Ed.D.) in *Educational Leadership and Policy*.

Program Requirements Master of Arts The M.A. is a 30-credit program that involves advanced academic study and the preparation of an original thesis. Students enrolled in the M.A. program must complete: • 9 credits of required coursework • 6 credits of research methods coursework • 9 credits of electives • a 6-credit master's thesis **Students are no longer being admitted into the MA program in Higher Education. MA students who are interested in Higher Education should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.** Master of Education The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice. Students enrolled in the M.Ed. program must complete: • 9 credits of required coursework • 3 credits of research methods coursework • 15 credits of electives • a 3-credit graduating project/paper or 18 credits of electives Students may choose to focus on one of	~~Degree~~ **Requirements** **Master of Arts** The M.A. is a 30-credit program that involves advanced academic study and the preparation of an original thesis. Students enrolled in the M.A. program must complete: • 9 credits of required coursework • 6 credits of research methods coursework • 9 credits of electives • a 6-credit master's thesis **Master of Education** The M.Ed. is a 30-credit program designed for professionals in education whose primary focus is understanding and improving educational practice. Students enrolled in the M.Ed. program must complete: • 9 credits of required coursework • 3 credits of research methods coursework • 15 credits of electives • a 3-credit graduating project/paper or 18 credits of electives Students may choose to focus on one of two themes: 1) Student Affairs and Institutional Policy, or 2) International and Comparative

two themes: 1) Student Affairs and Institutional Policy, or 2) International and Comparative Higher Education Policy. In doing so, students are required to complete 6 of the elective credits in courses allocated to their chosen theme. Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper.	Higher Education Policy. In doing so, students are required to complete 6 of the elective credits in courses allocated to their chosen theme. Students who want to be upgraded through the Teacher Qualification Services (TQS) must complete the 3-credit graduating paper. **Type of Action:** Delete MA program option for admission starting Winter, term one, 2012 **Rationale for proposed change:** This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached). Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session _W_ Term _1_ Year_2012__ for Change**	**Date:** July 1, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: *Society, Culture and Politics in Education* *Degrees Offered: M.A., M.Ed.* Program Overview The goal of the Society, Culture and Politics in Education (SCPE) graduate program 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 graduate program offers a Masters of Education (M.Ed.) degree in Adult Education. The Master's of Arts (M.A.) degree in Educational Studies also offers a concentration in SCPE. Students wishing to pursue an M.A. in this concentration will consult with an advisor to meet the requirements described in the EDST M.A. Both M.Ed. and M.A. programs are also available as part-time studies.**	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1231** **Present Calendar Entry:** ***Society, Culture and Politics in Education*** *Degrees Offered: M.A., M.Ed.* **Program Overview** The goal of the Society, Culture and Politics in Education (SCPE) graduate program 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. Students interested in the SCPE program have diverse academic, professional, and community backgrounds, varied research interests and represent a wide range of social justice education contexts. SCPE faculty and students are educators who bring their knowledge to current affairs, policymaking, community, classrooms, workplaces, and families. SCPE aims to develop scholars, researchers and practitioners.

Students interested in the SCPE program have diverse academic, professional, and community backgrounds, varied research interests and represent a wide range of social justice education contexts. SCPE faculty and students are educators who bring their knowledge to current affairs, policymaking, community, classrooms, workplaces, and families. SCPE aims to develop scholars, researchers and practitioners. Master of Arts Admission Requirements Applicants to the M.A. program are expected to meet the Admission Requirements of the Faculty of Graduate Studies. Program Requirements The M.A. is a 30 credit research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral level study. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A master's thesis is required to complete the program. **Students are no longer being admitted into the MA program in SCPE. MA students who are interested in SCPE**	**Master of Arts** **Admission Requirements** Applicants to the M.A. program are expected to meet the *Admission Requirements* of the Faculty of Graduate Studies. **Program Requirements** The M.A. is a 30-credit research-oriented program for students who wish to develop skills as researchers or who may go on to doctoral-level study. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A master's thesis is required to complete the program. **For B.C. teachers:** Teacher Qualification Service requires a capstone experience (thesis). **Master of Education** **Admission Requirements** Applicants to the M.Ed. program are expected to meet the *Admission Requirements* of the Faculty of Graduate Studies. **Program Requirements**

should apply to the MA in Educational Studies as of September 2011. The current MA program is being merged into the MA in Educational Studies.

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

Master of Education

Admission Requirements

Applicants to the M.Ed. program are expected to meet the *Admission Requirements* of the Faculty of Graduate Studies.

Program Requirements

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

The M.Ed. is a designed for professionals in education whose primary focus is understanding and improving educational practice. A somewhat greater emphasis on coursework and a practice-based capstone experience or project distinguish**es** the M.Ed. **degree** from the M.A **concentration**. All **SCPE** students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A graduating project or capstone course is required to complete the program.

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

The M.Ed. is a designed for professionals in education whose primary focus is understanding and improving educational practice. A somewhat greater emphasis on coursework and a practice-based capstone experience or project distinguish the M.Ed. from the M.A. All students are required to take one course in the social context of educational policy (EDST 577), and two of three core disciplinary courses (EDST 509, 570, 597). These core courses provide students with the disciplinary preparation necessary to pursue advanced study available in a variety of social justice electives. Students are also required to take two courses in research methods: an introductory research course and another of their choice. A graduating project or capstone course is required to complete the program.

Type of Action:

Delete MA program option for admission starting Winter, term one, 2012

Rationale for Proposed Change:
This departmental M.A. program brings together four previously distinct Program Area-Based M.A. degrees – in Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE); and Educational Administration, respectively – into a single EDST department M.A. degree program. This is consistent with the Education Faculty objective to move toward departmental wide and faculty wide programs. It also allows the department to offer a coherent cohort model that organizes courses across two years for full-time and three years for part-time students. Two new courses are

	proposed to accomplish this (EDST 571 and EDST 572); the remaining courses are drawn from existing EDST department-wide and Program Area courses (supporting documentation attached). Students currently enrolled in the M.A. in Program Areas (Adult Education; Higher Education; Society, Culture and Politics in Education; and Educational Administration) will not be transferred to the Educational Studies M.A. degree. They will be instead be “grand-mothered” within existing Program-based M.A. degrees until they graduate.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department: School of Human Kinetics** **Faculty Approval Date: 03/24/2011** **Effective Session W Term 1 Year 2011 for Change**	**Date: April 29, 2011** **Contact Person: David Sanderson** **Phone: 2-4361** **Email: david.sanderson@ubc.ca**
Proposed Calendar Entry: **2011 Summer > UBC Vancouver > MSC > KIN** **Specializations For Program MSC, Subject KIN:** **Code** 000632 **Name** In Kinesiology **Notes** Specialization valid for program MSC **Restrictions** Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.	**URL:** https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=MSC&spec=HKIN **Present Calendar Entry:** **2011 Summer > UBC Vancouver > MSC > HKIN** **Specializations For Program MSC, Subject HKIN:** Code: 000632 Name: In Human Kinetics Notes: Specialization valid for program MSC Restrictions: Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department. **Type of Action:** Specialization change **Rationale for Proposed Change:** The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.

THE UNIVERSITY OF BRITISH COLUMBIA

Proposed Calendar Entry:
2011 Summer > UBC Vancouver > MA > KIN

Specializations For Program MA, Subject KIN:

Code
000630

Name
In **Kinesiology**

Notes
Specialization valid for program MA

Restrictions
Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

URL:
https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=MA&spec=HKIN

Present Calendar Entry:

2011 Summer > UBC Vancouver > MA > HKIN

Specializations For Program MA, Subject HKIN:

Code	Name	Notes	Restrictions
000630	In Human Kinetics	Specialization valid for program MA	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

Type of Action:
Specialization change

Rationale for Proposed Change:
The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.

THE UNIVERSITY OF BRITISH COLUMBIA

Proposed Calendar Entry:
2011 Summer > UBC Vancouver > PHD > KIN

Specializations For Program PHD, Subject KIN:

Code
000644

Name
In Kinesiology

Notes
Specialization valid for program PHD

Restrictions
Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

URL:
https://courses.students.ubc.ca/cs/main?pname=specsubject&tname=specsubject&dept=PHD&spec=HKIN

Present Calendar Entry:

2011 Summer > UBC Vancouver > PHD > HKIN

Specializations For Program PHD, Subject HKIN:

Code	Name	Notes	Restrictions
000644	In Human Kinetics	Specialization valid for program PHD	Students are not able to declare this specialization on the web. Applications or inquiries should be directed to the Department.

Type of Action:
Specialization change

Rationale for Proposed Change:
The School has changed its name to the School of Kinesiology. Thus, reference to Human Kinetics will be changed to Kinesiology to reflect this name change.

THE UNIVERSITY OF BRITISH COLUMBIA

Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1180 **Present Calendar Entry:** There are multiple entries on this page. Only the specific lines with changes are indexed here.
Kinesiology Degrees Offered: Ph.D., M.A., M.Sc., **M.Kin**.	~~**Human Kinetics**~~ Degrees Offered: Ph.D., M.A., M.Sc., ~~M.H.K.~~
Program Overview The School of **Kinesiology** offers graduate students original investigations (M.A., M.Sc., Ph.D.) and advanced study (**M.Kin.**) in biological, behavioural, and socio-cultural research in **Kinesiology**. Students entering the M.A. program are normally expected to have a background in social sciences, while students applying to the M.Sc. program are expected to have a background in the natural or health sciences. Potential **M.Kin.** students are required to have a B.H.K. or its equivalent. The School has excellent research facilities and graduate students work alongside some of the top researchers in the field of **Kinesiology**. This program follows a mentorship model and admission requires a faculty member to agree to act as a research supervisor. Applications meeting the minimum eligibility requirements are forwarded to potential supervisors identified by the applicant, and the recommendation for admission is made by individual faculty members.	**Program Overview** The School of ~~Human Kinetics~~ offers graduate students original investigations (M.A., M.Sc., Ph.D.) and advanced study (~~M.H.K.~~) in biological, behavioural, and socio-cultural research in ~~Human~~ ~~Kinetics~~. Students entering the M.A. program are normally expected to have a background in social sciences, while students applying to the M.Sc. program are expected to have a background in the natural or health sciences. Potential ~~M.H.K.~~ students are required to have a B.H.K. or its equivalent. The School has excellent research facilities and graduate students work alongside some of the top researchers in the field of ~~Human~~ ~~Kinetics~~. This program follows a mentorship model and admission requires a faculty member to agree to act as a research supervisor. Applications meeting the minimum eligibility requirements are forwarded to potential supervisors identified by the applicant, and the recommendation for admission is made by individual faculty members.
Doctor of Philosophy **Admission Requirements** The Ph.D. program is governed by the general requirements of the Faculty of Graduate Studies. Admission to the program normally requires a thesis-based master's degree in Human Kinetics, Physical Education, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework.	**Doctor of Philosophy** **Admission Requirements** The Ph.D. program is governed by the general requirements of the Faculty of Graduate Studies. Admission to the program normally requires a thesis-based master's degree in Human Kinetics, Physical Education, Kinesiology, or other related field of study, along with appropriate undergraduate and graduate coursework.

THE UNIVERSITY OF BRITISH COLUMBIA

Applicants with an undergraduate or graduate degree in a non-**kinesiology** program may be considered for admission, particularly if they have a strong background in **Kinesiology**. **Program Requirements** Coursework is selected in consultation with the 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 dissertation meeting the Faculty of Graduate Studies requirements	Applicants with an undergraduate or graduate degree in a non-~~Human Kinetics~~ program may be considered for admission, particularly if they have a strong background in ~~Human Kinetics~~. **Program Requirements** Coursework is selected in consultation with the 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 dissertation meeting the Faculty of Graduate Studies requirements.
Master of Arts **Admission Requirements** Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or higher) in all third- and fourth-year level courses. **Program Requirements** The M.A. program in **Kinesiology** consists of a minimum of 30 credits (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.	**Master of Arts** **Admission Requirements** Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or higher) in all third- and fourth-year level courses. **Program Requirements** The M.A. program in ~~Human Kinetics~~ consists of a minimum of 30 credits (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.
Master of Science **Admission Requirements** Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses. **Program Requirements** The M.Sc. program in **Kinesiology** consists of a minimum of 30 credits, (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.	**Master of Science** **Admission Requirements** Admission requires a First Class standing (80% or above) in at least 12 credits of coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses. **Program Requirements** The M.Sc. program in ~~Human Kinetics~~ consists of a minimum of 30 credits, (including a 12-credit thesis). A maximum of 6 of the required 18 course credits may be taken at the 300- and 400-level.
Master of Kinesiology **Admission Requirements** Admission to the program requires a First Class standing (80% or above) in at least 12 credits of	**Master of ~~Human Kinetics~~** **Admission Requirements** Admission to the program requires a First Class standing (80% or above) in at least 12 credits of

THE UNIVERSITY OF BRITISH COLUMBIA

coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses. The Master of **Kinesiology (M.Kin.)** non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of Kinesiology or its equivalent. **Program Requirements** The Master of **Kinesiology (M.Kin.)** non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of **Kinesiology** or its equivalent.	coursework relevant to the chosen program of study, and at least an upper Second Class standing (76% or above) in all third- and fourth-year level courses. The Master of ~~Human Kinetics (M.H.K.)~~ non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of ~~Human Kinetics~~ or its equivalent. **Program Requirements** ~~The Master of Human Kinetics (M.H.K.)~~ non-thesis program consists of a minimum of 30 course credits (including a 3-credit major paper). A maximum of 6 of the required 27 course credits may be taken at the 300- and 400-level. Applicants are normally expected to have a Bachelor of ~~Human Kinetics~~ or its equivalent. **Type of Action:** Changing degree naming to reflect the name change of the School. **Rationale for Proposed Change:** These changes are the consequence of the School changing its name to the school of Kinesiology. The non-thesis MHK degree program will be renamed M.Kin. and the specializations will be changed to reflect these overall changes.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Education **Department:** Educational Studies **Faculty Approval Date:** November 10, 2010 **Effective Session** _W___ **Term** 1___ **Year**_2012__ **for Change**	**Date:** June 17, 2010 **Contact Person:** Pierre Walter **Phone:** 604-822-9231 **Email:** pierre.walter@ubc.ca
Proposed Calendar Entry: **EDST 571 (6): Educational Research: Relating Questions, Theory and Methodology**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale:** Course will be required and offered in the first (W1) and second (W2) terms for all new students entering the EDST M.A. degree program. The course orients students to their M.A. studies, allows the development of an M.A. cohort, and provides M.A. students with foundational knowledge for educational research. There is currently no such course offered by the department. The new course brings together all in-coming M.A. students from four previously distinct Program Area-based M.A. degrees (Adult Education, Higher Education, SCPE and Educational Administration) into a single EDST department M.A. degree program. Course Description is attached. M.A. Program Description is attached.
Proposed Calendar Entry: **EDST 572 (3): Research, Writing, and Representation**	**URL:** N/A **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale:** Course will be required in the

	third (S1) term for all new students in the EDST M.A. degree program. It is offered to Master's students who have completed EDST 571: Educational Research: Relating Questions, Theory and Methodology. EDST 572 prepares students to write their thesis proposals, particularly the literature review; to begin to think about writing formats for their theses; and to examine societal and ethical issues that influence and present challenges during the research writing process. There is currently no such course offered by the department. The new course brings together all M.A. students from four previously distinct Program Area-based M.A. degrees (Adult Education; Higher Education; Society, Culture and Politics in Education (SCPE) and Educational Administration) into a single EDST department M.A. degree program. Course Description is attached. M.A. Program Description is attached.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Education **Department:** Language & Literacy Education **Faculty Approval Date: May 5, 2010** **Graduate Council Approval Date: 3 Feb, 2011** **Effective Session** Winter **Term** 1 **Year** 2010-11 **for Change**	**Date:** June 15, 2010 **Contact Person:** George Belliveau **Phone:** 822-8654 **Email:** george.belliveau@ubc.ca
Proposed Calendar Entry: LLED 601 **(3) Theories for Language and Literacy Research** **Prerequisite: Admission to the PhD program in LLED**	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LLED **Present Calendar Entry:** LLED 601 ~~(3-12) d~~ ~~Doctoral Seminar~~ **Type of Action:** Delete title and credits. Create new course. **Rationale:** We wish to offer a progression of Doctoral courses in LLED and would like the number sequence of the courses to show this progression. As well, our model of LLED 601A, 601B is not consistent with other departments within the Faculty of Education. Along with LLED 602, LLED 601 will prepare our students for undertaking research in Language and Literature education.

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Education **Department:** Language & Literacy Education **Faculty Approval Date**: May 5, 2010 **Effective Session** Winter **Term** 1 **Year** 2010-11 **for Change**	**Date:** June 15, 2010 **Contact Person:** George Belliveau **Phone:** 822-8654 **Email:** george.belliveau@ubc.ca
Proposed Calendar Entry: **LLED 602 (3) Critical Analysis of Issues and Methodology in Language and Literacy Education** **Prerequisite: Admission to the PhD program in LLED.**	**URL:** http://www.students.ubc.ca/calendar/courses.cfm?code=LLED **Type of Action:** Create new course. **Rationale:** We wish to offer a progression of Doctoral courses in LLED and would like the number sequence of the courses to show this progression. Along with LLED 601, LLED 602 will prepare our students for undertaking research in Language and Literature education.

UBC Curriculum Proposal Form
Change to Courses

Category 1

Faculty: Forestry **Department:** Dean's Office **Faculty Approval Date:** May 12, 2010 **Effective Session for Change:** 2011W1	**Date:** January 27, 2011 **Contact Person:** Cindy Prescott **Phone:** (604) 827-4454 **Email:** cindy.prescott@ubc.ca
Proposed Calendar Entry: **FRST 502 (3) Tropical Rainforests: Evolution, Biology, Ecology** **Evolution and current structure, functions and diversity of moist evergreen and semi-evergreen forests of the humid tropics.**	**URL: FRST** **Present Calendar Entry:** None **Type of Action:** Create new course. **Rationale:** No course currently exists at UBC that addresses this important topic. This is a new proposal for a new course being offered to cover a significant gap in the teaching offered in the Faculty of Forestry and at UBC. **Documentation:** Forestry-2010-1

Proposed Calendar Entry: **FRST 527 (3) People and Forests: An International Perspective** **Biodiversity loss, deforestation, desertification, salinization, air pollution and climate change facing world forests.** ***Credit will only be granted for one of FRST439 and FRST 527.***	**URL:** **Present Calendar Entry:** None **Type of Action:** Create new course. **Rationale:** No course currently exists at UBC that addresses this important topic. This is part of the cohort of several graduate courses that Forestry intends to introduce over the next several years to address important aspects of sustainability. These courses may well form the basis for a series of course-based Masters programs. **Documentation:** Forestry-2010-2
Proposed Calendar Entry: **FRST 551 (3) Landscape Planning for Sustainability** **Analysis, perception, planning of landscapes, and integration of social acceptability with sustainability. Same as LARC 542. Credit will not be granted for both FRST 490 and FRST 551.**	**URL:** **Present Calendar Entry:** None **Type of Action:** Create new course. **Rationale:** This course has been offered in Forestry for a number of years as a directed topics course (FRST521C). Sufficient interest exists to give this course its own unique identity. There is no current graduate course offered on this subject at UBC **Documentation:** Forestry-2010-3

Proposed Calendar Entry: **FRST 552 (3) Tropical Forests: Management and Conservation.** **The use, management and conservation of tropical and sub-tropical forests.**	**URL:** **Present Calendar Entry:** None **Type of Action:** Create new course. **Rationale:** No course currently exists at UBC that addresses this important topic. This is part of the cohort of several graduate courses that Forestry intends to introduce over the next several years to address important aspects of sustainability. These courses may well form the basis for a series of course-based Masters programs. **Documentation:** Forestry-2010-4

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Land & Food Systems New Courses and Course Changes

Category: (1)

Faculty: Land and Food Systems **Department: Food and Resource Economics** **Faculty Approval Date: Jan. 20, 2011** **Effective Session Winter Term 2 Year 2010/11 for Change**	**Date: Feb. 1, 2011** **Contact Person: George Kennedy** **Phone: 2-1203** **Email:george.kennedy@ubc.ca**
Proposed Calendar Entry: **FRE 525 (3) Environmental Economics and Policy**	**Type of Action:** Create new course **Rationale:** This course ensures that students in the new Master of Food and Resource Economics degree program achieve learning objectives in the areas of environmental economics and policy. This is necessary for professional economists working in the food and resource sectors, in Canada and abroad. **ID Number for Supporting Document** M.F.R.E. - 01

Proposed Calendar Entry: **FRE 528 (3) Applied Econometrics**	**Type of Action:** Create new course **Rationale:** This course provides students in the new Master of Food and Resource Economics degree program an applied course in data analysis and econometrics to ensure they have a solid foundation in the practice of empirical research. **ID Number for Supporting Document** M.F.R.E. - 01

Faculty: Land & Food Systems/Graduate Studies **Department:** **Faculty Approval Date: January 20, 2011** **Effective Session: 2010 winter session**	**Date: June 10, 2010** **Contact Person: Eunice Li-Chan, Food Science graduate program advisor** **Phone: 604-822-6182** **Email:** Eunice.Li-Chan@ubc.ca
Proposed Calendar Entry: FOOD 549 **(18)** Master's Thesis *This course is not eligible for Credit/D/Fail grading*	**URL:** **Present Calendar Entry:** **FOOD 549 (~~12~~) Master's Thesis** *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** Change credits for MSc thesis from 12 credits to 18 credits. **Rationale:** The M.Sc. degree in Food science requires a combination of coursework and research for a total of 30 credits (minimum). The research activities associated with conducting and completing a M.Sc. thesis in Food Science represents much more than half of the total effort and learning experience of the students during their program. Most students spend at least

	12-18 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals. We propose to acknowledge the intensive research experience involved by assigning 18 credits to the Master's thesis (FOOD 549), and reducing the required coursework in the M.Sc. program to 12 credits. The M.Sc. thesis is particularly appropriate for students interested in research and/or considering a PhD program. For students planning a professional career that does not require intensive research experience, the Master of Food Science (MFS) program is available. The MFS program is a non-thesis graduate program, which includes 24 credits of course work followed by a 6- credit course involving a practicum project. **☒ Not available for Cr/D/F grading.** **☐ Pass/Fail or ☒ Honours Pass/Fail**

Faculty: Land & Food Systems **Department: Human Nutrition Graduate Program** **Faculty Approval Date: January 20, 2011** **Effective Session _W___ Term _1__ Year_2011/12__ for Change**	**Date: May 29, 2010** **Contact Person: Susan Barr** **Phone: 604-822-6766** **Email: susan.barr@ubc.ca**
Proposed Calendar Entry: HUNU 549 **(18)** Master's Thesis *This course is not eligible for Credit/D/Fail grading*	**URL:** **Present Calendar Entry:** **HUNU 549 (~~6/12~~) C Master's Thesis** *This course is not eligible for Credit/D/Fail grading.* **Type of Action:**

	Change credits for MSc thesis from ~~6/12~~ credits to 18 credits. **Rationale:** The M.Sc. degree in Human Nutrition requires a combination of coursework and research for a total of 30 credits (minimum). The research activities associated with conducting and completing a M.Sc. thesis in Human Nutrition represents much more than half of the total effort and learning experience of the students during their program. Most students spend at least 12-18 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals. We propose to acknowledge the intensive research experience involved by assigning 18 credits to the Master's thesis (HUNU 549), and reducing the required coursework in the M.Sc. program to 12 credits. The M.Sc. thesis is particularly appropriate for students interested in research and/or considering a PhD program. ☒ **Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☒ **Honours Pass/Fail**

Faculty: Land & Food Systems/Graduate Studies **Department:** **Faculty Approval Date: January 20, 2011** **Effective Session: Effective Session _W___ Term _1__ Year_2011/12__ for Change**	**Date: February 15 2010** **Contact Person: Mahesh Upadhyaya, Associate Dean, Graduate Programs** **Phone: 604-822-6139** **Email: upadh@interchange.ubc.ca**
Proposed Calendar Entry: PLNT 549 **(12/18)** **C** Master's Thesis	**URL: PLNT 549** **Present Calendar Entry:** **PLNT 549 (~~12~~) Master's Thesis** **Type of Action:** Change credits for MSc thesis to include an

	18 credit option as well as the 12 credit option. **Rationale:** The PLNT M.Sc. degree requires a combination of coursework and research for a total of 30 credits. Within the Plant Science Graduate Program the research associated with most MSc theses represents more than half of the total effort and learning experience of the students. Many students spend more than 12 months engaged in full-time research, present their thesis research at one or more scientific conferences, and publish one or more peer reviewed papers in top quality journals. It is often difficult for these students to complete this level of research and 18 credits of coursework within two years. We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (PLNT 549), and reducing their required coursework to 12 credits. This stream will be particularly appropriate for students considering a PhD program and/or a research career. Students planning a professional career will continue to be able to choose a less intensive research experience, completing a 12 credit thesis and 18 credits of coursework. These changes will bring the Plant Science Graduate program in line with other graduate programs in similar disciplines (e.g Animal Science, Zoology and Forestry).

Land & Food Systems Program Changes

Faculty: Land & Food Systems/Graduate Studies **Department:** **Faculty Approval Date: January 20,**	**Date: June 10, 2010** **Contact Person: Eunice Li-Chan, Food Science graduate program advisor**

2011 **Effective Session: 2010 winter session**	**Phone: 604-822-6182** **Email: Eunice.Li-Chan@ubc.ca**
Proposed Calendar Entry: Master of Science …… Program Requirements The M.Sc. degree requires successful completion of **a thesis (FOOD 549, 18 credits) and** a minimum of **12** credits of coursework. The coursework must include FOOD 500 (Graduate Seminar), **at least** 6 credits of graduate-level Food Science courses, and other courses that may include a maximum of **3** credits of senior-undergraduate level courses. Additional coursework may be recommended upon consultation with the student's supervisory committee.	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1163 **Present Calendar Entry:** **Master of Science ……** **Program Requirements** The M.Sc. degree requires successful completion of ~~12 credits of thesis research~~, ~~plus~~ a minimum of ~~18~~ credits of coursework. The coursework includes FOOD 500 (Graduate Seminar), a minimum of 6 credits of graduate-level Food Science courses, and other courses that may include a maximum of ~~6~~ credits of senior-undergraduate level courses. Additional coursework may be recommended upon consultation with the student's supervisory committee **Type of Action:** Change course credit allocation within the FOOD M.Sc. program, increasing the number of credits assigned to thesis from 12 credits to 18 credits, and reducing the minimum required coursework from 18 credits to 12 credits (including a maximum 3 credits of senior undergraduate courses). The total credits assigned to the M.Sc. in Food Science remains at 30 credits. **Rationale:** Within the Food Science Graduate Program the research associated with M.Sc. theses represents more than half of the total effort and learning experience of the students. We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (FOOD 549), and reducing their required coursework to 12 credits. This change to the M.Sc. program course credit allocation will be particularly appropriate for students interested in research and/or considering a PhD program.

	Students planning a professional career in industry or government are not affected, as they may choose the less research-intensive graduate program, the Master of Food Science professional program, which requires 24 credits of coursework and 6 credits of a practicum project.

Faculty: Land & Food Systems **Department: Human Nutrition Graduate Program** **Faculty Approval Date: January 20, 2011** **Effective Session _W___ Term _1__ Year_2011/12__ for Change**	**Date: May 29, 2010** **Contact Person: Susan Barr** **Phone: 604-822-6766** **Email: susan.barr@ubc.ca**
Proposed Calendar Entry: Master of Science Program Requirements The M.Sc. program requires completion of a minimum of 30 credits, including an **18**-credit research thesis and at least **12** credits of graduate coursework. HUNU 500, 531, and **at least one other 500-level HUNU graduate course are** required of all students in the M.Sc. program. A student's supervisory committee may require more than the minimum credits.	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1181 **Present Calendar Entry:** **Master of Science** **Program Requirements** The M.Sc. program requires completion of a minimum of 30 credits, including a ~~12~~-credit research thesis and at least ~~18~~ credits of coursework. HUNU 500, 531, and ~~two~~ of HUNU ~~503, 505, 507 and 509 are~~ required of all students in the M.Sc. program. A student's supervisory committee may require more than the minimum credits. **Type of Action:** • Change in Program requirements **Rationale:** • Credits for the M.Sc. thesis are being changed from 12 credits to 18 credits to better reflect the substantive nature of the research conducted by students. • The requirement for coursework is

	being changed from 18 credits to 12 credits so that the program still consists of 30 credits. Because of the reduced course load, all courses must be at the graduate level. • In addition to the graduate research methods course (HUNU 500) and the graduate seminar (HUNU 531), only one other HUNU grad course will be required, to allow students to take a course outside the department.

Faculty: Land & Food Systems/Graduate Studies **Department: Plant Science** **Faculty Approval Date: January 20, 2011** **Effective Session: Effective Session _W___ Term _1__ Year_2011/12__ for Change**	**Date: February 15 2010** **Contact Person: Mahesh Upadhyaya, Associate Dean, Graduate Programs** **Phone: 604-822-6139** **Email: upadh@interchange.ubc.ca**
Proposed Calendar Entry: Master of Science …… Program Requirements Completion of the M.Sc. program requires a thesis **(12 or 18 credits)** plus coursework**, for a total of 30 credits. With a 12 credit thesis, students can include a maximum of 6 credits senior undergraduate courses. With an 18 credit thesis, students can include a maximum of 3 credits senior undergraduate courses, and a maximum of 3 credits of directed study.**	**URL:** **http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1219** **Present Calendar Entry:** **Master of Science ……** **Program Requirements** ~~Coursework selected in consultation with the student's supervisory committee includes graduate courses in plant science and from other areas relevant to each student's research.~~ Completion of the M.Sc. program requires a minimum of ~~18~~ credits of coursework, plus ~~12~~ credits of thesis research. **Type of Action:** Change course credit allocation within the PLNT M.Sc. program to allow students with an intensive research experience to complete an 18 credit thesis and reduce their coursework from 18 credits to 12 (maximum 3 credits of senior undergraduate courses). The total credits assigned to the M.Sc. in Plant Science

	remains at 30. **Rationale:** Within the Plant Science Graduate Program the research associated with most MSc theses represents more than half of the total effort and learning experience of the students. We propose to acknowledge the intensive research experience of these students by assigning 18 credits to their Master's thesis (PLNT 549), and reducing their required coursework to 12 credits. This stream will be particularly appropriate for students considering a PhD program. Within the Plant Science Graduate Program the research associated with many of the MSc thesis students consistently represents more than half of the total effort and learning experience of the students. In other cases however there is need for additional remedial course work; thus, in the latter case the scope of the thesis will be less than that described in the first scenario. For example, students planning a professional career will continue to be able to choose a less intensive research experience, completing a 12 credit thesis and 18 credits of coursework. These changes will bring the Plant Science Graduate program in line with other graduate programs in similar disciplines (e.g Animal Science, Zoology and Forestry).

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Medicine **Department:** School of Audiology and Speech Sciences (SASS) **Faculty (School) Approval Date:** Nov 23, 2010 **Effective Session** _Winter___ **Term** __1_ **Year**_2011__ **for Change**	**Date:** November 30, 2010 **Contact Person:** B. May Bernhardt **Phone: 2-2319** **Email:** bernharb@interchange.ubc.ca
Proposed Calendar Entry: AUDI 555: (1) Issues in Professional Practice *This course is not eligible for Credit/D/Fail grading*	**URL: AUDI** **Present Calendar Entry:** **Type of Action:** Create new course **Rationale for Proposed Change:** 1. *The scope of practice* in speech-language pathology and audiology is showing an increasing emphasis on interprofessional practice, ethics/legal issues in practice and counselling/interviewing. In order to better prepare our graduates, and to keep pace with other speech/hearing training programs in Canada, we need to provide our students with more in-depth training in these areas and documentation of their participation in coursework related to these topics. AUDI 555 will require students to spend more time reflecting upon these topics than in the current AUDI 545 (second session, 0 credits). A portfolio assignment will capture the experiences and their reflections for the proposed AUDI 555. Students already participate in many of the activities described as potential activities for the portfolio. However, they have not been previously required to document these or reflect upon them in writing, hence the change in credit value. The title of the proposed AUDI 555 designates the issues as related to the professions of audiology and speech-language pathology. 2. Having a different course number for

	the second session will also allow the first session of AUDI 545 to continue as a 0 credit module (i.e., as an externship preparation course). *Note re consultations:* This course is very much like the past course (AUDI 545, second session) and thus two of the three consultations were considered irrelevant: (1) Readings are already available *and thus a library consultation* was considered unnecessary. (2) Furthermore, the course is only open to students in our program, and does not impact on any other department on campus. (Even guest speakers are primarily from outside the university.) Thus, *no course consultation* was requested. *(3) A budget consultation was initiated*. There were no funding implications as determined by our head of School, Dr. Valter Ciocca. ☒ **Not available for Cr/D/F grading.** ☒ **Pass/Fail or** ☐ **Honours Pass/Fail**
Proposed Calendar Entry: AUDI 522: **(3)** Communication **development and** disorders *This course is not eligible for Credit/D/Fail grading*	**URL: AUDI** **Present Calendar Entry:** AUDI 522 ~~(2) Introduction to~~ Communication Disorders~~, Assessment and Intervention~~ *This course is not eligible for Credit/D/Fail grading.* **Type of Action:** 1. Change in title to reflect the section of content in communication development (children and adolescents) moved from AUDI 585 to 522 2. Change to 3 credits from 2 credits, to reflect the 1 credit of content moved from AUDI 585. **Rationale for proposed change:**

	AUDI 522 has been offered only to audiology first year students with the current objective to provide them with a general background in communication disorders. Audiology students have been also taking a required 2-credit AUDI 585 course (Language development across the lifespan) with the speech-language pathology (SLP) students for the past 5 years. This has been less than optimal for the many audiology students who have minimal background in linguistics as compared with their SLP student peers. *Thus, to streamline learning for both cohorts and to aim the language development content for audiology students at a more basic level, we are proposing to directly import 1-credit worth of content from 585 on language development in children under the 522 title (giving 3 credits total to 522, with the same instructor for all of the content).* This will allow focused teaching to an audiology cohort, and provide an opportunity for the audiology students to have better integration of information about communication, its development and disorders. They will not lose information on the development and decline of adult language processes because they will continue to be required to take a 1-credit course under one of our directed reading/open content courses (AUDI 546 or 547) for that purpose jointly with the SLP students who will still take AUDI 585 (i.e., 585 is not going to be deleted because the speech-language pathology students will be taking that course for 2 credits as before). Overall credits for the audiology students will remain the same for the term **☒ Not available for Cr/D/F grading.** **☒ Pass/Fail or ☐ Honours Pass/Fail**

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

Category: (1) New Course

FACULTY: Medicine **DEPARTMENT:** School of Population and Public Health **Faculty Approval Date:** February 8, 2011 **Effective Session:** Winter **Year:** 2010	**Date:** May 5, 2010 **Contact Person:** Dr. Patricia Janssen **Phone:** 604 875-2424, ext 5415 **Email: pjanssen@interchange.ubc.ca**
Proposed Calendar Entry: **SPPH 554 (3) Addiction and Mental Health** Severe addiction and mental illness and the systemic context in which they occur.	**URL:** **Present Calendar Entry:** None **Type of Action:** Create new course **Rationale:** Severe addiction and concurrent mental disorders are one of the most serious challenges for public health. Severe mentally ill individuals have a lifespan up to three decades shorter compared to the general population. More than 130,000 individuals in BC urgently require treatment for mental illness and addiction, often accompanied by physical illnesses and homelessness. This population is especially concentrated in poor neighbourhoods. To address the situation it is necessary to understand the entanglement of health and living conditions on an individual and population level.

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences **Department:** **Faculty Approval Date: April 7, 2011** **Effective Session Winter Term 1** **Year 2011 for Change**	**Date: April 8, 2011** **Contact Person: Marion Pearson** **Phone: 604-822-4933** **Email: marionp@interchange.ubc.ca**
Proposed Calendar Entry: **PHAR 516 (2) Polymeric drug and protein delivery** **Advances in polymer-based drug delivery systems. *This course is not eligible for Credit/D/Fail grading.* [2-0]**	**URL:** **Present Calendar Entry:** **PHAR 514 ~~(6) Advanced Drug Delivery Systems~~** ~~Controlled-release and targeted drug delivery systems. Advances in delivery systems for peptide and protein drugs. *This course is not eligible for Credit/D/Fail grading.* [3-0]~~ **Type of Action:** Create new course **Rationale for Proposed Change:** PHAR 516 (2) will replace the polymeric drug delivery systems portion of PHAR 514 (6). PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching

	and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning. ☑ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
Proposed Calendar Entry: **PHAR 517 (2) Lipid-based drug delivery Advances in lipophilic drug delivery systems. *This course is not eligible for Credit/D/Fail grading.* [2-0]**	**URL:** **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** PHAR 517 (2) will replace the lipophilic drug delivery systems portion of PHAR 514 (6). PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning. ☑ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F

	grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
Proposed Calendar Entry: **PHAR 518 (2) Diagnostic imaging and radiopharmaceuticals** **Advances in diagnostic imaging and therapeutic radiopharmaceutical delivery. *This course is not eligible for Credit/D/Fail grading.* [2-0]**	**URL:** **Present Calendar Entry:** N/A **Type of Action:** Create new course **Rationale for Proposed Change:** PHAR 518 (2) will replace the radiopharmaceuticals and diagnostic imaging portion of PHAR 514 (6). PHAR 514 (6) is currently an intensive team-taught course, which has been taught every 2 years for 4 hours/week over 16-18 weeks. It has 3 subsections: polymeric protein drug delivery systems, lipophilic drug delivery systems, and radiopharmaceuticals in combination with diagnostic imaging. Teaching this material in 3 separate 2-credit courses will allow for greater flexibility and better alignment with student learning needs. For example, some incoming doctoral students have backgrounds encompassing one of the 3 subsections and do not need to repeat this material. Course scheduling will be simplified and delivery of a module over one full semester should enhance teaching and learning in the less intensive format. The current 6 credit format is not optimal for assessment of learning. ☑ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

UBC Curriculum Proposal Form
Change to Course or Program

Faculty of Science New Courses

Contact: Dr. Bill Ramey Phone: 822-3300	Faculty Approval Date: March 7, 2011 Email: wramey@interchange.ubc.ca

COMPUTER SCIENCE

Effective Date for Change: 11S Proposed Calendar Entry: **CPSC 547 (3) Information Visualization**	Present Calendar Entry: Action: Create new course. Rationale: This course has been taught as a topics course almost every year since 2002. It thus has a track record of consistently drawing students. Most offerings of the course have had students from other departments, including Geography, Civil Engineering, and Library Science. This course will cover the computer-based visual representation of datasets in order to help people perform some task more quickly or more effectively. **Supporting Documents: SCI-10-2-CPSC 547**

MATHEMATICS

Effective Date for Change: 11S **Proposed Calendar Entry:** **MATH 543 (3) Discrete Harmonic Analysis**	**Present Calendar Entry:** **Action:** Create course. **Rationale:** The new harmonic analysis group at UBC proposes to offer three graduate courses on a regular basis: MATH 541, MATH 542, and the new course MATH 543. MATH 541 and 542 cover basic and advanced topics in Euclidean harmonic analysis. MATH 543 will cover discrete harmonic analysis with applications to number theory and combinatorics. This is a rapidly developing area of research and there is a growing interest in it among both faculty and graduate

	students. The proposed course has been offered on a trial basis as a variant of MATH 542 and turned out to be popular with students. We would like to continue to offer it under a dedicated course name. **Supporting Documents: SCI-10-2-MATH 543**

Faculty of Science New Courses

EARTH & OCEAN SCIENCES	
Effective Date for Change: 11S **Proposed Calendar Entry:** **EOSC 534 (3) Advanced Soil Engineering** **Consult the credit exclusion list [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414#4978] in the Faculty of Science section of the calendar.**	**Present Calendar Entry:** ~~EOSC 534 (3) Advanced Metamorphic Petrology~~ ~~The characterization of metamorphic processes using mineral assemblages, mineral compositions, thermodynamics, and mass conservation equations.~~ **Action:** Delete old course. Add new course. **Rationale:** Advanced metamorphic petrology has not been taught for more than 5 years and will not be offered in the forseeable future. Advanced Soil Engineering is required to provide graduate level knowledge in Soil Engineering to incoming M.Eng. M.Sc. and M.A.Sc. students who come from other programs or universities and do not have background in this important facet of Geological Engineering. **Supporting Documents: SCI-10-2-EOSC 534**
Effective Date for Change: 11S **Proposed Calendar Entry:** **EOSC 536 (3) Advanced Rock Engineering** **Consult the credit exclusion list [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414#4978] in the Faculty of Science section of the calendar.**	**Present Calendar Entry:** ~~EOSC 536 (3) Applied Groundwater Flow Modelling~~ ~~Mathematical principles of groundwater flow; detailed study of the equations of flow in confined and unconfined aquifers. Offered in alternate years. Prerequisite: EOSC 533.~~ **Action:** Delete old course. Add new course. **Rationale:** Applied Groundwater flow modeling has not been taught for more than 5 years and will not be offered in the forseeable future.

	Advanced Rock Engineering is required to provide graduate level knowledge in Rock Engineering to incoming M.Eng. M.Sc. and M.A.Sc. students who come from other programs or universities and do not have background in this important facet of Geological Engineering. **Supporting Documents: SCI-10-2-EOSC 536**
Effective Date for Change: 11S **Proposed Calendar Entry:** **EOSC 578 (5) Seminal Papers in Biological Oceanography**	**Present Calendar Entry:** EOSC 578 ~~(3) Seminar in Biological Oceanography~~ **Action:** Change credits and title. **Rationale:** This course is the introduction to critical reading of the literature for the biological oceanographers in the department. We wish to include a research proposal as a complementary component. To do the seminar and the research proposal in a single course necessitates adding to the credits. The expanded course will be taught throughout the winter session with 2 hours of lectures per week and one hour of tutorial. **Supporting Documents: SCI-10-2-EOSC 578**

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

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

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Land & Food Systems and is pleased to submit them for your consideration.

Program changes
Bachelor of Science in Food, Nutrition, and Health > Food, Nutrition, and Health Major
Changes to Third and Fourth Year requirements

Bachelor of Science in Applied Biology > Food and Environment Major
Changes to Fourth Year requirements

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Land and Food Systems **Department:** Food, Nutrition, & Health **Faculty Approval Date: February 24, 2011** **Effective Session Winter Term 1** **Year 2011/12 for Change**	**Date:** November 22, 2010 **Contact Person:** Christine Scaman **Phone:**604-822-1804 **Email:**Christine.scaman@ubc.ca
Proposed Calendar Entry: (40 word limit.) **Food, Nutrition, and Health Major** The Food, Nutrition, and Health (FNH) Major offers to students the flexibility to tailor the program to reflect specific interests in food, nutrition, and health without the specialization depth afforded by the other majors. With suitable course selections, students may be prepared to enter the Home Economics Teacher Education Program at UBC once they have completed this major, a program that prepares graduates for employment opportunities in secondary schools as Home Economics teachers. Food, Nutrition, and Health Major First Year LFS 100 1 ENGL 112 3 BIOL 112/121 6 BIOL 140 2 CHEM 121/123 (111/113)[1] 8 MATH 102/103 or equivalent[2] 6 Non-science electives[3] 6 Total Credits 32 Second Year LFS 250 6 LFS 252 or equivalent[4] 3 FNH 200 3 FNH 250 3 CHEM 233 3 CHEM 235 1	**URL:** http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,261,956 **Present Calendar Entry:** **Food, Nutrition, and Health Major** The Food, Nutrition, and Health (FNH) Major offers to students the flexibility to tailor the program to reflect specific interests in food, nutrition, and health without the specialization depth afforded by the other majors. With suitable course selections, students may be prepared to enter the Home Economics Teacher Education Program at UBC once they have completed this major, a program that prepares graduates for employment opportunities in secondary schools as Home Economics teachers. Food, Nutrition, and Health Major First Year LFS 100 1 ENGL 112 3 BIOL 112/121 6 BIOL 140 2 CHEM 121/123 (111/113)[1] 8 MATH 102/103 or equivalent[2] 6 Non-science electives[3] 6 Total Credits 32 Second Year LFS 250 6 LFS 252 or equivalent[4] 3 FNH 200 3 FNH 250 3 CHEM 233 3 CHEM 235 1

THE UNIVERSITY OF BRITISH COLUMBIA

BIOL 200	3	BIOL 200	3
Restricted electives[5]	9	Restricted electives[5]	9
Total Credits	31	Total Credits	31
Third Year		Third Year	
LFS 350	3	LFS 350 3	
FNH courses	**9**	FNH~~/FRE/FMST/SOCI courses~~[6]	~~12~~
Restricted electives[5]	12	Restricted electives[5]	12
Unrestricted electives	**6**	Unrestricted electives	~~3~~
Total Credits	30	Total Credits	30
Fourth Year		Fourth Year	
FNH **courses**	**9**	FNH/~~FRE/FMST/SOCI courses~~[6]	~~15~~
Restricted electives[5]	**12**	Restricted electives[5]	~~9~~
Unrestricted electives	**9**	Unrestricted electives	~~6~~
Total Credits	30	Total Credits	30
Overall four-year total credits[6]	123	Overall four-year total credits[7]	123

1 CHEM 111 is not for students with Chemistry 12.
2 Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 103 or 105 to **fulfill** their first year Math requirement.

3 Students wishing to take FRE courses should select ECON 101 and 102 as their non-science electives. Students considering a transfer to another FNH program should take the required non-science electives for that program.
4 Equivalent courses include BIOL 300, EPSE 482, FRST 231, STAT 200.
5 To be selected in consultation with a program advisor. May include courses in **ADHE, ANAT,** APBI, BIOC, BIOL, CHBE, CHEM, **CNPS**, ECON, FNH, FRE, **FMST**, HKIN, **IHHS,** LFS, MICB, PCTH, PHYL, **PSYC,** SOCI. For suggested courses see the Faculty.

6 A minimum of 45 credits of the 123 credits required for the Major must be for courses numbered 300 or higher.

1 CHEM 111 is not for students with Chemistry 12.
2 Students who have not completed Calculus 12 should take MATH 180 or 184, plus either MATH 103 or 105 to ~~fulfil~~ their first year Math requirement.

3 Students wishing to take FRE courses should select ECON 101 and 102 as their non-science electives. Students considering a transfer to another FNH program should take the required non-science electives for that program.
4 Equivalent courses include BIOL 300, EPSE 482, FRST 231, STAT 200.
5 To be selected in consultation with a program advisor. May include courses in APBI, BIOC, BIOL, CHBE, CHEM, ECON, FNH, FRE, HKIN, LFS, MICB, PCTH, PHYL, SOCI. For suggested courses see the Faculty.
~~6 FMST/ SOCI courses are restricted to those recommended by the Faculty of Education for the Home Economics (12-month secondary option) entrance requirements.~~
~~7~~ A minimum of 45 credits of the 123

	credits required for the Major must be for courses numbered 300 or higher.
	Type of Action: (e.g. new course, delete course, etc.) 1. The core FNH course requirements in both 3rd and 4th year have been reduced to 9 credits, and courses that are acceptable as core requirements for the major have been changed to FNH only. 2. Unrestricted electives in each of 3rd and 4th year have been increased by 3 credits 3. Restricted electives in the 4th year have been increased from 9 to 12 credits. 4. Footnote 6 has been eliminated and footnote 7 is renumbered to footnote 6 5. Spelling correction 6. Addition of ADHE, ANAT, CNPS, FMST, IHHS and PSYC as possible choices for restricted electives.
	Rationale for Proposed Change: When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed. 1. A minimum of 18 credits of upper level FNH courses is considered necessary for students to obtain a solid understanding of the field. Since the two 200 level FNH courses that are offered are required in 2nd year, the 3rd and 4th year FNH credits will all be upper level. This change ensures that all FNH major students will obtain 18 credits of upper FNH courses, whereas with the old requirements, some students did not. 2. An additional 3 credits of unrestricted elective in each of 3rd and 4th year will allow students to tailor the FNH major to meet their

THE UNIVERSITY OF BRITISH COLUMBIA

	diverse career objectives more easily. 3. An additional 3 credits of restricted elective in 4th year will allow students to tailor the FNH major to meet their diverse career objectives more easily 4. Old footnote 6 was eliminated as the FMST/SOCI course options were removed from the acceptable core FNH courses. Footnote 7 was renumbered to 6, as footnote 6 was no longer required as noted above. 5. Spelling correction 6. Additional choices are listed to reflect courses that students are currently using for restricted electives, and to make students aware of possible courses that will allow them to meet their career objectives. ☐ **Not available for Cr/D/F grading.** (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading** (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: (1)

Faculty: Land and Food Systems
Department: Applied Biology
Faculty Approval Date: February 24, 2011
Effective Session _11 W__ Term 1___ Year 2011/12 for Change

Date: January 20, 2011
Contact Person: Maja Krzic
Phone: 604-822-0252
Email: maja.krzic@ubc.ca

Proposed Calendar Entry:

Food and the Environment Major Degree Requirements

Fourth Year	
LFS 450	3
APBI 460	3
Fourth year Experience[4]	6
Restricted electives [3]	**15**
Unrestricted electives	3
Total Credits	30

URL:
http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,194,897,1446

Present Calendar Entry:

Food and the Environment Major Degree Requirements

Fourth Year	
~~LFS 400~~	~~3~~
LFS 450	3
APBI 460	3
Fourth year Experience[4]	6
Restricted electives [3]	~~12~~
Unrestricted electives	3
Total Credits	30

Type of Action: To make the proposed change of removing LFS 400 from the list of required courses for this major.

Rationale:

The LFS 400 course is suitable to be one of the restricted electives, but due to its relatively narrow focus on creation of podcasts it is not suitable as a required course.

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF LAW**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Law and is pleased to submit them for your consideration.

New Courses
LAW 306 (4)
LAW 344 (4)
LAW 404 (4)

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Law **Department: n/a** **Faculty Approval Date: March 24, 2011** **Effective Session 2011W Term 2** **Year 2011-2012 for Change**	**Date: October 18, 2010** **Contact Person: Benjamin Richardson** **Phone: 604 827 4823** **Email:** Richardson@law.ubc.ca
Proposed Calendar Entry: **LAW 306 (4) Corporate Social Responsibility and the Law**	**URL: N/A** **Present Calendar Entry: N/A** **Type of Action: New course** **Rationale:** To provide senior JD students in law with a course that is specifically focused on the theories and governance issues in corporate social responsibility. The Faculty of Law has considerable strength in business law, environmental law and areas of social law, and the intersection between these areas would be enhanced by this course. There is presently no course offered in the JD curriculum which directly covers this subject. **X Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: Law **Department: n/a** **Faculty Approval Date: March 24, 2011** **Effective Session 2011W Term 2** **Year 2011-2012 for Change**	**Date: March 21, 2011** **Contact Person: Cristie Ford** **Phone: 604-822-2711** **Email: ford@law.ubc.ca**
Proposed Calendar Entry: Law 344 (4). Innovations in Governance and Regulatory Design. Emerging interdisciplinary scholarship on regulation, governance, and institutional design. Examination of research and experience around both formal and legal regulatory strategies, and other informal, decentred, or non state-based methods of ordering individual and organizational behavior.	**URL:** http://www.calendar.ubc.ca/vancouver/courses.cfm?code=LAW **Present Calendar Entry:** LAW 343 (2-4) d Topics in Public Law Not offered each year, consult Faculty. [2-0] or [3-0] **Type of Action:** New course, offered under Topics in Public Law for past three years **Rationale for Proposed Change:** This course was previously offered as a "Topics in Public Law" course. **X Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Category: 1

Faculty: LAW **Department:** **Faculty Approval Date: March 24, 2011** **Effective Session 2011W Term 1** **Year 2011-2012 for Change**	**Date: February 21, 2011** **Contact Person: Isabel Grant** **Phone: 604 822-3140** **Email:grant@law.ubc.ca**
Proposed Calendar Entry: LAW 404 (4) The Law of Homicide Available in online distance education format only. Elements of and sentencing for murder, manslaughter and infanticide; defences to homicide; parties to homicide; and corporate homicide.	**URL:** **http://www.calendar.ubc.ca/vancouver/courses.cfm?code=LAW** **Present Calendar Entry:** LAW 405 (2-4) d **Topics in Criminal Law** Not offered each year, consult Faculty. [2-0] or [3-0] **Type of Action:** New course **Rationale for Proposed Change:** This course has been offered as a "Topics in Criminal Law" course for several years and is popular with the students both in terms of the substance and the online format. In recent years there has consistently been a waitlist. In addition, the course fills a gap in the curriculum. It is important to provide students with an opportunity to study a particular crime in a systematic way; to demonstrate the need for law reform in a specific substantive area; and to provide an opportunity for students to apply principles learned in first year criminal law in a more advanced context. **X Not available for Cr/D/F grading.** ☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

THE UNIVERSITY OF BRITISH COLUMBIA

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

2 May 2011

To: Senate

From: Senate Curriculum Committee

Re: **CURRICULUM PROPOSAL FROM THE FACULTY OF SCIENCE**

The Senate Curriculum Committee has reviewed the attached Category 1 undergraduate curriculum proposals from the Faculty of Science and is pleased to submit them for your consideration.

New Specialization
Bachelor of Science > Earth and Ocean Sciences > Combined Major > Microbiology and Oceanography

New Courses
CPSC 189 (1)
CPSC 259 (2)
EOSC 445 (6)
ENVR 410 (3)
ISCI 360 (3)
ISCI 361 (3)
MATH 406 (3)
MATH 444 (3)
MATH 448 (3)
MICB 308 (3)
MICB 408 (3)

Faculty of Science New Specialization:

Contact: Dr. Bill Ramey
Phone: 822-3300

Faculty Approval Date: March 7, 2011

Email: wramey@interchange.ubc.ca

MICROBIOLOGY & IMMUNOLOGY

Effective Date for Change: 11S

Proposed Calendar Entry:

Majors Specializations

Combined Major (xxxx): Microbiology and Oceanography

First Year

Communication Requirement[1]	**3**
PHYS 101 or 107[2]	**3**
CHEM 121, 123 (or 111, 113)	**8**
EOSC 112[3]	**3**
BIOL 112[4]	**3**
MATH 100 or 102 or 104[5]	**3**
MATH 101 or 103 or 105[6]	**3**
Electives[7, 8]	**4**
Total Credits	**30**

Second Year

Communication Requirement[1]	**3**
BIOL 200, 201,	**6**
MICB 201, 202	**6**
EOSC 211, 270	**6**
CHEM 233	**3**
Electives[8]	**6**
Total Credits	**30**

Third Year

MICB 301, 306	**6**
MICB 322	**3**
MICB 325	**3**
EOSC 372, 373	**6**
Electives[8]	**12**
Total Credits	**30**

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,422

Present Calendar Entry:

Action: Add new specialization.

Rationale: Bacteria, Archaea and viruses play an essential role in the properties of oceans but the area is overlooked because the oceanographers do not take courses about these organisms and the microbiologists do not take courses about oceanography. The combined major is intended to bridge the gap in this important area.
We have seen a decrease in the number of oceanography students and this specialization will be attractive to a larger cross-section of students.

SCI-02-MICB – Combined Major: Microbiology and Oceanography

Fourth Year

MICB 425	**3**
One of MICB 401 or 323	**3**
Two of MICB 405, 418, 424	**3**
EOSC 472, 475	**6**
One of EOSC 470, 471, 478	**3**
One of EOSC 448, 473	**3**
Electives[8]	**6**
Total Credits	**30**
Total credits for degree	**120**

[1] A total of 6 credits of coursework is required to meet the Communication Requirement. ENGL 112 is recommended. Qualified students are encouraged to consider ENGL 120 and/or ENGL 121. For full list of acceptable courses see Communication Requirement [link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1463#18434]

[2] Students without credit for Physics 12 will be required to take PHYS 100 prior to PHYS 101. PHYS 100 will count as an elective. Students requiring PHYS 100 or MATH 110 may delay PHYS 101/107 until second year. Qualified students are encouraged to take PHYS 107.

[3]Students who enter the specialization after second year may substitute EOSC 340.

[4]Students without credit for one of Biology 11 or Biology 12 will be required to take BIOL 111 prior to BIOL 112.

[5] MATH 180 or 184 or 120 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 1 credit. MATH 110 may substitute for any of the specified differential calculus courses listed by decreasing the electives by 3 credits.

[6] MATH 121 may substitute for any of the specified integral calculus courses listed by decreasing the electives by 1 credit.

[7] Recommended electives are EOSC 111 (1 credit) or BIOL 140 (2 credits). The combination of BIOL 121 and BIOL 140 provide the prerequisites to have the flexibility to take upper level BIOL courses. **[8]The computation requirement of the Faculty of Science is satisfied by EOSC 211 and MATH and the breadth requirement is satisfied by the combination of courses in the combined major. However, the electives must be selected to ensure that the following Faculty of Science requirements are met: a) at least 18 credits must be from the Faculty of Arts, including ENGL credits used to satisfy the Faculty of Science Communication Requirement; b) at least 48 upper-level credits including specialization requirements.** **Specialization Objectives:** **Students completing this specialization will be able to:** **1. demonstrate mastery in microbiology/oceanography that will qualify them for graduate school in either microbiology or oceanography or environmental science (given a sufficient level of accomplishment)** 2. **demonstrate basic laboratory skills useful for technician level jobs in environmental sciences.** **Learning Goals:** **Students completing this specialization will be able to:** **1. demonstrate basic knowledge about the chemical and physical ocean environment with emphasis on microbiological processes and chemical processes** **2. use mathematical knowledge including calculus and statistical techniques for experimental set up and data analysis** **3. use numerical problem solving (using computer programming skills) both with**	

models and with real data. **4. use basic field/laboratory skills for observation and experimentation in microbiological oceanography illustrate the distinctions between data, experiment, theory and model** **5. illustrate the distinctions between data, experiment, theory and model** **6. integrate concepts across multiple levels of microbiological complexity** **7. conduct independent study on a topic of their choosing** **8. write reports and communicate through oral presentations**	

Faculty of Science New Courses:

Contact: Dr. Bill Ramey **Phone: 822-3300**	**Faculty Approval Date: March 7, 2011** **Email: wramey@interchange.ubc.ca**
COMPUTER SCIENCE	
Effective Date for Change: 11S Proposed Calendar Entry: **CPSC 189 (1) Systematic Program Design in Python** **Systematic design of small programs using the Python programming language. [1-1-0]** **Prerequisite: CPSC 110**	Present Calendar Entry: Action: Create new course. Rationale: Students who complete CPSC 110, Computation, Programs, and Programming, have learned a systematic approach to program design involving domain analysis, modeling of information using data, function design, unit testing, ability to analyze adequateness of unit tests, ability to reason about effects of changes to the design, ability to carry out incremental changes, ability to abstract functions to produce libraries and other skills. To work in a specific discipline or environment students must carry those skills over to other languages such as Python, Javascript, Java, C#, Fortran, and so on. For students following a Computer Science specialization, the transfer to Java is part of what is covered by CPSC 210. CPSC 189 assists students in other specializations who do not take CPSC 210 to transfer the systematic approach to program design from 110 to the Python programming language and associated environment. Our first example of this is students in the Atmospheric Science specializations who will now take CPSC 189 followed by ATSC 212. **Supporting Documents: SCI-10-2-CPSC 189**

Effective Date for Change: 11S Proposed Calendar Entry: **CPSC 259 (2) Data Structures and Algorithms for Electrical Engineers** **Advanced procedural programming. Fundamental algorithms for sorting and searching. Data structures including lists, trees, and hash tables. Introduction to scripting languages and file input/output. [2-1-0]** **Prerequisite: APSC160**	Present Calendar Entry: Action: Create new course. Rationale: Electrical Engineering students who are not going to continue to further courses in Computer Science will take this course instead of the current CPSC 260 course. This course concentrates on material that will be of use to these students without trying to prepare them for further CPSC courses. **Supporting Documents: SCI-10-2-CPSC 259**

EARTH & OCEAN SCIENCES	
Effective Date for Change: 11S **Proposed Calendar Entry:** **EOSC 445 (6) Engineering Design Project** **Geological engineering design project from scope definition to final design. Based on a problem from industry.** **[2*-3-0, 2*-3-0]** **Prerequisite: Fourth-year standing in Geological Engineering.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** All undergraduate engineering programs must satisfy Canadian Engineering Accreditation Board (CEAB) requirements for several categories of content, including engineering design. The Geological Engineering Thesis, EOSC 447 (6) is no longer considered engineering design by the CEAB, so this content in the program must be replaced. In keeping with almost all engineering programs in Canada, we

	propose a 4th year capstone design course to satisfy the engineering design requirements for the Geological Engineering Program. While other courses with engineering design exist on campus, it is considered imperative that the program have its own capstone design course that focuses on geological engineering problems. As only geological engineering students are allowed to take this course, and for them it is a core component of their program, this course is not appropriate for C/D/F grading. ☑ **Not available for Cr/D/F grading.** **Supporting Documents: SCI-10-2-EOSC 445**

ENVIRONMENTAL SCIENCES	
Effective Date for Change: 11S **Proposed Calendar Entry:** **ENVR 410 (3) Energy, Environment and Society** **The role of energy in human societies throughout history and the environmental and social implications of energy use. Coverage of both the science and policy of energy use. Energy supply and demand, energy transitions, analytical tools, impacts and alternatives.** **[3-0-0]** **Prerequisites: 4th Year Standing in Science or Applied Science.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** The Environmental Science courses are designed to integrate and contextualize the knowledge our students gain from the science courses they are taking. We feel this course will add to the Environmental Science program fulfilling an interest our students have in linking real world policies with relevant science. This class will focus on the fundamentals of energy and its use by human societies. Our senior students will investigate the interactions between science and policy and the challenges associated with the development and

	implementation of energy policy. This critical subject area is not yet covered in the ENSC program. **Supporting Documents: SCI-10-2-ENVR 410**

INTEGRATED SCIENCES	
Effective Date for Change: 11S **Proposed Calendar Entry:** **ISCI 360 (3) Systems Approaches to Regional Sustainability** **Application of systems science encompassing geological, hydrological, ecological, atmospheric sciences and energy systems approaches to study regional sustainability . [3-0-0]** **Prerequisite: Third-year or higher standing in the Faculty of Science.**	**Present Calendar Entry:** **Type of Action:** Create new course. **Rationale:** Few UBC Science courses are available that offer students a global perspective and the integrated approach necessary for a deeper understanding of regional and global sustainability challenges, ranging from ecosystem damage to the harnessing of clean energy sources. This course, and its optional partner, ISCI 361, seek to bridge this gap and offer UBC science students a course that integrates learning across several scientific disciplines in investigation of selected case study regions of the world. **Supporting Documents: SCI-10-2-ISCI 360**
Effective Date for Change: 11S **Proposed Calendar Entry:** **ISCI 361 (3) Field Course: Systems Approaches to Regional Sustainability** **Systems science approaches encompassing geological, hydrological, ecological, atmospheric sciences and energy systems to**	**Present Calendar Entry:**

investigate a selected region of the world. Course location will vary; fee payable prior to field course. **Prerequisite: ISCI 360.**	**Type of Action:** Create new course. **Rationale:** Students enrolled in science degree specializations at UBC have limited opportunities to pursue field courses that meet their specialization requirements. Similarly, few UBC science courses are available that offer students a global perspective and the integrated approach necessary for a deeper understanding of regional and global sustainability challenges, ranging from ecosystem damage to the harnessing of clean energy sources. This course, and the prerequisite course ISCI 360, seek to bridge this gap and offer UBC science students a learning experience that integrates several scientific disciplines in investigation of a selected region of the world. The field course will provide a practical understanding of the theories and approaches studied in the prerequisite. **Supporting Documents: SCI-10-2-ISCI 361**

MATHEMATICS	
Effective Date for Change: 11S **Proposed Calendar Entry:** MATH 406 (3) Variational and Approximate Methods in Applied Mathematics Variational and Green's function methods for ordinary and partial differential equations, introduction to finite difference, finite element and boundary element methods. See Faculty of Science credit exclusion list: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414. [3-0-0]	**Present Calendar Entry:**

Prerequisites: MATH 400 and one of MATH 307, CPSC 302.	**Action:** Create new course. **Rationale:** This course is intended primarily for students in Engineering Physics and will be a required course for that program. Currently Engineering Physics students are not exposed to variational, Green's function and associated numerical methods. This gives students a better preparation for both industry and graduate school. Engineering Physics students have a full schedule so have no time to take both MATH 401 and MATH 405. MATH 406 forms the third in a series of changes made to update the mathematics content of Engineering Physics, replacing MATH 300, MATH 301 and MATH 400 with MATH 305, MATH 400 and MATH 406 in years 3, 4 and 5. **Supporting Documents: SCI-10-2-MATH 406**
Effective Date for Change: 11S **Proposed Calendar Entry:** MATH 444 (3) Mathematical Research and Writing. **Current research topics in pure and applied mathematics are explored at the undergraduate level . Technical communication and research skills are developed. [3-0-0]** **Prerequisites: One of MATH 220, MATH 226 and 6 credits of MATH courses numbered 300 or higher.**	**Present Calendar Entry:** **Action:** Create new course **Rationale:** The proposed MATH 444 is a new course that reflects the need for a course that would prepare the students specializing in Mathematics for research and allow them to work on their research communication skills. It will provide students with an introduction to the methods of current research, and expose them to a variety of classical and contemporary ideas and research topics. The main emphasis will be on the students' hands-on experience with researching the literature, mathematical writing, seminar-style presentations, and peer review.

	It is expected that a substantial proportion of BA Mathematics students will take this course as part of their curriculum. In particular, the course may be useful to satisfy the "Research Intensive Requirement" of the Faculty of Arts. The course could also be valuable for B.Sc. Mathematics students. **Supporting Documents: SCI-10-2-MATH 444**
Effective Date for Change: 11S **Proposed Calendar Entry:** MATH 448 (3) Directed Studies in Mathematics. Introduction to the methods of mathematical research through an exploration of a mathematical topic under the supervision of a faculty member. Written report required. **Prerequisite: Third- or fourth-year standing and Permission of Department Head.**	**Present Calendar Entry:** **Action:** Create new course. **Rationale:** This course is meant to fill a current void. Presently, the only similar such course is MATH 449, which is restricted to Honours students. The course will be one option allowing BA Mathematics students to satisfy the Faculty of Arts Research Intensive requirement, and may also be of interest to BSc Mathematics students. Requests for instances of the course will be screened and approved by the Mathematics Department Head or designate. **Supporting Documents: SCI-10-2-MATH 448**

MICROBIOLOGY & IMMUNOLOGY	
Effective Date for Change: 11S **Proposed Calendar Entry:** **MICB 308 (3) Paradigms in Bacterial Pathogenesis.** **Mechanisms of bacterial pathogenesis including adherence, invasion, intracellular**	**Present Calendar Entry:**

survival, toxins, host defenses and microbial evasion strategies, antibiotics and vaccines. Introduction to experimental approaches used to study bacterial pathogens. [3-0-0] **Prerequisites: BIOL 201, MICB 202.**	**Action:** Create new course **Rationale:** There has been only one senior-level course in bacterial pathogenesis aimed at a relatively broad audience for approximately 50 years. The field of microbial pathogenesis has expanded significantly, with exciting new emerging themes that cannot be covered in sufficient depth in the existing MICB 403 because of both lack of time and lack of background knowledge of basic paradigms. This is further exacerbated by the time gap between the first introduction of the bacterial pathogenesis module in MICB 202 (2nd year) and the current MICB 403 (4th year). This gap, and the issue of lack of background knowledge of basic paradigms, will be filled by a new course called MICB 308 (Paradigms in bacterial pathogenesis) that will cover the fundamentals and set the foundation for another new course MICB 408, a course designed to replace the advanced topics in the existing MICB 403. MICB 308 will teach the fundamental principles in bacterial pathogenesis. **Supporting Documents: SCI-10-2-MICB 308**
Effective Date for Change: 11S **Proposed Calendar Entry:** **MICB 408 (3) Advanced Bacterial Pathogenesis.** **Current and emerging themes in bacterial pathogenesis including cellular microbiology, bacterial cell biology processes and their role in virulence including secretion systems to deliver virulence factors, regulation of virulence factors and immune evasion strategies employed by pathogens. Development of antibiotics and resistance to**	**Present Calendar Entry:**

antibiotics. [3-0-0] **Prerequisite: MICB 308. MICB 302 and MICB325 are recommended.**	**Action:** Create new course **Rationale:** There has been only one senior-level course in bacterial pathogenesis aimed at a relatively broad audience for approximately 50 years. The field of microbial pathogenesis has expanded significantly, with exciting new emerging themes that cannot be covered in sufficient depth in the existing MICB 403 because of both lack of time and lack of background knowledge of basic paradigms. This is further exacerbated by the time gap between the first introduction of the bacterial pathogenesis module in MICB 202 (2nd year) and the current MICB 403 (4th year). This gap, and the issue of lack of background knowledge of basic paradigms, will be filled by a new course called MICB 308 (Paradigms in bacterial pathogenesis) that will cover the fundamentals and set the foundation for MICB 408. MICB 408 will expand upon and complement the material covered in MICB 308, while visiting new themes not covered in MICB 308. MICB 408 will also provide a more detailed dissection of selected disciplines and current "hot topics" in bacterial pathogenesis and will encourage students to challenge existing dogmas. **Supporting Documents: SCI-10-2-MICB 408**

UBC Certificate in Translation and Interpretation for Business

Chinese/English
English/Chinese

Program Handbook

Developed by

Continuing Studies
Languages, Cultures & Travel

Contact Information

UBC Certificate in Translation and Interpretation for Business
Chinese/English
English/Chinese

UBC Continuing Studies
Languages, Cultures & Travel
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Registration and Student Services

Tel: 604-822-0800
Fax: 604-822-0886
Email: languages@cstudies.ubc.ca
Web: languages.ubc.ca

This program handbook is current as of Dec. 2010. Note that future editions of this program handbook may contain changes to program requirements and policies that supersede those outlined in this handbook, except where participants are notified otherwise.

Copyright © 2010 The University of British Columbia. All rights reserved. Printed in Canada

Table of Contents

Program Overview **1**
How will you benefit? 1
Who should take this program? 1
Program Components 2
Program Structure **3**
Curriculum 3
Course Descriptions 4
Program Features 5
Instructors 5
Assessment Methods 5
Completion Criteria 5
Changes to Curriculum 6
Admission and Registration **7**
Pre-requisites 7
Fees 7
Application and Admission Process 7
Program Policies **9**
Limited Enrolment 9
Refunds 9
Course Cancellation 9
Advisory Committee **10**
Application Form **11**

Program Overview

China's strong presence in the global marketplace and the importance of Chinese as a worldwide language has resulted in a substantial demand for well-qualified translators and interpreters. According to the 2006 census, Chinese is the most widely spoken non-official language in Canada. Within Metro Vancouver, the high rate of immigration from China and the growth of business with China have resulted in an increased demand for trained translators and interpreters.

Translators and interpreters generally work on a contract basis, fulfilling the translation and interpretation needs of a variety of clientele. The UBC Certificate in Translating and Interpreting for Business (Chinese-English, English-Chinese) addresses the growing need for trained professionals with the skills necessary to work successfully in international and intercultural environments.

The Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese) is a part-time program that aims to prepare students for professional activities as qualified translators and interpreters. The program provides opportunities to enhance bilingual fluency and cross-cultural communication abilities.

How will you benefit?

Students will be able to apply for Student Membership with STIBC (Society of Translators and Interpreters of British Columbia), the certifying body for translators and interpreters in British Columbia. Upon completing this UBC certificate program, students can apply for Associate Membership.

Who should take this program?

The UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese)is designed for students who are fluent in both Mandarin and English who wish to apply these skills to pursue a career in

translating and interpreting. It will also benefit those who wish to utilize these skills in their current professions:

- Professionals with business and partnerships in China
- Government employees such as immigration officers
- Health and social care professionals
- Social Service professionals working with a Chinese community
- Educators

Program Components

The program format combines practical strategies and theoretical knowledge in face-to-face class work as well as online courses in order to promote shared learning in an environment that is dynamic and experiential. This Certificate program is delivered through a combination of settings such as face to face class work, online learning and practicum. It thus creates flexibility and enhances the holistic learning experience.

Translation and Interpretation courses provide intensive training in written and spoken language skills and contextual meaning, as well as professional aspects such as standards and ethics.

In the writing course, students develop written communication skills in a business and professional context. In the intercultural communications course, students explore cultural nuances and acquire skills necessary for effective interaction across cultures. The practicum provides valuable opportunities for practical application of knowledge and skills gained during the program.

Program Overview

Curriculum

Course title	Format	Hours
Introduction to Chinese Translation and Interpretation	In Class	25
Intermediate Level Chinese Translation and Interpretation	In Class	25
Advanced Chinese Translation	Online	20
Report and Business Writing	Online or In Class	36
Foundations and Skills in Intercultural Communication	In Class	25
Practicum	Field/Mentorship	50
Total Hours		**181**

The curriculum consists of a series of part-time courses presented in a combination of 100% online and face-to-face formats (see above).

The Translation and Interpretation courses are designed to be taken in sequence, while the Intercultural Communications course may be taken at any time during the program. The practicum is the final component of the certificate program after completion of all coursework.

The Introduction to Chinese Translation and Interpretation course may be taken without applying to the certificate program and may be applied retroactively within two years.

Students should normally be able to complete all requirements of the certificate program within two years.

Course Descriptions

Introduction to Chinese Translation and Interpreting

The course will draw on general material from diverse fields such as finance, health and international affairs and will seek to develop students' skills in interpreting between English and Chinese.

Chinese Translation and Interpreting: Intermediate Level

The course builds on the introduction course (see above) by focusing on more complex sentence structures and advanced terminology.

Advanced Chinese Translation for Business-Online

In this interactive online course, students learn practical strategies for succeeding as a business translator and practice translating from English into Chinese with an emphasis on business communication.

Report and Business Writing: Online or Face-to-face

In this course, students will learn and apply the principles of written communication in business and professional contexts. As part of this learning experience, students develop an e-portfolio of their work and practice writing emails, memos, letters, proposals and reports.

Foundations and Skills in Intercultural Communication

This course provides a practical introduction to intercultural communication as a field of study and the skills needed for effective communication among culturally diverse people.

Practicum

The practicum component offers a valuable opportunity to gain hands-on experience and to practice the skills and apply the knowledge learned in the certificate program. Possible interpretation scenarios may include

business meetings, seminars, presentations or negotiations. During the practicum placement, students are teamed with professional interpreters and translators in the field and supervised by their instructor who will provide guidance and feedback. Time will be divided equally between translation and interpretation.

Program Features

Flexibility

The UBC Certificate in Translation and Interpretation is a part-time program with courses offered in the evenings, on weekends and online to accommodate the needs of busy professionals.

Online Learning

In addition to a 100% online course, websites are used to encourage online learning and interaction between students outside of class, and to allow access to supplemental teaching materials.

Instructors

Certificate program instructors are university-educated with experience teaching languages, as well as translating and interpreting. Instructors are translators and interpreters with experience working in professional settings and are able to offer insight into the realities of working as a professional in this field.

Assessment Methods

The UBC Certificate in Translation and Interpreting for Business (Chinese-English, English-Chinese)is a competency-based program in which participants will be assessed on accuracy, completeness, clarity and speed.

Skills will be assessed throughout each course using a variety of assessment methods and students will complete a final evaluation at the end of each course.

Completion Criteria

To be awarded the UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese), students are required to complete the five courses identified in the curriculum, as well as the

practicum. Students must achieve a mark of 75% for each component of the program or will be required to repeat that component. Students who are required to repeat components of the program will need to re-register and repeated components will be subject to regular fees.

Changes to Curriculum

The program components may change over time to reflect the needs of students, changes in the Society of Translators and Interpreters of BC (STIBC) policies, or demands of the labour market. The program may also change in duration, number of instructions hours or requirements for completion. As the curriculum is updated, the total cost of the program may also change to reflect the costs of program delivery. To be awarded the UBC Certificate in Translation and Interpretation for Business (Chinese-English, English-Chinese), students must complete the curriculum identified as fulfilling the requirements at the time they are admitted to the program.

Admission and Registration

Pre-requisites

Applicants must fulfill the following requirements:

- Fluency in Chinese and English. Interpretation components will take place in Mandarin;
- Advanced reading and writing proficiency in both Chinese and English;
- At least two years post-secondary education; and
- Canadian citizen or landed immigrant or already be in possession of a working or student visa valid for the duration of the program.

Pre-program language level tests will be completed through interviews and written tests administered by program instructors and staff.

Fees

There is a non-refundable $500 application fee, which includes the pre-program interview and language assessment.

Students register and pay for courses on a course-by-course basis. Based on the current fee structure, it is estimated that total fees will be approximately $4,500 including the $500 application fee.

Course fees may be subject to change.

Application and Admission Process

Participants can apply to the program at any time. Prospective students are required to complete pre-program language testing and an admission interview, which is scheduled on an individual basis.

The application form can be mailed or emailed to:

Languages, Cultures & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West mall
Vancouver, BC V6T 1Z2

languages@cstudies.ubc.ca

Registration for individual courses is possible with Visa or MasterCard by phone at 604-822-0800 or online at languages.ubc.ca.

Program Policies

Limited Enrolment

A limited number of applicants are admitted to each course (e.g. maximum 15 per class). Early registration is advised.

Refunds

Participants who need to withdraw from a course must notify our office in writing 48 hours before the second class. A $50 administration charge is deducted from refunds for courses. If a course or section is cancelled, a full refund is issued.

Course Cancellation

UBC Continuing Studies reserves the right to cancel any course because of insufficient enrolment or other causes.

Advisory Committee

Dr. Duan Duan Li
Associate Professor
Director, Chinese Language Program, UBC Asian Studies Department

Dr. Ross King
Professor
Head, UBC Asian Studies Department

Elisabeth Kyle
Manager, The Provincial Language Services

Dr. Hyoshin Kim
Program Leader, Languages, Cultures & Travel
UBC Continuing Studies

Marc Dupont (Student Representative)
Manager, Government Relations
Methanex Corporation

Lang Sun
Director, Languages, Cultures & Travel
UBC Continuing Studies

Application Form

Once you have submitted an application to the UBC Certificate in Translation and Interpreting for Business (Chinese-English, English-Chinese), you will be contacted by the program coordinator to schedule an interview and language proficiency test.

Last Name First Name

Home Address

City/Town Province Postal Code

Company Name Occupation

Phone (Office) (Home) (Cell)

Fax

Email

Please describe any previous language education or experience you have.

_____

_____

_____

_____

_____

_____

Please describe any business related experience you have.

_____

_____

_____

_____

_____

_____

UBC Certificate in Translating and Interpreting for Business (Chinese-English, English-Chinese)

Languages, Culture & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Tel: 604-822-0800
Fax: 604-822-0886
Email: languages@cstudies.ubc.ca

UBC Certificate in Translation and Interpretation for Business

Korean/English
English/Korean

Program Handbook

Developed by

Continuing Studies
Languages, Cultures & Travel

Contact Information

UBC Certificate in Translation and Interpretation for Business
Korean/English
English/Korean

UBC Continuing Studies
Languages, Cultures & Travel
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Registration and Student Services

Tel: 604-822-0800
Fax: 604-822-0886
Email: languages@cstudies.ubc.ca
Web: languages.ubc.ca

This program handbook is current as of Nov. 2010. Note that future editions of this program handbook may contain changes to program requirements and policies that supersede those outlined in this handbook, except where participants are notified otherwise.

Copyright © 2010 The University of British Columbia. All rights reserved. Printed in Canada

Table of Contents

Program Overview **1**
How will you benefit? 1
Who should take this program? 1
Program Components 2
Program Structure **3**
Curriculum 3
Course Descriptions 4
Program Features 5
Instructors 5
Assessment Methods 5
Completion Criteria 5
Changes to Curriculum 6
Admission and Registration **7**
Pre-requisites 7
Fees 7
Application and Admission Process 7
Program Policies **9**
Limited Enrolment 9
Refunds 9
Course Cancellation 9
Advisory Committee **10**
Application Form **11**

Program Overview

Translators and interpreters generally work on a contract basis, fulfilling the translation and interpretation needs of a variety of clientele. The UBC Certificate in Translating and Interpreting for Business (Korean-English, English-Korean) addresses the growing need for trained professionals with the skills necessary to work successfully in international and intercultural environments.

The Certificate in Translation and Interpretation for Business (Korean-English, English-Korean) is a part-time program that aims to prepare students for professional activities as qualified translators and interpreters. The program provides opportunities to enhance bilingual fluency and cross-cultural communication abilities.

How will you benefit?

Students will be able to apply for Student Membership with STIBC (Society of Translators and Interpreters of British Columbia), the certifying body for translators and interpreters in British Columbia. Upon completing this UBC certificate program, students can apply for Associate Membership.

Who should take this program?

The UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean) is designed for students who are fluent in both Korean and English who wish to apply these skills to pursue a career in translating and interpreting. It will also benefit those who wish to utilize these skills in their current professions:

- Professionals with business and partnerships in Korea
- Government employees such as immigration officers
- Health and social care professionals
- Social Service professionals working with a Korean community
- Educators

Program Components

The program format combines practical strategies and theoretical knowledge in face-to-face class work as well as online courses in order to promote shared learning in an environment that is dynamic and experiential. This Certificate program is delivered through a combination of settings such as face to face class work, online learning and practicum. It thus creates flexibility and enhances the holistic learning experience.

Translation and Interpretation courses provide intensive training in written and spoken language skills and contextual meaning, as well as professional aspects such as standards and ethics.

In the writing course, students develop written communication skills in a business and professional context. In the intercultural communications course, students explore cultural nuances and acquire skills necessary for effective interaction across cultures. The practicum provides valuable opportunities for practical application of knowledge and skills gained during the program.

Program Overview

Curriculum

Course title	Format	Hours
Introduction to Korean Translation and Interpretation	In Class	25
Intermediate Level Korean Translation and Interpretation	In Class	25
Advanced Korean Translation	Online	20
Report and Business Writing	Online or In Class	36
Foundations and Skills in Intercultural Communication	In Class	25
Practicum	Field/Mentorship	50
Total Hours		**181**

The curriculum consists of a series of part-time courses presented in a combination of 100% online and face-to-face formats (see above).

The Translation and Interpretation courses are designed to be taken in sequence, while the Intercultural Communications course may be taken at any time during the program. The practicum is the final component of the certificate program after completion of all coursework.

The Introduction to Korean Translation and Interpretation course may be taken without applying to the certificate program and may be applied retroactively within two years.

Students should normally be able to complete all requirements of the certificate program within two years.

Course Descriptions

Introduction to Korean Translation and Interpreting

The course will draw on general material from diverse fields such as finance, health and international affairs and will seek to develop students' skills in interpreting between English and Korean.

Korean Translation and Interpreting: Intermediate Level

The course builds on the introduction course (see above) by focusing on more complex sentence structures and advanced terminology.

Advanced Korean Translation for Business-Online

In this interactive online course, students learn practical strategies for succeeding as a business translator and practice translating from English into Korean with an emphasis on business communication.

Report and Business Writing: Online or Face-to-face

In this course, students will learn and apply the principles of written communication in business and professional contexts. As part of this learning experience, students develop an e-portfolio of their work and practice writing emails, memos, letters, proposals and reports.

Foundations and Skills in Intercultural Communication

This course provides a practical introduction to intercultural communication as a field of study and the skills needed for effective communication among culturally diverse people.

Practicum

The practicum component offers a valuable opportunity to gain hands-on experience and to practice the skills and apply the knowledge learned in the certificate program. Possible interpretation scenarios may include

business meetings, seminars, presentations or negotiations. During the practicum placement, students are teamed with professional interpreters and translators in the field and supervised by their instructor who will provide guidance and feedback. Time will be divided equally between translation and interpretation.

Program Features

Flexibility

The UBC Certificate in Translation and Interpretation is a part-time program with courses offered in the evenings, on weekends and online to accommodate the needs of busy professionals.

Online Learning

In addition to a 100% online course, websites are used to encourage online learning and interaction between students outside of class, and to allow access to supplemental teaching materials.

Instructors

Certificate program instructors are university-educated with experience teaching languages, as well as translating and interpreting. Instructors are translators and interpreters with experience working in professional settings and are able to offer insight into the realities of working as a professional in this field.

Assessment Methods

The UBC Certificate in Translation and Interpreting for Business (Korean-English, English-Korean) is a competency-based program in which participants will be assessed on accuracy, completeness, clarity and speed.

Skills will be assessed throughout each course using a variety of assessment methods and students will complete a final evaluation at the end of each course.

Completion Criteria

To be awarded the UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean), students are required to complete the five courses identified in the curriculum, as well as the

practicum. Students must achieve a mark of 75% for each component of the program or will be required to repeat that component. Students who are required to repeat components of the program will need to re-register and repeated components will be subject to regular fees.

Changes to Curriculum

The program components may change over time to reflect the needs of students, changes in the Society of Translators and Interpreters of BC (STIBC) policies, or demands of the labour market. The program may also change in duration, number of instructions hours or requirements for completion. As the curriculum is updated, the total cost of the program may also change to reflect the costs of program delivery. To be awarded the UBC Certificate in Translation and Interpretation for Business (Korean-English, English-Korean), students must complete the curriculum identified as fulfilling the requirements at the time they are admitted to the program.

Admission and Registration

Pre-requisites

Applicants must fulfill the following requirements:

- Fluency in Korean and English. Interpretation components will take place in Korean;
- Advanced reading and writing proficiency in both Korean and English;
- At least two years post-secondary education; and
- Canadian citizenship or landed immigrant status or already in possession of a working or student visa valid for the duration of the program.

Pre-program language level tests will be completed through interviews and written tests administered by program instructors and staff.

Fees

There is a non-refundable $500 application fee, which includes the pre-program interview and language assessment.

Students register and pay for courses on a course-by-course basis. Based on the current fee structure, it is estimated that total fees will be approximately $4,500 including the $500 application fee.

Course fees may be subject to change.

Application and Admission Process

Participants can apply to the program at any time. Prospective students are required to complete pre-program language testing and an admission interview, which is scheduled on an individual basis.

The application form can be mailed or emailed to:

Languages, Cultures & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West mall
Vancouver, BC V6T 1Z2

languages@cstudies.ubc.ca

Registration for individual courses is possible with Visa or MasterCard by phone at 604-822-0800 or online at languages.ubc.ca.

Program Policies

Limited Enrolment

A limited number of applicants are admitted to each course (e.g. maximum 15 per class). Early registration is advised.

Refunds

Participants who need to withdraw from a course must notify our office in writing 48 hours before the second class. A $50 administration charge is deducted from refunds for courses. If a course or section is cancelled, a full refund is issued.

Course Cancellation

UBC Continuing Studies reserves the right to cancel any course because of insufficient enrolment or other causes.

Advisory Committee

Dr. Duan Duan Li
Associate Professor
Director, Chinese Language Program, UBC Asian Studies Department

Dr. Ross King
Professor
Head, UBC Asian Studies Department

Elisabeth Kyle
Manager, The Provincial Language Services

Dr. Hyoshin Kim
Program Leader, Languages, Cultures & Travel
UBC Continuing Studies

Marc Dupont (Student Representative)
Manager, Government Relations
Methanex Corporation

Lang Sun
Director, Languages, Cultures & Travel
UBC Continuing Studies

Application Form

Once you have submitted an application to the UBC Certificate in Translation and Interpreting for Business (Korean-English, English-Korean), you will be contacted by the program coordinator to schedule an interview and language proficiency test.

Last Name | First Name

Home Address

City/Town | Province | Postal Code

Company Name | Occupation

Phone (Office) | (Home) | (Cell)

Fax

Email

Please describe any previous language education or experience you have.

_____

_____

_____

_____

_____

_____

Please describe any business related experience you have.

_____

_____

_____

_____

_____

_____

UBC Certificate in Translating and Interpreting for Business
(Korean-English, English-Korean)

Languages, Culture & Travel
UBC Continuing Studies
Ponderosa Annex C
2021 West Mall
Vancouver, BC V6T 1Z2

Tel: 604-822-0800
Fax: 604-822-0886
Email: languages@cstudies.ubc.ca