

# THE UNIVERSITY OF BRITISH COLUMBIA



**Enrolment Services**  
Senate and Curriculum Services  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1  
**[students.ubc.ca/senate](http://students.ubc.ca/senate)**

## **Vancouver Senate**

### **AGENDA**

#### **THE SIXTH REGULAR MEETING OF THE VANCOUVER SENATE**

**WEDNESDAY, FEBRUARY 22, 2006**

**7:00 P.M.**

**ROOM 102, GEORGE F. CURTIS BUILDING (LAW), 1822 EAST MALL**

1. **Senate Membership** (information)  
Replacement: Dr. Wendy Fletcher replaces Dr. Kenneth MacQueen as representative of the Vancouver School of Theology
2. **Minutes of the Meeting of January 25, 2005**  
(approval) (circulated)
3. **Business Arising from the Minutes**
4. **Remarks from the Chair and Related Questions** (information)
  - a. Okanagan Senate Update
5. **Reports from the Vice-President, Academic & Provost Part I --**  
Dr. Lorne Whitehead with Guest Presenter Dr. Ken McGillivray, Director, UBC International (information) (circulated)
  - a. Universitas 21 Activities
  - b. Status of U21 Global
6. **Nominating Committee -- Principal John H. V. Gilbert**  
Ad hoc Committee to Review U21 Global (approval) (circulated)
7. **Academic Policy Committee -- Dr. Paul G. Harrison**
  - a. Change in Name: B.Sc. (Forestry) Degree (approval) (circulated)
  - b. School of Social Work and Family Studies Policy on Professional Conduct (approval) (circulated)
8. **Admissions and Curriculum Committees -- Dr. James D. Berger**  
New Programs: Master of Applied Science and Doctor of Philosophy in Biomedical Engineering and the two-year version of the Master of Social Work (approval) (circulated)
9. **Admissions Committee -- Dr. James D. Berger**  
New Exchange Partnership Agreements (information) (circulated)

.../continued

- 10. Curriculum Committee -- Dr. James D. Berger**  
Proposals from the Faculty of Graduate Studies (approval) (circulated)
- 11. Student Awards Committee -- Dr. George Bluman**  
New Awards (approval) (circulated)
- 12. Tributes Committee -- Dr. Sally Thorne**  
Policy on Emeritus/Emerita Status (approval) (circulated)
- 13. Reports from the Vice-President, Academic & Provost Part II-- Dr. Lorne Whitehead**
  - a. Establishment of the Centre for Global Transportation Studies (approval) (circulated)
  - b. B.C. Leadership Chair in Depression (approval) (circulated)
- 14. Report from the Faculty of Graduate Studies -- Dean Frieda Granot**  
Graduate Council Membership Redistribution (approval) (circulated)
- 15. Proposed Agenda Items**
- 16. Other Business**

*Senate regulation 3.1.2 of the Rules and Procedures of Senate states that meetings will adjourn no later than 9:30 p.m.*

Regrets: Lisa Collins, telephone 604.822.2951 or email: [lisa.collins@ubc.ca](mailto:lisa.collins@ubc.ca)

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## Vancouver Senate

### MINUTES OF JANUARY 25, 2006

#### Attendance

**Present:** President M. C. Piper (Chair), Mr. B. Ahmadian, Mr. B. Aujla, Dr. N. Banthia, Dr. J. D. Berger, Dr. G. Bluman, Dean M. A. Bobinski, Dr. J. Brander, Mr. E. Cheung, Dr. L. Chui, Ms. J. Collins, Dr. E. Dean, Dr. J. Dennison, Dr. W. Dunford, Dr. D. Fielding, Dr. I. Franks, Dr. C. Friedrichs, Ms. M. Friesen, Mr. C. Funnell, Dean N. Gallini, Principal J. H. V. Gilbert, Ms. T. Gillespie, Dean F. Granot, Dr. P. G. Harrison, Dr. R. Helsley, Associate Vice-President J. Hutton, Dr. R. Irwin, Dean M. Isaacson, Dean *pro tem.* M. Isman, Dr. J. Johnson, Dr. S. B. Knight, Dr. B. S. Lalli, Mr. R. Lowe, Dr. P. L. Marshall, Dr. A. McAfee, Dr. W. McKee, Dr. D. McLean, Ms. L. McLean, Mr. W. McNulty, Mr. J. Mergens, Ms. I. Noohi, Mr. P. Orchard, Dr. D. Paterson, Acting Associate Vice-President & Registrar D. Robinson, Dean J. Saddler, Dr. J. Sarra, Ms. E. Segal, Dr. B. Stelck, Dr. D. Steyn, Dean G. Stuart, Dr. S. Thorne, Dean R. Tierney, Mr. M. Tung, Dr. M. Upadhyaya, Dr. D. Weary, Dr. R. Windsor-Liscombe, Dr. R. A. Yaworsky, Mr. D. Younan, Dr. J. Young.

**By Invitation:** Associate Vice-President A. Kindler.

**Regrets:** Dr. A. McEachern (Chancellor), Vice-President L. A. Whitehead, Dr. P. Adebar, Dr. B. Arneil, Prof. C. Boyle, Mr. P. T. Brady, Dr. H. Burt, Ms. G. Eom, Dr. W. Fletcher, Mr. T. Gerschman, Ms. E. Gibson, Mr. C. L. Gorman, Dr. D. Granot, Dr. S. Grayston, Dr. L. Gunderson, Dr. R. Harrison, Dean *pro tem.* G. Ingram, Mr. J. Jawanda, Ms. W. King, Dr. M. MacEntee, Dean D. Muzyka, Dr. P. Potter, Ms. C. Quinlan, Associate Vice-President & Registrar B. J. Silzer, Mr. B. Simpson, Dean R. Sindelar, Dr. R. Wilson, Dean E. H. K. Yen.

**Recording Secretary:** Ms. L. M. Collins.

## **Call to Order**

The President welcomed to the meeting Acting Associate Vice-President, Enrolment Services & Registrar Deborah Robinson and Associate Vice-President, Academic Programs Anna Kindler.

## **Minutes of the Previous Meeting**

<i>Principal Gilbert</i>	}	<i>That the Minutes of the Meeting of December 14, 2005 be approved as circulated.</i>
<i>Dr. Steyn</i>		

Carried.

## **Business Arising From the Minutes**

### **AUCC MEMBERSHIP**

In response to a question posed by Dr. Dennison under Other Business at the December 14, 2005 meeting, Ms. Robinson had circulated the following memorandum on behalf of the Registrar.

### **Recognition of Degrees from Non-AUCC Institutions**

At the December 14, 2005 meeting of Senate, Dr. John Dennison raised under "Other Business" the issue of recognition of degrees and coursework granted by Canadian post-secondary institutions that are not members of the Association of Universities and Colleges of Canada (AUCC). As Dr. Dennison and I are in agreement that this issue is of interest to Senators, I have taken the opportunity to prepare a fuller summary here than was possible during the spare few minutes under "Other Business."

Most research universities in Canada, including UBC, are members of the Association of Universities and Colleges of Canada. Membership requires that an institution offer full undergraduate and/or graduate degree programs. Other considerations for membership eligibility include:

- the proportion of faculty holding a Ph.D. or other appropriate terminal degree;
- the amount of undergraduate instruction delivered by senior academic staff;

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*Business Arising from the Minutes, continued*

- the breadth of undergraduate programming in the liberal arts and/or sciences;
- the presence of a strong research mandate.

More information about AUCC membership is available on the AUCC website at: <http://www.aucc.ca/>.

Canada has no formal system for institutional accreditation. Membership in AUCC, held together with a provincial charter authorizing the granting of degrees, has served as an informal sort of accreditation in Canada. AUCC member institutions have a long history of fully recognizing each other's degrees and coursework for purposes of admission and transfer credit. Recognition of a degree granted by a non-AUCC institution is certainly not as automatic, and varies widely from institution to institution.

Most institutes of technology, like BCIT, and Ontario's Colleges of Applied Arts & Technology are notably not AUCC members. Furthermore, the number of institutions granting degrees under provincial charters has increased considerably since 2000, particularly in Ontario. As the number of Canadian degree-granting institutions continues to increase, universities like UBC can expect increased pressure to recognize these degrees. Some of these degrees are "applied" in nature and may therefore not be eligible for recognition, while others may be worthy of consideration. Complexity increases further as AUCC and non-AUCC institutions form partnerships to offer joint degrees.

I noted one recent manifestation of this complexity when several graduates of the UBC-BCIT Honours Bachelor of Science in Biotechnology were denied admission to Ontario medical schools for lack of a basis of admission. The major impediment was that BCIT, as one of the partner institutions granting the B.Sc. degree, is not a member of AUCC. In response to this problem, I wrote to all Ontario medical schools to introduce this particular degree, to verify its status as a bonafide UBC Honours Bachelor of Science, and to urge our sister institutions to fully recognize our degree. While this letter of introduction may have assisted in the resolution of the matter at hand, there remain admissions policy issues to be addressed by all Canadian universities.

Senators interested in reading further about this issue might consult the following article:

Wendy Loat, What a Tangled Web We Weave: Canadian University Recognition of Ontario's New Applied Degrees, Admissions wRAP Up November 2005, available for PDF download at the NAFSA website: [http://www.nafsa.org/knowledge\\_community\\_network.sec/recruitment\\_admissions/admissions\\_and\\_credential/document\\_library\\_14/category\\_1/admissions\\_wrap-up\\_newsletter\\_9](http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/admissions_and_credential/document_library_14/category_1/admissions_wrap-up_newsletter_9).

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*Business Arising from the Minutes, continued*

## **DISCUSSION**

Dr. Dennison noted that approximately 20 institutions granted degrees in British Columbia, and that an additional seven institutions had received provincial authority to do so. Relatively few of these institutions were AUCC members, meaning that the consequences of only recognizing AUCC institutions were particularly significant for British Columbia. Dr. Dennison was hopeful that UBC would evaluate degrees using criteria other than AUCC membership of the granting institution. Dean Granot stated that the recognition of a degree for admission to the Faculty of Graduate Studies depended upon whether that degree was considered equivalent to a UBC degree, and had nothing to do with AUCC membership. Dr. McLean agreed that the issue was important, and suggested that Senate develop a policy.

*Dr. McLean  
Dr. Dennison*

} *That the Vancouver Senate refer to the Admissions Committee the issue of the relationship between AUCC membership and the recognition of degrees and coursework for purposes of admission and transfer credit; and*

*That the Committee be directed to report to the Vancouver Senate on this matter no later than May 2006.*

Carried.

## **Remarks from the Chair and Related Questions**

### **TRIP TO ASIA**

The President described a recent visit to Hong Kong, Taipei, Singapore, and Seoul. The President met with alumni, the presidents of sister universities, and other supporters of UBC. The President planned to return to Asia within the following two months to introduce the UBC President Designate. President Piper stated that she felt privileged to represent the University in Asia, where UBC is held in high regard.

## **Admissions Committee**

*Note: The full text of the Admissions Committee Report is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.*

As Chair of the Committee, Dr. Berger had circulated proposals that Senate approve:

1. Changes to admission policy and course and program requirements for the Bachelor of Environmental Design.
2. Deletion of Biology 11 or Biology 12 as an admission requirement for the Faculty of Forestry and the change of admission requirement for Second Year from BIOL 110 to BIOL 111.
3. Calendar changes regarding the deadline for deferred admissions.
4. Promotion requirements for the Bachelor of Science.
5. Admission and promotion requirements for Second Degree Studies in the Faculty of Science.
6. Calendar changes regarding Honours and Combined Honours, Bachelor of Science.

<i>Dr. Berger</i>	}	<i>That Senate accept the recommendations of the Admissions Committee.</i>
<i>Dr. Marshall</i>		

Carried.

## **Curriculum Committee**

*See also Appendix A: Curriculum Summary.*

<i>Dr. Marshall</i>	}	<i>That Senate approve the new and changed undergraduate and graduate programs and courses, as recommended by the Curriculum Committee.</i>
<i>Dean Bobinski</i>		

Carried.

Referring to the title of new course LAW 170: Law in Context, Dr. Knight expressed the opinion that the word “context” was overused and suggested that the Faculty consider a different title.

## **Agenda Committee**

As Chair of the Committee, Dean Isaacson presented the reports.

### **ESTABLISHMENT OF THE COUNCIL OF SENATES**

The Committee had circulated the following report for information.

Senators will recall that an *ad hoc* committee of the Vancouver Senate and an *ad hoc* committee of the Interim Academic Governing Body for UBC Okanagan prepared a joint report relating to the establishment of the Council of Senates. The associated recommendations relating to the establishment of the Council were approved by the Vancouver Senate, but rejected by the Okanagan Senate.

The differing viewpoints appear to relate solely to whether the two Senates will have equal representation on the Council, or whether the Vancouver Senate will have a somewhat higher representation than does the Okanagan Senate.

It is unlikely that both Senates will endorse any modified recommendation regarding their representation on the Council, but it is noted that the two Senates' endorsement of corresponding recommendations are desirable, but not required for the establishment of the Council.

Accordingly, the President has requested that the Secretary to the Senates and the Council of Senates proceed to establish the Council on the basis of the recommendations approved by the Vancouver Senate, with the following exception:

*That, initially, there be elected to the Council of Senates three chairs of standing committees by and from the Vancouver Senate and three chairs of standing committees by and from the Okanagan Senate.*

The President's request for the Council to be established with this initial membership is intended for it to consider and reach its own decision regarding its ongoing membership, consistent with the requirements of the *University Act*.

### **DISCUSSION**

Dean Isaacson expressed the hope that, at its first meeting, the Council of Senates would form a Committee to consider Council Membership, and that this Committee would report on the matter at the second meeting of the Council.

Ms. McLean expressed concern about delaying consideration of equal versus unequal membership. Dean Isaacson noted that Senate approval was not strictly necessary for the

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*Agenda Committee, continued*

establishment of the Council, and that until the Council was in place, it would be difficult to resolve an apparent impasse between the two campus-based Senates.

Dr. McLean stated that, given the relatively small number of seats on the Council, particular care should be taken with respect to the selection of Councillors. Upon recognition by the President, Ms. Collins stated that the four representatives of each Senate were to be elected, and that elections were underway. In response to a question from Ms. Gillespie, President Piper confirmed that she had accepted the recommendation of the ad hoc Committee to Consider the Council of Senates that two of the Senate representatives from each campus be Student Senators.

Dr. Brander stated that the Council could consider several different models in determining its composition, and was hopeful that the discussion would include consideration of the difference in scale between the two campuses. He expressed confidence that the Council would reach agreement. Principal Gilbert added that he had been disappointed when the Okanagan Senate had rejected the ad hoc Committee's report, and expressed hope that Councillors would represent the UBC system as a whole, rather than one campus or the other. Dr. Windsor-Liscombe emphasized the need to move forward on exchange of people and ideas between the two campuses. Dean Isaacson noted that a UBC Deans meeting was scheduled to take place in February 2006, and that some of these discussions might begin at that meeting.

## **BROAD ACADEMIC ISSUES FOR SENATE DISCUSSION**

The Committee had circulated the following report for information.

Following the recent review of Senate, Senate approved the following recommendation on November 16, 2005:

That at least one Senate meeting per year include a thorough consideration of selected broad academic issues, that the Agenda Committee canvas the University community for appro-

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*Tributes Committee, continued*

priate topics, that once a topic is selected, the Agenda Committee has a position paper prepared so that the discussion is centred and productive. The Agenda Committee should allocate one or two members of Senate the task of leading the discussion pertaining to the designated subject. The whole University community should be invited to attend these meetings.

As part of the canvassing process for the first round of topics for Senate discussion, the Agenda Committee hereby invites members of Senate to forward written submissions on items of broad academic interest for future Senate discussion. Submissions for this first round of consideration should be forwarded to Ms. Lisa Collins, Assistant Registrar, Senate & Curriculum Services, ([Lisa.Collins@ubc.ca](mailto:Lisa.Collins@ubc.ca), or mailing address in memorandum header) no later than Friday, March 3, 2005.

The Agenda Committee will deliver a progress report to Senate at the March 22, 2006 meeting.

### **Reports from the Vice-President, Academic & Provost**

*Note: The full text of these reports is not included in the Minutes. Copies are available from the Assistant Registrar, Senate & Curriculum Services.*

The Chair recognized Associate Vice-President Anna Kindler to present the reports on behalf of the Vice-President.

### **NAME CHANGE: CENTRE FOR RESEARCH IN WOMEN'S STUDIES AND GENDER RELATIONS**

<i>Dean Granot</i>	}	<i>That Senate approve the change of name from Centre for Research in Women's Studies and Gender Relations to Centre for Women's and Gender Studies, effective February 1, 2006.</i>
<i>Dean Gallini</i>		

Carried.

### **ESTABLISHMENT OF THE DEPARTMENT OF DERMATOLOGY AND SKIN SCIENCE**

<i>Dean Stuart</i>	}	<i>That Senate approve the establishment of the Department of Dermatology and Skin Science within the Faculty of Medicine, effective February 1, 2006.</i>
<i>Dr. McLean</i>		

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*Reports from the Vice-President, Academic & Provost, continued*

Dr. Kindler confirmed that there would be no financial implications related to the establishment of the Department, and that securing additional resources to meet future needs remained the responsibility of the Faculty.

*Note from Senate Secretary: At the request of the Faculty, an editorial correction was made to the proposal as circulated. The corrected name of the new Department is as it appears in the motion above.*

The motion was  
put and carried.

#### HEART AND STROKE FOUNDATION OF B.C. AND YUKON CHAIR IN STROKE RESEARCH

<i>Dean Stuart</i>	}	<i>That Senate approve the establishment of the Heart and Stroke Foundation of B.C. and Yukon Chair in Stroke Research, made possible by funding from the Heart and Stroke Foundation of B.C. and Yukon.</i>
<i>Dean pro tem.</i>		
<i>Isman</i>		

Carried.

#### **Other Business**

##### DR. WILLIAM A. WEBBER

The President noted with sadness the recent passing of Dr. William Webber. As a former Professor of Anatomy, Dean of the Faculty of Medicine, Associate-Vice President, President of the UBC Faculty Association, Member of the Board of Governors, and Senator, Dr. Webber had touched thousands of lives at UBC. President Piper described Dr. Webber as a great leader, administrator, scholar and friend. Senate recorded its sincere sympathy for Dr. Webber's family.

#### **Adjournment**

There being no further business, the meeting was adjourned. The following regular meeting was scheduled for Wednesday, February 22, 2006 at 7:00 p.m.

## **APPENDIX A: CURRICULUM SUMMARY**

### **Faculty of Law**

#### **NEW COURSES**

LAW 150, 160, 170

#### **PROGRAM CHANGES**

#### **BACHELOR OF LAWS**

Regular Program

Part-time Program

Transitional Program Provisions

Bachelor of Laws/Master of Business Administration Combined Program

Bachelor of Laws/Master of Arts in Asia Pacific Policy Studies Combined Program

### **Faculty of Science**

#### **NEW AND CHANGED COURSES**

BIOC 490

EOSC 217, 270, 333, 433, 454

PSYC 462

#### **NEW AND CHANGED PROGRAMS**

#### **BACHELOR OF SCIENCE**

Honours and Combined Honours

Promotion Requirements

Second Degree Requirements

Minor in Commerce

# THE UNIVERSITY OF BRITISH COLUMBIA



**Vice President Academic and Provost**  
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## MEMORANDUM

February 6, 2006

To: Senate  
c/o Lisa Collins, Manager, Senate Secretariat

From: Lorne A. Whitehead, Vice President Academic and Provost

A handwritten signature in blue ink, likely belonging to Lorne A. Whitehead.

**Re: Reports to Senate on U21 Global and U21 Activities**

As required by Senate, I am pleased to provide two reports:

- 1) Report to Senate on the Status of U21 Activities during the period November 2004 to October 2005;
- 2) Report to Senate on the Status of U21 Global

Both reports were prepared by Dr. Ken McGillivray, Director, UBC International, and were reviewed by Dr. Craig Klafter, Associate Vice President International.

Dr. McGillivray will attend the February 22, 2006 meeting of Senate to answer any questions that Senate members may have, or provide any further clarification.

/cp

Attachments: Report to Senate on the Status of U21 Activities, dated February 3, 2006  
Report to Senate on the Status of U21 Global, dated February 3, 2006

c: Dr. Ken McGillivray, Director, UBC International  
Dr. Craig Klafter, Associate Vice President International

3 February 2006

## **Report to Senate on the Status of U21 Global**

Prepared by Dr. Ken McGillivray – Director, UBC International

### **U21 Background and Governance**

Formed in 1997, Universitas 21 comprises 18 universities in 9 countries. To enable the network to operate as a legal entity, Universitas 21 is registered as Universitas LBG, a company limited by guarantee and incorporated in Guernsey. Its trademark has been registered in some 18 countries. The company's directors are the presidents or vice-chancellors of the member universities. Universitas 21 LBG is managed in between Annual General Meetings by an Executive Committee appointed by the directors.

As a result of its engagement in the online joint venture named Universitas 21 Global (hereafter referred to as U21 Global), Universitas 21 LBG has established two subsidiaries, U21 Pedagogica and U21 Equity Ltd., both also incorporated in Guernsey. The equity interests of Universitas 21 members in U21 Global are held by U21 Equity Ltd. which is itself the shareholder in U21 Global together with Thomson Learning.

U21 Global has been admitting students to on-line graduate courses since August 2003. In that time, it has secured 421 enrolments in 2004 and over 1200 enrolments in 2005, expects its first graduate in 2006 with an MBA delivered wholly on line and has collaborative arrangements with many Schools and Departments of U21 institutions to jointly offer and/or develop web-based learning and pedagogy.

### **Academic**

U21 Global has built collaborative, interactive content in the on-line environment. Developed primarily by academics from U21 universities, the current content has been approved by U21 Pedagogica. To date, U21 Global has developed and received approval from U21 Pedagogica for 26 subjects. Another 10 subjects are currently in development. The development and quality assurance process mean that a complete subject takes approximately 12 months to complete, at an average cost of over \$200K US.

In addition to its MBA, U21 Global has introduced modular Certificate and Diploma awards for students not able or willing to sign up to the full 18 subject MBA. It has established a number of joint and blended programs with partner institutions as well as developing a full online Masters in Information Systems Technology that will be launched in 2006. In fall 2005, the European Foundation for Management Development (EFMD) recently gave U21 Global's MBA program unconditional accreditation through award of its Certificate of e-learning (CEL). U21 Global has subsequently been invited to sit on their advisory board.

### **UBC Investment History**

2001 - UBC initial investment - \$500K US  
2004 - UBC second investment - \$100K US  
2006 - UBC third investment - \$137,150 US  
2007 - Completion of third investment - \$137,150 US

Total investment to date \$737,150 US as of 2006 (\$874,300 US as of 2007)

To date the total investment by U21 Equity into U21 Global is \$96.6 million US split 50/50 between the university consortium and Thomson Learning. The latest company valuation from Morgan Stanley recommends the valuation of the company is within the range of \$81 - \$114 million US which is in line with the updated business plan and with the growth of comparable companies. U21 Global has yet to generate a profit.

### **In the 2006 calendar year:**

A decision of whether UBC will pay the March 2007 investment will be contingent on U21 Global meeting the agreed milestones as defined by U21 Equity as follows:

Recruit at least 1,183 new students  
Enroll at least 5,144 students in new classes  
Achieve revenue of not less than \$2.5 m US  
Collect (cash Collection) more than \$3.3 m US

### **Evaluation**

The initial purpose of supporting U21 Global was for UBC to establish a presence in the on-line learning market, to learn from the experience and to do so as a consortium which would reduce the risk and cost of such a large undertaking. The consensus from many partner universities is that institutions can learn from U21 Global's platform and on-line course development process and that there is an opportunity for greater involvement with U21 Global for those institutions that wish to convert existing programs or create new programs for the on-line market.

Financially, every quarter, the licensing university participants in the joint venture have the potential to receive equal shares of a royalty which comes off the top of any U21 Global revenues. As the business begins to grow, this royalty will become more significant and, with the current licensing participants, would yield an estimated **\$281K US** for each university payable between 2006-2010. Additionally, any participating establishing joint, blended or single course collaboration(s) with U21 Global, will be entitled to a share of the revenues generated from the program(s). The proposed royalty income will underwrite the current investment.

### **Disengagement by UBC**

Should UBC decide to withdraw from U21 Global, UBC would have to give notice at least one year before the end of its contract term. The current contract term expires in 2011. Once UBC's agreement is terminated, U21 Global would have a further three years to wind down the use of the UBC trademark with existing students. UBC's entitlement to receive a share of the royalties would cease immediately. UBC could, however, seek to sell its shares to another U21 member.



## **Report to Senate on the Status of U21 Activities**

Prepared by Dr. Ken McGillivray – Director, UBC International  
3 February 2006

### **Introduction**

*Universitas 21* (U21) is an international network of leading research-intensive universities. Its purpose is to facilitate collaboration and cooperation between the member universities and to create entrepreneurial opportunities for them on a scale that none of them would be able to achieve operating independently or through traditional bilateral alliances.

Established in 1997, *Universitas 21* currently has 18 member universities in nine countries. Collectively, its members enrol about 500,000 students, employ around 40,000 academics and researchers and have over 2 million alumni. The annual membership fee payable to U21 has just been raised this year from \$35K US to \$40K US. In addition, it cost the Office of UBC International \$70K to attend U21 meetings and manage U21 activities. This figure does not include faculty expenditures associated with U21.

This Report represents an overview of the activities of *Universitas 21* during the year 1 November 2004 to 31 October 2005 under the four key pillars of global learning, distinctive cross-national research, technologies and delivery mechanisms and public policy and community engagement.

### **Global learning**

#### **U21 Program in Global Issues**

This is a multi-disciplinary, undergraduate award offered jointly by five participating U21 institutions, the Universities of Auckland, British Columbia, Hong Kong, Melbourne and Nottingham. It is a unique program which allows students to develop globally relevant knowledge, perceptions, and skills while completing a standard undergraduate degree. Students can undertake a formal course of study concurrently with their undergraduate degree in the form a certificate, diploma, or as a minor component of the main degree, depending upon the institution. They are expected to complete fifty per cent of the Program through at least one other partner university, by enrolling in online modules or by studying overseas on exchange. Subjects offered within the Program will eventually include an understanding of poverty, environmentalism and sustainability, security, world trade, human rights, and global health issues.

#### **Summer Schools**

Following on from the previous Summer School in Singapore in 2004, the 2005 U21 Summer School was held successfully at Lund University between 4<sup>th</sup> and 15<sup>th</sup> July 2005. 74 students from 14 Universities attended, along with Faculty members from the participating Universities. The theme of the course was "Sustainable Development of Global Society".

The 2006 U21 Summer School will be hosted jointly by the University of Hong Kong and will have the title 'Asia as the Global Future'.

The 2007 U21 Summer School will be hosted by the University of Virginia. The proposed title is "Leadership in a Global World" and will focus on developing the leadership skills of student attendees.

## **U21 Student Mobility Network**

U21 have a nominated Student Mobility Co-ordinator, Katherine Beaumont of UBC, who combines this role with her time as Director of UBC Go Global. She reports as follows:

In the 2004 calendar year, participation in student mobility amongst U21 partners increased by 30% from the previous year. In 2003, we sent 900 students out across the network. In 2004, 1166 students participated; an increase of 266 students (10.5%) The signing of the Shanghai Declaration by all U21 Presidents/Vice Chancellors in April 2005 renewed the network's commitment to student mobility.

## **U21 Undergraduate Research Conference (URC)**

The University of Virginia (UVa), in Charlottesville, Virginia, U.S.A., was the location for the first *Universitas 21* Undergraduate Research Conference on April 6-9, 2005. The purpose of the conference was to allow students from around the globe to present their research to a diverse audience of peers, faculty, and mentors, as well as the larger community.

## **Cross-National Research**

A series of meetings and visits – both virtual and face-to-face –were held between academics of the member Universities. This activity has been greatly supported by U21 fellowships provided by member institutions.

## **Research Collaboration**

Vice-Presidents, Deputy and Pro-Vice-Chancellors (Research) held an International Research Collaboration Meeting, at the University of New South Wales in April 2005. Key collaborative research themes were discussed, including Water and Sustainable Cities and developments in Health. A new theme, Multicultural Societies, was endorsed by the Vice-Presidents, Deputy and Pro-Vice-Chancellors (Research).

## **E-books**

A contract with Melbourne University Press for the 3-book pilot series on *Global Cities*, *Local Cities* is due to be signed shortly. Publication is scheduled from October 2007 onwards over the following year, beginning with *Global Cities*, *Local Sites*, then *Borderless Health in a Digital Age*, and, finally, *Modern Mobilities*.

## **Health Sciences Group**

Possibly the most active and broadly-based Special Interest Group in the *Universitas 21* network, the Health Sciences Group comprises faculty working in the various health science fields in U21 institutions (more information about the group can be found at <http://www.u21health.org/index.html>.) The group held an Annual General Meeting at Lund University in September 2005 which was highly successful. In addition, members of the Health Sciences group published collectively in '*Journal of Telemedicine and Telecare*' (2005, 11:217 – 233) under the U21 banner as a result of their collaborative work. Further joint work is planned in the future, possibly involving collaboration with external funding bodies. This group is co-coordinated through a jointly funded Secretariat based at the University of Queensland.

## **Deans of Education**

The active group of Deans of Education continue to collaborate and meet to pursue areas of common interest. In the past year, this has resulted in a joint publication in the '*Asia Pacific Journal of Teacher Education and Development*' which appeared under the U21 banner. The group, which has been meeting for the past six years now, met in April 2005 (coincident with the American Educational

Research Association meeting) and again in September 2005 (coincident with the European Educational Research Association meeting)

### **Deans and Directors of Graduate Schools**

The third meeting of this group was held in Vancouver at the end of the period and explored many areas of common interest including assessing doctoral quality and the implications of national research assessment exercises. The group considered a report on international comparison of policies, procedures and outcomes for U21 doctoral programs and developed a plan for further benchmarking initiatives. The next meeting will be held in Lund in May 2007.

### **Deans of Engineering**

This group met at the University of Lund in May 2005 to share areas of common interest and concern. In particular, they considered the growing dilemma of how to structure engineering courses and whether they should look to produce graduates who were generalists or continue to concentrate on producing specialists.

### **Heads of Administration Group**

This group of senior administrators met at McGill University in November 2004 to share best practices and to network. Colleagues compared notes on a variety of areas of common interest, not least matters concerned with the development of the university estate to build on the legacy and heritage of the past while addressing the challenges of increasing student numbers, changes in the method and manner of the delivery of education and changing student expectations.

### **Public Policy and Community Engagement**

#### **Precious Resources: University Museums in the 21st Century**

A conference to promote collaboration between *Universitas 21* museums was hosted by the University of Melbourne in conjunction with the Ian Potter Museum from 15-18 July 2005. The conference focused on the future challenges for university-based museums and the potential for collaboration within the *Universitas 21* network.

#### **Internationalisation and diversity conference 2006**

The University of Auckland put forward a proposal for a U21 Symposium on Internationalisation and Diversity which aims to engage with international experts, senior-level government officials, top academics from outside the U21 community and international non-governmental organizations as well as to highlight best practices in diversity-related policies from throughout the U21 network. This will take place on 10 May 2006, immediately prior to the 2006 Annual General Meeting.

### **Learning Technologies**

#### **U21 e-learning conference proposed for 2006**

The U21 e-learning conference for 2006 will be held in Fall 2006, to share the experiences of member institutions in e-learning and to propose ways forward as members move into this new way of delivering learning at an institutional and supra-international level.

## **U21 Membership**

Universitas 21 currently has 18 members in ten countries. All U21 Members are also U21 Global members, with the exception of the three Chinese universities that have chosen not to participate in the financial component.

### **Australia:**

University of Melbourne  
University of New South Wales  
University of Queensland

### **Canada:**

University of British Columbia  
McGill University

### **China:**

Fudan University  
Peking University  
Shanghai Jiao Tong University

### **Hong Kong:**

University of Hong Kong

### **New Zealand:**

University of Auckland

### **Singapore:**

National University of Singapore

### **South Korea:**

Korea University

### **Sweden:**

Lund University

### **United Kingdom:**

University of Birmingham  
University of Edinburgh  
University of Glasgow  
University of Nottingham

### **USA:**

University of Virginia

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1

February 14, 2006

Memo to: Senate

From: Nominating Committee

Re: Ad hoc Committee for the Review of U21 Global

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At the November 2002 meeting of the Senate, the following motion was passed:

*That the Nominating Committee be directed to strike an ad hoc committee of Senate to review and evaluate U21 Global programs during their third year of operation.*

Accordingly, the Nominating Committee has undertaken establishment of this Ad hoc Review Committee with the membership as follows:

Dr. Perry Adebar  
Dr. Sally Thorne  
Ms. Wendy King  
Vacancy (faculty)  
Vacancy (student)

**Motion:** That Senate approve the establishment of an ad hoc Committee for the Review of U21 Global and for the Committee to report no later than to the May 2006 meeting of the Senate.

Respectfully submitted,

Principal John Gilbert  
Chair  
Nominating Committee



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1

February 9, 2006

Memo to: Senate

From: Academic Policy Committee

Re: Change in name B.Sc. (Forestry) Degree

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The Faculty of Forestry presently offers four undergraduate programs. The degree designations for these programs are: B.S.F., B.Sc. (Forestry), B.Sc. (Natural Resources Conservation), and B.Sc. (Wood Products Processing). Although the distinction between the degree names is obvious when written in this form, both the B.S.F. and the B.Sc. (Forestry) degrees, when written out in full, are known as “*Bachelor of Science in Forestry*”.

This has been a cause of confusion to incoming students, resulting in some students registering in the incorrect program and it makes for difficulty when describing programs to audiences outside the UBC community.

The Academic Policy Committee at its meeting of January 17, 2006 approved the change in degree name for the **Bachelor of Science (Forestry)** degree to the **Bachelor of Science (Forest Sciences)**.

**Motion:** That Senate approve that the designation of the *B.Sc. (Forestry)* degree be changed to *B.Sc. (Forest Sciences)* and that it be known as *Bachelor of Science in Forest Sciences*.

Respectfully submitted,

Paul G. Harrison  
Chair, Academic Policy Committee

THE UNIVERSITY OF BRITISH  
COLUMBIA



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1

February 9, 2006

Memo to: Senate

From: Academic Policy Committee

Re: School of Social Work and Family Studies Policy on Professional Conduct

The School of Social Work and Family Studies developed the attached policy with broad input from faculty and students as well as the Office of the University Counsel. The final draft was submitted to the Academic Policy Committee who then reviewed the document in consultation with the Director of the School. With some minor amendments, the policy was approved by the Committee at its meeting on January 17, 2006.

The policy is supported by the following documents:

Attachment # 2 - excerpt from the Student Handbook on the School's website regarding professional conduct

Attachment # 3 - letters of support from the Faculty of Arts and the Faculty of Graduate Studies

**Motion:** That Senate approve the policy on Professional Conduct for Social Work Students as circulated.

Respectfully submitted,

Paul G. Harrison  
Chair  
Academic Policy Committee

UNIVERSITY OF BRITISH COLUMBIA  
SCHOOL OF SOCIAL WORK & FAMILY STUDIES

## **Professional Conduct for Social Work Students**

2006-01-25

### ***Introduction***

The School of Social Work and Family Studies is charged with ensuring that all of its graduates have the requisite competencies and can meet the professional practice standards to be eligible for professional registration as Registered Social Workers in the Province of British Columbia. Professional social work behaviour requires adherence to the BC Association of Social Workers and the Board of Registration for Social Workers Code of Ethics (2002) and the Board of Registration Standards of Practice (2002). The professional conduct of social work students is directed by these standards, as well as by University policy. Professional social work ethics and standards are taught in the School's social work curriculum.

### ***General Policy***

Social work students are expected to behave in a professional manner in all classroom, seminar, and practicum experiences and are responsible and accountable for their actions. Faculty are expected to help students interpret specific School and/or practicum guidelines and apply them in their conduct. It is the responsibility of Social Work faculty and students to familiarize themselves with the guidelines.

Examples of unprofessional conduct include but are not limited to:

- Disruptive and inappropriate behaviour in class and/or practicum;
- Behaving in a manner which endangers a student, faculty, staff, practicum agency staff, client and/or volunteer;
- Harassing or being abusive towards a student, faculty, staff, practicum agency staff, client and/or volunteer;
- Being convicted of, or admitting to serious illegal activities that are inconsistent with the practice of social work or likely to harm clients (such as assault, sexual assault, fraud, or trafficking in narcotics);
- Breach of confidentiality in practicum.

### ***Advancement***

Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for advancement or graduation. The School of Social Work and Family Studies reserves the right to require a student to withdraw from the School if the student is considered to be unsuited to proceed with the study or practice of social work. A student may be considered unsuited to proceed with the study or practice of social work if he or she engages in unprofessional conduct.

### ***Practicum***

Practicum experiences are a critically important component of social work education, and our clinical partners contribute a great deal to students and faculty. Students are responsible for informing themselves about applicable policies and procedures in their practicum setting and for addressing any resulting questions to their practicum supervisor or appropriate staff person in the agency. Faculty members and/or our community agency partners may require a student to leave a practicum site at any time for unprofessional conduct.

A student may also be removed entirely from a practicum placement in accordance with the procedure noted below under the heading “Procedure for Unprofessional Conduct”.

Students whose conduct places the School of Social Work and Family Studies at risk of losing a placement will be immediately removed from their practicum and may be subject to student discipline.

If a student is removed from a practicum placement because of his or her unprofessional conduct, the School of Social Work and Family Studies may or may not, at its discretion, arrange a second practicum for that student. In cases where a second practicum placement is negotiated under these circumstances, a signed release of information form will be required from the student and information about the student’s behaviour in the first practicum placement will be disclosed to our clinical partners at the second practicum placement.

The failure to successfully complete a practicum placement requirement will result in involuntary withdrawal from the School of Social Work and Family Studies.

### **Procedure for Investigation of Unprofessional Conduct**

When a member of faculty, staff, or practicum agency staff (the “Complainant”) becomes aware of unprofessional conduct, the Complainant is expected to first discuss the unprofessional behaviour with the student. If the matter is not resolved satisfactorily between the student and the Complainant, or if the unprofessional behaviour persists, the Complainant may bring the matter to the attention of the Program Coordinator, whose practice will generally be as follows:

1. The Program Coordinator and the Program Advisor will meet with the student and the Complainant to review the incident(s). During this meeting, the student will be told the concerns and have an opportunity to respond to them. This may resolve the matter satisfactorily for all parties.
2. If the matter is not resolved as a result of the meeting described in paragraph 1 above, the Complainant, within two weeks after the meeting between the student, may submit to the Associate Director of the School a written detailed account of the incident(s) (including the names of any witnesses or facts that support the concerns). The Associate Director will provide the student with a copy of this written account.
3. Within one week after the Associate Director has provided the student with a copy of the Complainant’s written account, the student may submit to the

Associate Director his or her own written detailed account of the incident(s) (including the names of any witnesses or facts that support the concerns).

4. The Associate Director will designate a faculty member to review the information provided in paragraphs 2 and 3 above. If, in the opinion of the faculty member reviewing the matter, an investigation is required, the faculty member will investigate the matter. The faculty member reviewing the complaint will submit all information to the Associate Director, who will make a decision.
5. The Associate Director may decide to dismiss the complaint if the complaint is unsubstantiated or, if substantiated, is not a serious matter. However, if the Associate Director finds that the complaint is a serious matter and is substantiated, the Associate Director will consult with the Director who will determine whether the student is unsuited to proceed with the study or practice of social work and should be required to withdraw from the program.

If the student is not satisfied with the Director's decision, then the student can appeal to UBC's Senate Committee on Appeals on Academic Standing.

# THE UNIVERSITY OF BRITISH COLUMBIA



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

8 February 2006

To: Senate

From: Senate Admissions and Curriculum Committees

Re: **JOINT REPORT ON NEW PROGRAMS – Master of Applied Science and  
Doctor of Philosophy in Biomedical Engineering, and Master of Social Work**

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Attached please find the following proposals for your consideration:

## **Faculty of Applied Science**

- 1) The following new programs
  - a. Master of Applied Science in **Biomedical Engineering**
  - b. Doctor of Philosophy in **Biomedical Engineering**

## **Faculty of Arts – School of Social Work and Family Studies**

- 2) The creation of a **two-year Master of Social Work program** for students without a prior Bachelor of Social Work degree

**FACULTY OF APPLIED SCIENCE  
ENGINEERING CURRICULUM REPORT – FALL 2005**

Category 1 Graduate Proposals

<b>BIOMEDICAL ENGINEERING</b>	
<b>Biomedical Engineering</b>	<b>Graduate New Program</b>
<p><b>Effective Date:</b> September 2006</p> <p><b>BIOMEDICAL ENGINEERING</b></p> <p><b>Degrees Offered:</b> Ph.D. M.A.Sc.,</p> <p><b>Members</b> This is an interdisciplinary program. Professors come from a number of departments including but not limited to Chemical and Biological Engineering, Electrical and Computer Engineering, Materials Engineering, and Mechanical Engineering. The program website provides a link to all faculty members associated with the program.</p> <p><b>Professors</b> G. A. Dumont, C. A. Haynes, M. Hodgson, V. Krishnamurthy, P. D. Lawrence, J. M. Piret, A. Poursartip, T. Salcudean, T. Troczynski, R. Ward</p> <p><b>Associate Professors</b> S. A. Baldwin, S. S. Fels, G. Fernlund, A. J. Hodgson, E. Kwok (Director), T. R. Oxland, D. P. Romilly, R. F. B. Turner</p> <p><b>Assistant Professors</b> M. Chiao, L. Chrostowski, P. A. Cipton, C. Hansen, J. Madden, R. N. Rohling, B. Stoeber, R. Wang, Z. J. Wang, D. Wilson, J. Yan</p> <p><b>Program Overview</b> Biomedical Engineering is a multidisciplinary field that involves the application of engineering techniques and technologies to medical and healthcare areas. The Biomedical Engineering Program, administered by the Faculty of Applied Science, offers advanced study and research leading to the M.A.Sc. and Ph.D. degrees in Biomedical Engineering. The program is designed to provide graduates with a balance of materials in life science, clinical practice, and bio-engineering. Opportunities for interdisciplinary education and research exist in areas such as biomechanics, biomaterials, biochemical processing, cellular engineering, imaging, medical devices, micro-electro-mechanical implantable systems, physiological modeling, simulation, monitoring and control, as well as medical robotics.</p>	<p><a href="http://students.ubc.ca/calendar/index.cfm?tree=12,204.828,1128">http://students.ubc.ca/calendar/index.cfm?tree=12,204.828,1128</a></p> <p><b>BIOMEDICAL ENGINEERING</b></p> <p>The field of biomedical engineering is not taught by a single department and there is no formal program leading to a degree in this area. Research in biomedical engineering is carried out in the fields of <b><u>Chemical and Biological Engineering, Electrical and Computer Engineering, Mechanical Engineering, Physics</u></b> and <b><u>Astronomy</u></b> in association with the Faculty of Medicine and the affiliated teaching hospitals.</p> <p><b>Action:</b> Revise calendar entry and add New Program.</p> <p><b>Rationale:</b> UBC has been well-recognized as a leader among many higher-learning institutions in technological advances in engineering and medicine. The program aims at enhancing our current education and research by providing formal training in the fast-growing area of biomedical engineering so as to fully utilize the university's potential and to capitalize on the capacity for excellence in engineering and life science research. The objectives of this program are:</p> <ul style="list-style-type: none"> <li>Enhance the training of graduates in applying engineering principles and technologies for improving the quality of healthcare.</li> <li>Foster multidisciplinary collaboration with health care providers in creating innovative approaches and applications for healthcare problems.</li> <li>Provide opportunities for students to participate in industrial design and the development of products for medical applications.</li> <li>Train graduates in the research and development process to support and expand BC's medical device industry.</li> <li>Equip graduates to work in healthcare research centres and patient-care facilities.</li> </ul> <p><b>Document ID#:</b> BIOM FINAL G001</p>

**FACULTY OF APPLIED SCIENCE  
ENGINEERING CURRICULUM REPORT – FALL 2005**

Category 1 Graduate Proposals

***Doctor of Philosophy***

**Admission Requirements**

Doctoral degree applicants must hold a Master's degree in Biomedical Engineering from an institution recognized by UBC, or hold a Bachelor's degree with course credits equivalent to that of the UBC M.A.Sc. degree in Biomedical Engineering. Transfer from the master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate Studies and the Program.

**Program Requirements**

The program is based on the satisfactory completion of a doctoral dissertation thesis and selected courses suitable to the student's research interests as determined by the supervisory committee. A qualifying examination is usually held within 18 months of commencement. All students must satisfy coursework requirements equivalent to the UBC's M.A.Sc. in BME prior to graduation. Those students with a graduate degree in BME from another institution may fulfill coursework requirements with their previous credits as long as the course content is equivalent to the ones offered by UBC.

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research thesis meeting the Faculty of Graduate Studies requirements.

***Master of Applied Science***

**Admission Requirements**

The program is open to those holding a Bachelor's degree in engineering, science, or medical science, or a graduate degree in medicine. Prospective students must make application for admission to one of the four engineering departments in the Faculty of Applied Science: Chemical and Biological Engineering, Electrical and Computer Engineering, Materials Engineering, or Mechanical Engineering. A student will be admitted to the degree program upon the recommendation of a faculty member associated with the Biomedical Engineering Program and the approval of the Program Director and the Faculty of Graduate Studies.

**Program Requirements**

The Master of Applied Science program requires a minimum of 30 credits, including a thesis of 12 credits. It usually requires two years of study. The program is based on a thesis and selected courses. The common course requirements for all students are 3 credits in

**FACULTY OF APPLIED SCIENCE  
ENGINEERING CURRICULUM REPORT – FALL 2005**

**Category 1 Graduate Proposals**

clinical and industrial practice of biomedical engineering and 1 credit of Graduate Seminar. All candidates must also select a minimum of 6 credits from a list of core biomedical engineering courses and 6 credits of life science courses including physiology and anatomy. The remaining credits, upon approval by the research supervisor, can be used for courses related to the student's research project.

Graduation from this program, with a M.A.Sc. or Ph.D. degree, does not form an acceptable basis alone for application to associations of Professional Engineers in Canada. Please refer to the "Professional Associations" section of the calendar for the Faculty of Applied Science.

**Contact Information:**

Biomedical Engineering Program

2360 East Mall

Vancouver, BC, V6T 1Z3

**Tel:** 604-822-0367

**Fax:** 604-822-6003

**Email:** bme@apsc.ubc.ca

**Web:** www.bme.ubc.ca

Graduate Secretary

**Dr. Ezra Kwok**, Director and Graduate Advisor

**Category: (1 )**

<p><b>Faculty:</b> Arts <b>Department:</b> School of Social Work &amp; Family Studies <b>Faculty Approval Date:</b> May 3, 2005</p> <p><b>Effective Session W Term 1 Year 2006 for Change</b></p>	<p><b>Date:</b> 06/05/05 <b>Contact Person:</b> Dr. Brian O'Neill <b>Phone:</b> 2-2460 <b>Email:</b> bjoneill@interchange.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Program Overview</b></p> <p>The School of Social Work and Family Studies offers advanced studies in social work. <b>There are two entry points into the M.S.W. Students with a B.S.W. can apply for entry into the one-year, 33 credit Master of Social Work program. Students with a baccalaureate degree, other than a B.S.W., can apply for entry into the two-year, 60 credit M.S.W. program.</b></p> <p><b>The first year of study requires the completion of 21 credits of coursework plus a 6 credit practicum. The second year requires completion of 33 credits, with a minimum of 6 credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective coursework. Students can choose between a graduating essay or thesis. The graduating essay (3 credits) option is for those students intending to specialize in direct social work practice, with an emphasis on the integration of theory and practice. A 6 credit practicum is required. The thesis (6 credits) requires completion of original research as well as the completion of a 3 credit practicum. Courses can be taken outside the School to a maximum of 12 credits. Part time study is available.</b></p>	<p><b>URL:</b> <a href="http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1229#11153">http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1229#11153</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Program Overview</b></p> <p>The School of Social Work and Family Studies offers advanced studies in social work. The Master of Social Work program (M.S.W.) requires the completion of 33 credits, with a minimum of six credits to be completed in each of the following areas: theoretical foundations and policy, social work practice, research, and elective coursework. Students can choose between a graduating essay or a thesis. The graduating essay option is for those students intending to specialize in direct social work practice, with an emphasis on the integration of theory and practice. The graduating essay is three credits and a six-credit practicum is required. Students selecting the thesis option intend to carry out an in-depth research study of an original nature. The thesis is worth six credits and students choosing this option are required to complete a shorter practicum worth three credits. The M.S.W. program specializes in advanced practice and research with individuals, families and groups from diverse populations. Students may also take courses outside the School to a maximum of 12 credits to meet their learning objectives.</p> <p>Completion of the program normally requires a minimum of 12 months of full-time studies, beginning in September. Part-time study consisting of a minimum of three years is available.</p> <p>For information about doctoral study in Social Work, please see <a href="#">Social Work and Family Studies</a>.</p> <p><b>Degree Requirements</b></p>

<p><b>Degree Requirements</b> <b>Master of Social Work</b></p> <p>General admission requirements for the one-year M.S.W. include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least three credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference.</p> <p><b>General admission requirements for the two-year M.S.W. include a baccalaureate degree in social sciences or humanities, or in a closely related professional field. Applicants are required to have completed at least three credits of coursework in both statistics and research methodology. Other factors considered are: competitive academic standing (GPA), study plan, professional social service experience, and letters of reference</b></p>	<p><b>Master of Social Work</b></p> <p>General admission requirements include a Bachelor of Social Work (B.S.W.) degree or equivalent and at least three credits of coursework in statistics. Other factors considered are: competitive academic standing (GPA), study plan, professional social work experience, and letters of reference.</p> <p><b>Type of Action:</b></p> <p>Program Modification</p> <p><b>Rationale:</b></p> <p>To date, admission to the M.S.W. program has been restricted to applicants with B.S.W. degrees except for those with extensive social service experience and the latter have been required to complete up to 25 credits of undergraduate course work. This proposal seeks to regularize this practice by providing two points of entry into the M.S.W. program. This proposal also allows applicants with other baccalaureate degrees to enter a graduate program rather than completing two further years of undergraduate study to complete a B.S.W.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1

February 9, 2006

Memo to: Senate

From: Admissions Committee

Re: New Exchange Partnership Agreements

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As with past practice, the Senate Admissions Committee submits the circulated new exchange partnerships for information.

The Senate Admissions Committee at the meeting on February 8, 2006 approved four new exchange partnerships with the following institutions:

Universidad de Salamanca  
University of Economics, Prague (VSE)  
Universite Paris X – Nanterre  
Imperial College

Information on each partnership as circulated.

Respectfully submitted,

James D. Berger  
Chair,  
Admissions Committee

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

### Partner Institution

Imperial College	United Kingdom	London
<b>Name of Institution</b>	<b>Country</b>	<b>City</b>
Adrian Hawksworth / Dr. Kerry Gallagher	Student Placement Officer / Reader in Geophysics	
<b>Key Contact</b>	<b>Title</b>	
12000	2900	CDN\$300,000
<b>Number of Students</b>	<b>Number of Faculty</b>	<b>Annual Research Budget</b>

### UBC - Background to Proposed Agreement

Katherine Beaumont, Director

#### Key UBC Contact

Go Global: Student Mobility Programs

#### Faculty/Department

#### History of the Development of Proposed Partnership:

- We have been exploring options in London as there are currently no partnerships currently in the city.
- We have been exploring Science-specific opportunities for student mobility.
- This agreement builds on existing collaboration between UBC and Imperial on an informal co-op exchange within Metal and Materials
- Prof. K. Gallagher from IC's Earth and Ocean Sciences approached UBC EOSC interested in formalizing a partnership that offers mobility opportunities in two degree options at Imperial (Geology with a Year Abroad and Geophysics with a Year Abroad).

#### Faculty Members Supporting Agreement:

**Dr. J. Kelly Russell**, Acting Head, Earth and Ocean Sciences

**Dr. Steve Cockcroft**, Head, Materials Engineering

### Rationale for Partnership Agreement

#### Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- Access to some of the top research facilities in the UK
- New location for partnership
- Located in the heart of London
- Strong international student body and support system in place.
- Builds on existing research links between IC and UBC Earth and Ocean Science Programs and Metals and Materials giving students access to broader support.

#### Support for Exchange Students:

(Inbound and Outbound)

UBC Go Global will provide support for incoming students. Imperial College well structured to provide support to our students including access to accommodation.

## Quality of Partner Institution

### Evidence of National Stature of Institution/Program:

Imperial College of Science, Technology and Medicine is an independent constituent part of the University of London. It has been ranked 3<sup>rd</sup> overall in the UK, 5<sup>th</sup> in Europe and 10<sup>th</sup> in the world by the Times.

Imperial College was established in 1907 in London as a merger of the Royal College of Science, the City and Guilds College and the Royal School of Mines. St Mary's Hospital Medical School and the National Heart and Lung Institute merged with the College in 1988 and 1995 respectively.

Charing Cross and Westminster Medical School and the Royal Postgraduate Medical School merged with the College on 1 August 1997 to form, with the existing departments on the St Mary's and Royal Brompton campuses, the Imperial College Faculty of Medicine.

IC offers a broad range of both undergraduate and graduate degrees with an increasing focus on industry placement and international study.

### Unit

### Degree

<a href="#"><u>Aeronautical Engineering</u></a>	MEng
<a href="#"><u>Aeronautical Engineering with a Year in Europe</u></a>	MEng
<a href="#"><u>Aerospace Materials</u></a>	MEng
<a href="#"><u>Applied Business Management</u></a>	BSc
<a href="#"><u>Applied Business Management</u></a>	MSci
<a href="#"><u>Applied Business Management with a Year in Industry</u></a>	BSc
<a href="#"><u>Applied Business Management with a Year in Industry</u></a>	MSci
<a href="#"><u>Biochemistry</u></a>	BSc
<a href="#"><u>Biochemistry</u></a>	MSci
<a href="#"><u>Biochemistry with Management</u></a>	BSc
<a href="#"><u>Biochemistry with Management and a Year in Industry/Research</u></a>	BSc
<a href="#"><u>Biochemistry with Research Abroad</u></a>	MSci
<a href="#"><u>Biochemistry with a Year in Industry/Research</u></a>	BSc
<a href="#"><u>Biochemistry with a Year in Industry/Research</u></a>	MSci
<a href="#"><u>Biology</u></a>	BSc
<a href="#"><u>Biology</u></a>	MSci
<a href="#"><u>Biology with Management</u></a>	BSc
<a href="#"><u>Biology with Management and a Year in Industry/Research</u></a>	BSc
<a href="#"><u>Biology with Microbiology</u></a>	BSc
<a href="#"><u>Biology with a Year in Europe</u></a>	BSc
<a href="#"><u>Biology with a Year in Industry/Research</u></a>	BSc
<a href="#"><u>Biology with a Year in Industry/Research</u></a>	MSci
<a href="#"><u>Biomaterials and Tissue Engineering</u></a>	MEng
<a href="#"><u>Biomedical Engineering</u></a>	BEng
<a href="#"><u>Biomedical Engineering</u></a>	MEng
<a href="#"><u>Biomedical Science</u></a>	BSc
<a href="#"><u>Biomedical Science</u></a>	MSci

### UBC Faculty Testimony:

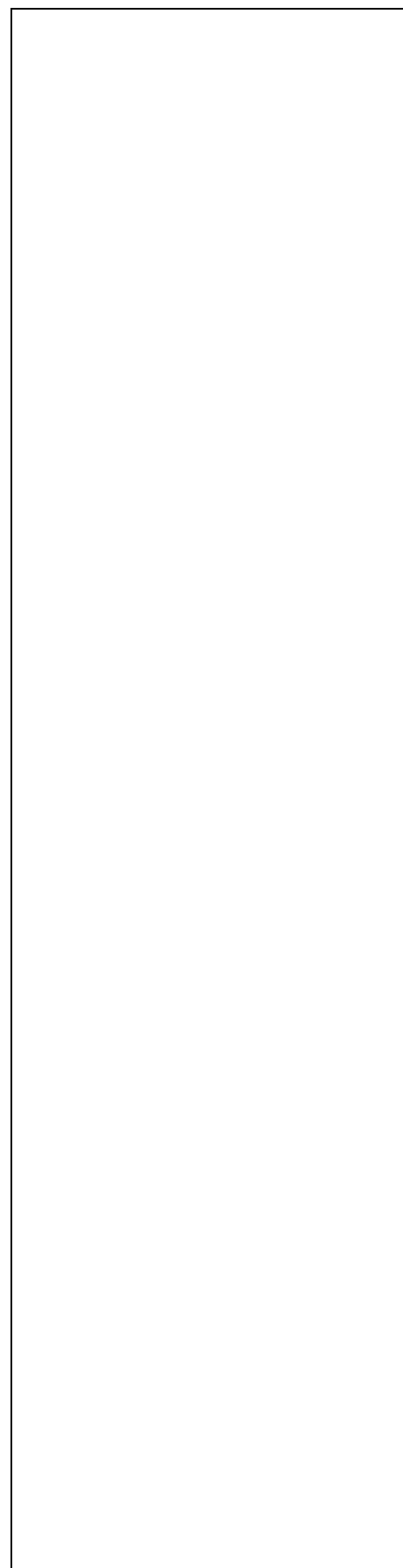
(List names and attach written statement)

**Dr. J. Kelly Russell**, Acting Head,  
Earth and Ocean Sciences

**Dr. Steve Cockcroft**, Head,  
Materials Engineering

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

<a href="#"><u>Biotechnology</u></a>	BSc
<a href="#"><u>Biotechnology</u></a>	MSci
<a href="#"><u>Biotechnology with Research Abroad</u></a>	MSci
<a href="#"><u>Biotechnology with a Year in Industry/Research</u></a>	BSc
<a href="#"><u>Biotechnology with a Year in Industry/Research</u></a>	MSci
<a href="#"><u>Chemical Engineering</u></a>	MEng
<a href="#"><u>Chemical Engineering with a Year Abroad</u></a>	MEng
<a href="#"><u>Chemistry</u></a>	BSc
<a href="#"><u>Chemistry</u></a>	MSci
<a href="#"><u>Chemistry with Conservation Science</u></a>	MSci
<a href="#"><u>Chemistry with Fine Chemicals Processing</u></a>	MSci
<a href="#"><u>Chemistry with Fine Chemicals Processing</u></a>	
<a href="#"><u>and a Year in Industry</u></a>	MSci
<a href="#"><u>Chemistry and Management</u></a>	BSc
<a href="#"><u>Chemistry with Management</u></a>	BSc
<a href="#"><u>Chemistry and Management with a Year in Industry</u></a>	BSc
<a href="#"><u>Chemistry with Medicinal Chemistry</u></a>	MSci
<a href="#"><u>Chemistry with Medicinal Chemistry and a Year in Industry</u></a>	MSci
<a href="#"><u>Chemistry with Research Abroad</u></a>	MSci
<a href="#"><u>Chemistry with a Year in Industry</u></a>	MSci
<a href="#"><u>Civil Engineering</u></a>	MEng
<a href="#"><u>Civil Engineering with a Year Abroad</u></a>	MEng
<a href="#"><u>Civil and Environmental Engineering</u></a>	MEng
<a href="#"><u>Civil and Environmental Engineering with a Year Abroad</u></a>	MEng
<a href="#"><u>Computational Geoscience</u></a>	MSci
<a href="#"><u>Computing</u></a>	BEng
<a href="#"><u>Computing</u></a>	MEng
<a href="#"><u>Computing (Artificial Intelligence)</u></a>	MEng
<a href="#"><u>Computing (Computational Management)</u></a>	MEng
<a href="#"><u>Computing (European Programme of Study)</u></a>	MEng
<a href="#"><u>Computing (Software Engineering)</u></a>	MEng
<a href="#"><u>Ecology</u></a>	BSc
<a href="#"><u>Electrical and Electronic Engineering</u></a>	BEng
<a href="#"><u>Electrical and Electronic Engineering</u></a>	MEng
<a href="#"><u>Electrical and Electronic Engineering with Management</u></a>	MEng
<a href="#"><u>Electrical and Electronic Engineering with a Year Abroad</u></a>	MEng
<a href="#"><u>Environmental Geoscience</u></a>	MSci
<a href="#"><u>Geology</u></a>	MSci
<a href="#"><u>Geology</u></a>	BSc
<a href="#"><u>Geology and Geophysics</u></a>	MSci
<a href="#"><u>Geology and Geophysics with a Year Abroad</u></a>	MSci
<a href="#"><u>Geology with a Year Abroad</u></a>	MSci
<a href="#"><u>Geophysics</u></a>	MSci
<a href="#"><u>Information Systems Engineering</u></a>	BEng
<a href="#"><u>Information Systems Engineering</u></a>	MEng
<a href="#"><u>Information Systems Engineering with a Year Abroad</u></a>	MEng
<a href="#"><u>Materials Science and Engineering</u></a>	BEng
<a href="#"><u>Materials Science and Engineering</u></a>	MEng
<a href="#"><u>Materials with Management</u></a>	BEng
<a href="#"><u>Materials with Management and a Year Abroad</u></a>	BEng
<a href="#"><u>Materials with a Year Abroad</u></a>	BEng
<a href="#"><u>Mathematics</u></a>	BSc
<a href="#"><u>Mathematics</u></a>	MSci



## New Exchange Partnership Proposal - Information for Senate Admissions Committee

<a href="#">Mathematics and Computer Science</a>	BSc
<a href="#">Mathematics and Computer Science</a>	MSci
<a href="#">Mathematics (Pure Mathematics)</a>	BSc
<a href="#">Mathematics, Optimisation and Statistics</a>	BSc
<a href="#">Mathematics with Applied Mathematics/Mathematical Physics</a>	BSc
<a href="#">Mathematics with Management</a>	BSc
<a href="#">Mathematics with Mathematical Computation</a>	BSc
<a href="#">Mathematics with Statistics</a>	BSc
<a href="#">Mathematics with Statistics for Finance</a>	BSc
<a href="#">Mathematics with a Year in Europe</a>	BSc
<a href="#">Mathematics with a Year in Europe</a>	MSci
<a href="#">Mechanical Engineering</a>	MEng
<a href="#">Mechanical Engineering with a Year Abroad</a>	MEng
<a href="#">Medicine</a>	MB BS /BSc
<a href="#">Microbiology</a>	BSc
<a href="#">Physics</a>	BSc
<a href="#">Physics</a>	MSci
<a href="#">Physics with Studies in Musical Performance</a>	BSc
<a href="#">Physics with Theoretical Physics</a>	BSc
<a href="#">Physics with Theoretical Physics</a>	MSci
<a href="#">Physics with a Year in Europe</a>	MSci
<a href="#">Zoology</a>	BSc



### Research Expertise:

All of Imperial College's departments reviewed by the Higher Education Funding Council for England (HEFCE) and, since 1997, the Quality Assurance Agency have scored between 21 and 24 points out of 24, or in the previous system have been judged excellent.

In the last Research Assessment Exercise, 75 per cent of Imperial College's academic staff were rated 5\*, the highest percentage in the UK. The staff includes 54 Fellows of the Royal Society; 64 Fellows of the Royal Academy of Engineering; 72 Fellows of the Academy of Medical Sciences; one Fellow of the British Academy; two Fields Medallists and four Crafoord Prize winners. Fourteen Nobel Laureates have been members of the College, either as staff or students.

### Research Units:

Unit	Rating	College Dept/Division
Applied Mathematics	5*	Mathematics (part)
Biological Sciences	5*	Biological Sciences
Chemical Engineering	5*	Chemical Engineering
Chemistry	5*	Chemistry
Civil Engineering	5*	Civil and Environmental Engineering
Clinical Laboratory Sciences	5*	Faculty of Medicine (part)
Computer Science	5*	Computing, IC-Parc
General Engineering	5*	Bioengineering
Hospital Based Clinical Subjects	5*	Faculty of Medicine (part)
Mechanical, Aeronautical and Manufacturing Engineering	5*	Mechanical Engineering, Aeronautics
Mineral and Mining Engineering	5*	Former TH Huxley School (part). Now Earth Science and Engineering

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

Physics	5*	Physics
Pure Mathematics	5*	Mathematics (part)
Business and Management Studies	5	Management School
Community Based Clinical Subjects	5	Primary Care and population Health Sciences
Electrical and Electronic Engineering	5	Electrical Engineering
History	5	Centre for the History of Science, Technology and Medicine
Metallurgy and Materials	5	Materials
Pre-clinical Studies	5	Biomedical Sciences
Statistics and Operational Research	5	Mathematics (part)
Agriculture	4	Biological Sciences (part),
Environmental Sciences	4	Former TH Huxley School (part).
		Now Environmental Science and Technology
Clinical Laboratory Sciences	5*	Cardiovascular Sciences
Clinical Laboratory Sciences	5*	Cancer Studies
Clinical Laboratory Sciences	5*	Immunology and Infection
Community Based Clinical Subjects	5	Epidemiology, Public Health Research and Health Services
		Research
Community Based Clinical Subjects	5	Psychiatry
Hospital based Clinical Subjects	5	Neurosciences
Hospital based Clinical Subjects	5*	Cardiovascular Sciences
Hospital based Clinical Subjects	4	Cancer Studies
Hospital based Clinical Subjects	5*	Immunology and Infection

### Comments from UBC Office of International:

The UBC Office of International fully supports this partnership.

### Other International Exchange Partners:

Erasmus Socrates network across Europe

IDEA between IC and Technische Universiteit Delft (TUDelft), Eidgenössische Technische Hochschule Zürich (ETH-Z) and Rheinisch-Westfälische Technische Hochschule (RWTH) Aachen.

CLUSTER: Engineering Consortium in Europe

UNITECH:

### Individual Partnerships:

US:	Massachusetts Institute of Technology, Colorado School of Mines, University of California <sup>+</sup>
Australia:	University of Melbourne <sup>+</sup>
The Netherlands:	Free University of Amsterdam
Switzerland:	ETH Zurich
France:	ENSERG: Ecole Nationale Supérieure d'Electronique et de Radioelectricite, Grenoble, ENSIEG: Ecole Nationale Supérieure d'Engineurs Electiciens de Grenoble, ENSTA: École Nationale Supérieure de Techniques Avancées, Paris,
Sweden:	Lund Institute of Technology, Royal Institute of Technology <sup>+</sup>
Singapore:	Agency for Science, Technology and Research (A*STAR)

+ - common partners with UBC

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

### Key Elements of Proposed Exchange Agreement

September 2006

**Proposed date of first exchange**

2 to 4 (with the possibility of expansion if additional discipline are added in the coming years.)

**Number of students expected to participate**

English

**Language of instruction**

na

**Required Evidence of Proficiency in Language of Instruction**

5 modules per term

(40 modules for 3 year BSci; 52 modules for 4 year MSci)

**Credit Equivalency/Max. course load per year**

na

**If applicable, number of courses offered in English**

\*

**Are there any restrictions on which programs of study are available at the partner institution? (Please specify)**

Earth Science and Metal and Materials only.

**Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)**

Earth Science and Metal and Materials only.

# New Exchange Partnership Proposal – Information for Senate Admissions Committee

## Partner Information

**Université Paris X – Nanterre**

Name of Institution

**France**

Country

**Nanterre**

City

**Fatou Esteoule**

Key Contact

**Administrative Head**

Title

**32000**

Number of Students

**2000**

Number of Faculty

**CDN\$2.16 Million**

Annual Research Budget  
(\$CAN or \$US)

## UBC-Background To Proposed Agreement

**Katherine Beaumont, Director**

Key UBC Contact

### Faculty Members Supporting Agreement:

**Andre Lamontagne**, Head, French, Hispanic and Italian Studies

**Christine Boyle**, Acting Associate Dean, Faculty of Law

### History of the Development of Proposed Partnership:

Since the closing of the law consortia which included Paris II (funded by EU and HRDC), Go Global has been looking for a partner in Paris which could provide access to Law courses in English. Also looking for an additional partner in Paris for Arts students to complement current possibilities at Science Po Paris and Paris III.

## Rationale for Partnership Agreement

### Summary of Benefits to UBC Students:

- International interdisciplinary focus in its program delivery offering cross-curricular and international programs in Law, Economics and French Language and Literature.
- Language of instruction is French and English.
- Strengths in International and European Law, French Literature
- Campus university with residence housing and sports facilities located 20 minutes from Paris
- The university is located just outside of Paris
- French language and literature program

### Support for Exchange Students (inbound and outbound):

#### Outbound

Paris X well structured to provide support to our students. Students can access university residences or accommodation services for assistance in finding housing in Paris itself.

#### Incoming

UBC Go Global will provide support for incoming students.

# New Exchange Partnership Proposal – Information for Senate Admissions Committee

## Quality of Partner Institution

### Evidence of National Stature of Institution/Program:

Founded in 1970, the University Paris X is a state institution enjoying academic and financial autonomy operated under the jurisdiction of the Minister of Education and financed by the State. Paris X's mission is grounded in developing knowledge through scientific and technological research, spreading culture and information connected to professional environments and international, educational and scientific cooperation.

UBC Faculty Testimony:  
(List names and attach written statements)

**Andre Lamontagne**, Head, French, Hispanic and Italian Studies  
**Christine Boyle**, Acting Associate Dean, Faculty of Law

### Academic Programs:

- Art, Culture, Information and Communication
- Law and Political Science
- Language and Linguistics
- Humanities and Social Sciences
- Engineering Sciences
- Sport Sciences

### Accreditation:

Operated under the jurisdiction of the Minister of Education and financed by the State.

### Research Expertise:

Paris X is internationally recognized through its fundamental fields of research. There are 78 research centers located within the graduate program.

There are two institutes on campus that are entirely dedicated to research:

1. The House of Archaeology and Ethnology Renè Ginouvés is comprised of units of research in archaeology, comparative ethnology, Paleontology and history of art.
2. The Max Weber House is composed of teams specialized in economics, sociology, political sciences and geography.

### Education and Research Units:

- Faculty of Anglo-American Studies
- Faculty of Languages : Departments: German, Spanish, Italian, Portuguese, Russian (LEA – Langues Etrangères Appliquées [Applied Foreign Languages])
- Faculty of Literature, Languages and Philosophy (LLPhi-Lettres, Langues, Philosophie)  
Departments : Literature, Classical Letters, Language Sciences, Performing Arts, Information and Communication Technologies, Philosophy and French for Foreign Students (FETE - Français pour étudiants étrangers [French as a Foreign Language])
- Faculty of Economics, Management, Mathematics and Computer Sciences (SEGMI - Sciences Economiques, Gestion, Mathématiques et Informatique)
- Faculty of Legal, Administrative and Political Sciences (SJAP - Sciences Juridiques, Administratives et Politiques)
- Faculty of Psychology and Education Sciences (SPSE - Sciences Psychologiques et Sciences de l'Education)
- Faculty of Social Sciences and Administration (SSA - Sciences Sociales et Administration)
- Faculty of Sciences and Techniques of Physical Fitness and Sports Activities (STAPS - Sciences et Techniques des Activités Physiques et Sportives)
- Faculty of Industrial Systems and Communication Techniques (SITEC - Systèmes Industriels et Techniques de Communication)

# **New Exchange Partnership Proposal – Information for Senate Admissions Committee**

## **Comments from Office of UBC International:**

### **Other International Exchange Partners:**

Traditionally, 10% of the University of Paris X student body has been made up of students from abroad, from all continents. Through the Socrates-Leonardo exchange programs, nearly 500 students come to the University each year. Between 1998 and 2003, the University signed 20 new exchange agreements in Europe and 15 new accords with countries in Asia (including China, Thailand and Japan), Latin America (Mexico, Argentina, Chile and Peru) and the Middle East (Syria, Jordan, Tunisia and Morocco). Currently, Paris X has over 400 bilateral agreements as part of the Socrates-Erasmus program with over 225 universities in Europe as well as bilateral and multilateral agreements with 200 universities worldwide.

Partners include:

Universite Libre de Bruxelles\*

University of Copenhagen\*

Humboldt Universitat\*

Uppsala University\*

University of Manchester\*

University of Nottingham\*

American University\*

New York Univeristy

Boston College

Universidad de las Americas, Puebla\*

University of Otago\*

\*existing UBC partners

## New Exchange Partnership Proposal – Information for Senate Admissions Committee

### Key Elements of Proposed Exchange Agreement

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**September 2006**

Proposed date for first exchange

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**French** (language support available)/ **English** courses  
available in European Law, Economics and Philosophy  
Language of Instruction at Partner University

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**ECTS Credits divided by 2 = UBC Credits**

Credit Equivalency

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**5-10**

Number of Students Expected to Participate

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**Tested on arrival or at UBC** (The French language  
requirement is a score of 400 in the TCF - Test de  
Connaissance du Français.

---

Required Evidence of Proficiency in Language of Instruction

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**na**

If applicable, number if courses offered in English

**Are there restrictions on which programs of study are available at the partner institution? (*Please specify*)**

Arts and Law

**Are there restrictions on which UBC programs of study are available to students from the partner institution?  
(*Please specify*)**

Arts and Law

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

### Partner Institution

University of Economics, Prague (VSE)	Czech Republic	Prague
<b>Name of Institution</b>	<b>Country</b>	<b>City</b>
Dana Brázdová	Head of International Office	
<b>Key Contact</b>	<b>Title</b>	
14000	580	na
<b>Number of Students</b>	<b>Number of Faculty</b>	<b>Annual Research Budget (\$CAN or \$US)</b>

### UBC - Background to Proposed Agreement

Katherine Beaumont

**Key UBC Contact**

Go Global

**Faculty/Department**

**History of the Development of Proposed Partnership:**  
(Attach additional page if necessary)

This opportunity partnership is being considered in an effort to expand partnerships in underrepresented areas in Europe.

Student interest for studying at partners in Eastern Europe is high. Currently, there are no exchange partnerships in the Czech Republic.

Sauder approached VSE for a potential partnership and Katrina MacDonald, Director of Undergraduate Programs, met with a VSE representative at PIM Conference in Nov. 2005.

#### Faculty Members Supporting Agreement:

**Dale Griffin**, Associate Dean Academic Programs, Sauder School of Business

**John Ryes**, Divisional Chair, Strategy and Business Economics Division

### Rationale for Partnership Agreement

#### Summary of Benefits to UBC Students (see Criteria, p. 1-2)

- First university partnership in Czech Republic and first Commerce-specific partnership in Eastern European
- Opportunity for student to study various areas of business as well as European studies, Central and Eastern European Studies and Cross-cultural Communications.
- Extensive course offering in English.

#### Support for Exchange Students: (Inbound and Outbound)

##### Outbound

- International office dedicated to international students.
- Student housing available
- Orientation week held for foreign students in September and February each year.

##### Inbound

UBC Go Global will provide support for incoming students

## Quality of Partner Institution

### Evidence of National Stature of Institution/Program:

The history of the University of Economics, Prague (Vysoká škola ekonomická v Praze) dates back to 1919 when the Commercial College was established as an independent department of the Czech Technical University. In the following years the institution underwent several significant changes. VŠE as it exists today was founded in 1953. Following the Velvet Revolution, VŠE experienced a general reorganization. Today, the university has six faculties: Finance and Accounting, International Relations, Business Administration, Informatics and Statistics, Economics and Public Administration and Management (located in the town of Jindřichův Hradec). The UEP was founded of date 1 September 1953 by Act No. 58/1950 Codex, on Universities, and by government order No. 40/1952 Codex,

Every year, more than 14,000 students study economics and management at the Bachelor's, Master's and Doctoral levels. This number represents 45% of all students studying economics at institutions of higher education in the Czech Republic, of which VŠE is the sixth largest in terms of student enrollment. VŠE, which offers tuition and training comparable to well-known academic institutions abroad, occupies the leading position among all schools of its kind in the Czech Republic.

580 full-time academics and more than 300 supporting staff are currently employed at VŠE. More than 1200 courses are on offer at the undergraduate and postgraduate levels, with approximately 60 courses taught in English. In the cooperation with other foreign universities, VŠE offers several complete programmes taught in English: the [CEMS MIM Programme](#) and the [M.A. Degree in the Economics of International Trade and European Integration](#). The new complete master programme International Business in a Global Context with an Emphasis on Central Europe was opened in September 2003. [The Central and East European Study Programme \(CESP\)](#) offering one or two-term study stay at the undergraduate level is coordinated solely by VŠE. The Prague International Business School is also affiliated with VŠE.

There are more than 150 international students enrolled at VŠE every semester. An overwhelming majority of them come from the VŠE partner institutions.

VŠE maintains an ongoing relationship with state and other public sector institutions, as well as important contacts with the business community. Furthermore, its membership in an active and unique network of international contacts provides VŠE with a rich assortment of opportunities to cooperate with more than seventy foreign institutions from Europe, North and South America, Asia, Australia and New Zealand. In the year 2000 VŠE became a member of PIM (Programme in International Management). A complete list of the partner institutions can be found at <http://ozs.vse.cz/isc/?action=partners>

### UBC Faculty Testimony:

(List names and attach written statement)

**Dale Griffin**, Associate Dean Academic Programs, Sauder School of Business

**John Ryes**, Divisional Chair, Strategy and Business Economics Division

# New Exchange Partnership Proposal - Information for Senate Admissions Committee

## Research and Teaching Units:

### Faculty of Finance and Accounting

Department of Banking and Insurance  
Department of Economic Teaching Methodology  
Department of Corporate Finance  
Department of Financial Accounting  
Department of Managerial Accounting  
Department of Monetary Theory and Policy  
Department of Public Finance

Centre for Financial and Accounting Studies (CEFIUS)  
Centre for Financial and Monetary Macrodynamics

### Faculty of Information and Statistics

Department of Demography (KDEM)  
Department of Econometrics (KEKO)  
Department of Economic Statistics (KEST)  
Department of Philosophy (KFIL)  
Department of Information Technologies (KIT)  
Department of Information and Knowledge Engineering (KIZI)  
Department of Mathematics (KMAT)  
Department of System Analysis (KSA)  
Department of Statistics and Probability Calculus (KSTP)  
Laboratory for Intelligent Systems (LISP)  
EuroMISE centrum - Cardio (Euromise)

### Faculty of Management

Department of Finance and Accounting  
Department of Informatics  
Department of Languages  
Department of Management  
Department of Mathematical Methods  
Department of Law and Humanities  
Department of Public Economics and Services  
Centre for Physical Training and Sport

### Faculty of Business Administration

Department of Logistics  
Department of Marketing  
Department of Microeconomics  
Department of Personnel Management  
Department of Business Economics  
Department of Business Management  
Department of Managerial Psychology and Sociology  
Department of Operation Management

### Faculty of Economics and Public Administration

Economics  
Economic History

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

Economic Policy  
Public Administration and Regional Development  
Social Policy  
Environmental Economics

### Comments from UBC Office of International:

UBC Office of International fully supports this partnership.

### Other International Exchange Partners:

The University of Economics takes part in international co-operative ventures such as ERASMUS and CEMS. In addition, student exchanges take place in connection with bilateral agreements which the University has signed with partner institutions abroad.

<http://www.cems.org/general/index.php>

<http://www.esn.org/>

### AUSTRIA

Wirtschaftsuniversität Wien \*  
Johannes Kepler Universität  
Steyr School of Economics

### BELGIUM

Universite Catholique de Louvain \*  
Facultés Universitaires Catholiques de Mons (FUCAM)  
University of Antwerp  
Vrije Universiteit Brussel

### CROATIA

University of Zagreb

### DENMARK

Copenhagen Business School \*  
The Aarhus School of Business  
Denmark's International Study Program \*

### FINLAND

Helsinki School of Economics and Business Administration

# New Exchange Partnership Proposal - Information for Senate Admissions Committee

Turku School of Economics and Business Administration

## FRANCE

École des Hautes Études Commerciales (HEC) \*  
École des Hautes Études Commerciales du Nord (EDHEC), Lille  
École de Management Lyon  
L'Université Jean Moulin Lyon 3 \*  
École Supérieure de Commerce de Paris  
Sciences PO Paris \*  
Ecole Supérieure de Commerce de Dijon  
Université Panteon-Sorbonne (Paris I)  
Université de Nice-Sophia Antipolis  
Université des Science et Technologies de Lille

## GERMANY

Fachhochschule Aachen  
F.A.U. Erlangen-Nürnberg  
Hamburger Universität für Wirtschaft und Politik  
Handelshochschule Leipzig  
Hochschule Zittau/Görlitz  
Chemnitz University of Technology  
L.M.U München  
Technische Universität Braunschweig  
Universität Passau  
Universität zu Köln\*  
WHU Koblenz

## GREAT BRITAIN

London School of Economics and Political Science  
Staffordshire University, Business School  
University of Stirling  
University of Plymouth  
University of Edinburgh \*

## GREECE

Athens University of Economics and Business

## HUNGARY

Corvinus University of Budapest

## IRELAND

University of Dublin, Smurfit School of Business\*

## ITALY

Università Degli Studi di Bologna \*  
Università Degli Studi di Perugia  
Università Commerciale "Luigi Bocconi" di Milano \*  
Università Degli Studi di Bari

## NETHERLANDS

Erasmus Universiteit, Rotterdam \*  
Tilburg University

## NORWAY

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

Norwegian School of Economics, Bergen \*  
Norwegian School of Management, Sandvika

### **POLAND**

Warsaw School of Economics  
Cracow University of Economics

### **RUSSIA**

St. Petersburg State University

### **SLOVAKIA**

Ekonomická Univerzita v Bratislave

### **SLOVENIA**

University of Maribor

### **SPAIN**

ESADE Barcelona \*  
Universidad de Granada  
Universidad de Sevilla  
Universidad de Navarra

### **SWEDEN**

Stockholm School of Economics \*  
Uppsala Universitet \*  
UMEA University, School of Business and Economics  
Jönköping University, International Business School

### **SWITZERLAND**

Universitat St. Gallen \*

### *Asia*

### **CHINA**

Hong Kong University of Science & Technology, School of Business and Management \*

### **ISRAEL**

Tel Aviv University, Recenati Graduate School of Business Administration

### **SINGAPORE**

Singapore Management University \*

### *Australia and New Zealand*

### **AUSTRALIA**

University of Queensland, Brisbane, Faculty of Business, Economics and Law \*

### **NEW ZEALAND**

The University of Otago \*

### *Latin America*

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

### **BRAZIL**

Escola de Administracao de Empresas Getulio Vargas Sao Paulo

### **CHILE**

Pontificia Universidad Católica de Chile, Escuela de Administración \*

### ***North America***

### **CANADA**

The University of Western Ontario, Richard Ivey School of Business \*

HEC Montréal

University of Calgary, Hayskayne Schoul of Business

Memorial University of Newfoundland

### **MEXICO**

Instituto Tecnológico Autónomo de México

Tec de Monterrey (ITESM) \*

### **U.S.A.**

Arizona State University \*

Bradley University, The Graduate School

Emory University

Rochester Institute of Technology (RIT), College of Business

State University of New York at New Paltz

The Anderson School at UCLA

The University of Texas at Austin, McCombs School of Business \*

University of North Carolina at Chapel Hill, Kenan-Flagler Business School

\* Existing UBC partners

## New Exchange Partnership Proposal - Information for Senate Admissions Committee

### Key Elements of Proposed Exchange Agreement

September 2006 Proposed date of first exchange	2 full year spots per year Number of students expected to participate
Czech and English Language of instruction	na Required Evidence of Proficiency in Language of Instruction
2 ECTS credits = 1 UBC credit Credit Equivalency/Max. course load per year	100 in 2005/2006 If applicable, number of courses offered in English

Are there any restrictions on which programs of study are available at the partner institution? (Please specify)

Commerce-specific agreement

Are there any restrictions on which UBC programs of study are available to students from partner institutions? (Please specify)

Commerce- specific agreement (MBA and graduate level business courses are not available to exchange students)

# New Exchange Partnership Proposal – Information for Senate Admissions Committee

## Partner Information

**Universidad de Salamanca**

Name of Institution

**Spain**

Country

**Salamanca**

City

**D. Pedro Manuel García Calvo**

Key Contact

**Head of Section for Mobility Programs**

Title

**32,500**

Number of Students

**2280**

Number of Faculty

**na**

Annual Research Budget  
(\$CAN or \$US)

## UBC-Background To Proposed Agreement

**Katherine Beaumont**

Key UBC Contact

**Go Global: Student Mobility Programs**

Faculty / Department

### Faculty Members Supporting Agreement:

**Andre Lamontagne**, Head, French, Hispanic and Italian Studies

**Brent Skura**, Associate Professor, Land and Food Systems

### History of the Development of Proposed Partnership:

- Strong student demand for opportunities in Spain
- Strong support from the Department of French Hispanic and Italian Studies for additional linkages in Spain.

## Rationale for Partnership Agreement

### Summary of Benefits to UBC Students:

- An additional exchange partner in Spain that will be university-wide.
- International student support in place.
- Opportunity for students to study in the oldest university in Spain and have access to numerous historical sites.

### Support for Exchange Students (inbound and outbound):

UBC Go Global will provide support for incoming students.

Universidad de Salamanca reasonably well structured to provide support to our students. Students can access university residences or accommodation services.

# New Exchange Partnership Proposal – Information for Senate Admissions Committee

## Quality of Partner Institution

### Evidence of National Stature of Institution/Program:

**History:** The University of Salamanca has its origins in the thirteenth century when King Alfonso IX of León founded the *Studium* for the teaching of Theology, Arts, Law and Medicine. In 1254, Alfonso X granted the statutes (*Carta Magna*) by which it received the name of University. In 1255 Pope Alexander VI granted universal validity to the degrees given by Salamanca (*ius ubique docendi*) as well as the use of its own seal.

**Accreditation:** At present the University of Salamanca is a public institution, with legal entity and its own property. It has autonomy in academic, economic and financial matters and in its government. It is recognised by the Spanish Constitution (art. 27.10) and by other Spanish education laws

**Ranking:** In a ranking of universities in Spain by *El Mundo* newspaper, Universidad de Salamanca was ranked 9th among public universities and 10<sup>th</sup> overall.

<http://www.el-mundo.es/especiales/2002/05/sociedad/carreras/unipubli.html>

**Students:** The University of Salamanca carries out teaching activities addressed to over 30,446 students in the first and second cycle of studies, at 16 Faculties, situated not only in the city of Salamanca, but also in Ávila, Zamora and Béjar. Subjects corresponding to 44 degree programs are given and over 7,000 foreign students receive courses in Spanish culture and language. Teaching and research is carried out in departments which have over 1,700 post-graduate students.

### UBC Faculty Testimony:

*(List names and attach written statements)*

**Andre Lamontagne**, Head, French, Hispanic and Italian Studies

**Brent Skura**, Associate Professor, Land and Food Systems

### Research Expertise:

The University has over 70 research units through various departments, institutes and centres:

#### Departments:

- Agronomy
- Analytical Chemistry and Nutrition
- Animal Biology
- Applied Economics
- Applied Mathematics
- Applied Physics
- Archeology
- Biochemistry and Molecular Biology
- Botany
- Business Administration
- Chemical Engineering
- Computer Science
- Economics (Theory and History)
- Education
- Education (Theory)
- Educational Psychology
- General and Atmospheric Physics

## **New Exchange Partnership Proposal – Information for Senate Admissions Committee**

- Genetics and Microbiology
- Geography
- Geology
- History
- History of Art
- History of Law
- Human Anatomy
- Inorganic Chemistry
- Languages
- Law
- Library Science
- Mathematics
- Mechanical Engineering
- Medicine
- Nursing
- Obstetrics, Gynecology and Pediatrics
- Organic Chemistry
- Pathology and Cell Biology
- Pharmaceutical Chemistry
- Pharmacy
- Philosophy
- Physical Chemistry
- Physics, Engineering and Medical Radiography
- Physiology and Pharmacology
- Plant Physiology
- Psychiatry
- Psychology
- Public Health and Preventative Medicine
- Social Psychology and Anthropology
- Sociology and Communications
- Spanish and Latin-American Literature
- Spanish Language
- Statistics
- Surgery
- Topographical Engineering
- Translation

### **Institutes**

- University Institute of Educational Sciences (IUCE)
- Institute of Latin American and Portuguese Studies
- Institute for Integration in the Community (INICO)
- Cancer Research Institute
- Neuroscience Institute of Castile & Leon

### **Technology Centres**

- European Documentation Centre
- Cancer Research Centre
- Alfonso IX University History Centre
- Technological Centre for Cultural Design and Development of Communications
- Hispano-Portuguese Agricultural Research Centre
- Centre for the Research and Technological Development of Water
- Centre for Linguistic Research (CILUS)
- Multimedia Technological Centre

## New Exchange Partnership Proposal – Information for Senate Admissions Committee

- Centre for Research in Behavioural Sciences (CICCO)

### Other Centres:

- Hispano-Japanese Cultural Centre
- Centre for Brazilian Studies
- Cultural Centre of the University of Salamanca in Colombia
- Cultural Centre of the University of Salamanca in Argentina
- Women's Studies Centre
- Iberian Studies Centre

### Comments from Office of UBC International:

### Other International Exchange Partners:

Over 100 partnerships through SOCRATES and the following bilateral agreements:

**Argentina:** Belgrano

**Australia:** University of Queensland\*, University of Sydney\*

**Brazil:** Federal De Pernambuco

**Canada:** University of Ottawa\*, University of Toronto\*

**Chile:** PUC\*

**Colombia:** Nuestra Señora Del Rosario

**France:** Caen, Institut D' Etudes Politiques De Paris (Science Po)\*

**Germany:** Munich, Koln\*, Würzburg\*, Humboldt Zu Berlin\*

**Italy:** Scuola Normale Superiore De Pisa

**Japan:** Waseda\*, Kokugakuin, Kyoto, Kansai Gaidai, Doshisha, Takushoku

**Korea:** Dankook

**Mexico:** Universidad de las Americas\*

**United States:** Pennsylvania, James Madison, Pittsburg, Hastings College, Indiana, New Orleans, State University Of New York, Brown, Southeast Missouri State University

\*UBC partners

## New Exchange Partnership Proposal – Information for Senate Admissions Committee

### Key Elements of Proposed Exchange Agreement

**September 2006 (trial Sept. 2005)**

Proposed date for first exchange

**2 to 4**

Number of Students Expected to Participate

**Spanish**

Language of Instruction at Partner University

**Completion of 2 years of Spanish or equivalent**

Required Evidence of Proficiency in Language of Instruction

**Salamanca credit x 2/5 = UBC Credit**

**ECTS x 1/2 = UBC Credit**

Credit Equivalency

**na**

If applicable, number if courses offered in English

**Are there restrictions on which programs of study are available at the partner institution? (*Please specify*)**

Hispanic Studies Program not available to UBC exchange students (additional fee applies).

**Are there restrictions on which UBC programs of study are available to students from the partner institution? (*Please specify*)**

Existing restrictions for all other university-wide programs: limited space in Business, Engineering, Law

## **New Exchange Partnership Proposal – Information for Senate Admissions Committee**

# THE UNIVERSITY OF BRITISH COLUMBIA



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

8 February 2006

To: Senate

From: Senate Curriculum Committee

Re: **FEBRUARY CURRICULUM PROPOSALS**

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

As such, the following is recommended to Senate:

*“That Senate approves the changed graduate programs and new and changed courses brought forward by the Faculty of Graduate Studies.*

# THE UNIVERSITY OF BRITISH COLUMBIA



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

8 February 2006

To: Senate  
From: Senate Curriculum Committee

Re: **GRADUATE CURRICULUM PROPOSALS**

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Attached please find the following proposals for your consideration:

## **Faculty of Arts**

- 1) The following new course:
  - a. **ASIA 590** (3) Theories & Methods - Thinking With The Body: Embodied Cognition And The Study Of Culture

## **Faculty of Arts – School of Library, Archival, and Information Studies**

- 2) The following new courses:
  - a. **LIBR 511** (3) Cataloguing and Classification
  - b. **LIBR 515** (3) Information Organization in Context
  - c. **LIBR 518** (3) Classification Theory
  - d. **LIBR 520** (3) Survey of Literature and Other Materials for Children
  - e. **LIBR 521** (3) Contemporary Literature and Other Materials for Children
  - f. **LIBR 523** (3) Canadian Literature and Other Materials for Children
  - g. **LIBR 524** (3) Writing, Publishing and the Book Trade for Children
  - h. **LIBR 525** (3) Illustrated Literature and Other Materials for Children
  - i. **LIBR 527** (3) Services for Children
  - j. **LIBR 528** (3) Services for Young Adults
  - k. **LIBR 529** (3) Services for Families and Early Literacy in the Preschool Years
  - l. **LIBR 531** (3) Client-Centred Services for Adults
  - m. **LIBR 532** (3) Science and Technology Information Sources and Services
  - n. **LIBR 533** (3) Legal Information Sources and Services
  - o. **LIBR 534** (3) Health Information Sources and Services
  - p. **LIBR 535** (3) Instructional Role of the Librarian
  - q. **LIBR 545** (3) Adult Popular Reading & Media Interests
  - r. **LIBR 551** (3) Library Automation and Systems
  - s. **LIBR 555** (3) Information Design I – Systems
  - t. **LIBR 556** (3) Information Design II – Documents
  - u. **LIBR 558** (3) Information Retrieval Systems: Structures and Algorithms
  - v. **LIBR 561** (3) Information Policy
  - w. **LIBR 562** (3) International Issues and Innovations
  - x. **LIBR 563** (3): Information Ethics
  - y. **LIBR 574** (3) Project Management in Information Organizations

- z. **LIBR 575** (3) Academic Libraries
  - aa. **LIBR 576** (3) Public Libraries
  - bb. **LIBR 577** (3) Special Libraries
  - cc. **LIBR 581** (3) Digital Libraries
  - dd. **LIBR 582** (3) Digital Image and Text Collections
- 3) The following changed courses:
- a. **LIBR 570** (3) Marketing in Information Organizations
  - b. **LIBR 572** (3): Information Services Consulting
  - c. **LIBR 573** (3) Financial Management of Information Organizations
- 4) The following new courses:
- a. **SOWK 501** (3) Advanced Canadian Social Policy
  - b. **SOWK 502** (6) Social Work Practice
  - c. **SOWK 503** (3) Communication Skills in Social Work Practice
  - d. **SOWK 505** (6) Social Analysis for Social Work Practice
  - e. **SOWK 506** (6) Directed Field Studies in Social Work I
  - f. **SOWK 525** (3) Advanced Social Work Practice: Mental Health
  - g. **SWFS 699** (0) PhD Thesis

#### **Faculty of Education**

- 5) The following new courses:
- a. **EPSE 504** (3) Principles of Applied Behaviour Analysis
  - b. **EPSE 532** (3) Assessment and Positive Behavioural Support in School and Community Settings

#### **Faculty of Graduate Studies**

- 6) The following change in program name:
- a. **Women's Studies and Gender Relations to Women's and Gender Studies**

#### **Faculty of Science**

- 7) The following changes to the **Master of Science in Chemistry** program:
- a. Change in required courses and credit requirement.

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Arts <b>Department:</b> Asian Studies <b>Faculty Approval Date:</b> April 28, 2005  <b>Effective Session 2006W Term 1 Year 2006 for Change</b>	<b>Date:</b> July 27, 2005 <b>Contact Person:</b> Maija Scott <b>Phone:</b> 822-9266 <b>Email:</b> maija@interchange.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ASIA 590 (3) THEORIES &amp; METHODS - "THINKING WITH THE BODY: EMBODIED COGNITION AND THE STUDY OF CULTURE"</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> New course  <b>Rationale:</b> The most exciting recent trend in the humanities is integrative approaches that attempt to tie insights from the natural sciences into the manner in which humanists go about their work, but there is currently no course at UBC focused on this issue. This course will introduce graduate students to this new approach and help them see how it could be applied to their own work.

### Category: (1)

<b>Faculty:</b> ARTS <b>Department:</b> Library, Archival and Information Studies <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1 Year: 06-07 for Change</b>	<b>Date:</b> August 31, 2005 <b>Contact Person:</b> Mary Sue Stephenson <b>Phone:</b> 604-822-6392 <b>Email:</b> <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>LIBR 511 (3) Cataloguing and Classification</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none

	<p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> Cataloguing is a rich and complex tradition, and the catalogue serves as the cornerstone to a library's collection. Furthermore, contemporary work in cataloguing is moving toward conceptual modeling and formal systems analysis and design. For these reasons, a separate introductory course for cataloguing is required to acquaint the student with the rich and complex literature of cataloguing, the various tools that go into the work, and evaluation mechanisms for this particular information system. By laying the groundwork in this introductory course, we can better prepare future professionals for the complex tasks of catalogue development, evaluation, and model building.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 515 (3) Information Organization in Context</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> With the growing number of information organization initiatives, and with the rise of research on information behaviour in various contexts, information professionals must be able to study information work in contexts in</p>

	<p>order to construct effective information organization systems. Thus the study of context is a central concern to those that would build and do research in information organization. Understanding how users interact with information systems and organizational structures (thesauri, classification schemes, catalogues, bibliographies, taxonomies, and the like) is central to librarianship and library and information studies. Further, understanding how users work, complete tasks, manipulate their given information environment will enhance our ability, as information professionals, to build, maintain, and evaluate organizational structures. This course will provide the basic theoretical and practical knowledge necessary to describe an information ecology and take steps toward creating organizational structures to help work in that environment. The recent hiring of a new faculty member has allowed the School to expand the breadth of its courses in the Information Resource Description and Access area</p>
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**Category: (1)**

<p><b>Faculty:</b> ARTS  <b>Department:</b> Library, Archival and Information Studies  <b>Faculty Approval Date:</b></p> <p><b>Effective Session:</b> Winter Term: 1  <b>Year:</b> 06-07 for Change</p>	<p><b>Date:</b> August 31, 2005  <b>Contact Person:</b> Mary Sue Stephenson  <b>Phone:</b> 604-822-6392  <b>Email:</b> <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 518 (3) Classification Theory</b></p>	<p><b>URL:</b>  none</p> <p><b>Present Calendar Entry:</b>  none</p> <p><b>Type of Action:</b>  new course</p> <p><b>Rationale:</b>  The recent explosion in the number of and variation of information services underline the need for effective methods for representing and organizing information in</p>

	<p>an effective way. In addition, the construction and use of practical and efficient systems for organization and representation of documents is dependent on a comprehensive understanding--not only of the technical side of such systems--but also of human perception, cognition, and language use. The course will give the basic theoretical and philosophical knowledge necessary to understand, create, and analyze classificatory structures.</p>
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**Category: (1)**

<p><b>Faculty:</b> ARTS  <b>Department:</b> Library, Archival and Information Studies  <b>Faculty Approval Date:</b></p> <p><b>Effective Session:</b> Winter Term: 1  <b>Year:</b> 06-07 for Change</p>	<p><b>Date:</b> August 31, 2005  <b>Contact Person:</b> Mary Sue Stephenson  <b>Phone:</b> 604-822-6392  <b>Email:</b> <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 520 (3) Survey of Literature and Other Materials for Children</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. The new name more accurately reflects the content of the course as currently taught.  The course is designed for the group of Master of Library and Information Studies Program students who are studying to become children's and young adult librarians in public libraries. The course, therefore, emphasizes the knowledge that children's and young librarians need to function in their professional roles in</p>

	<p>library collection management, reader's advisory services, reference services, and programming, as specified by the children's services divisions of the American and Canadian Library Associations. To achieve these goals, the course content covers children's developmental and reading levels and progression of children's pre-reading and reading interests in types of children's books, from the pre-school years through to age 12. A history of children's literature summarizes the changes in children's literature that affect the content of library collections and those classics of the nineteenth and twentieth centuries to the present which are standard selections in children's library collections. The different genres in children's literature are studied, defined, and examined for their roles in library collections, reader's advisory and reference services and programming. The processes by which librarians evaluate and select titles from these genres for library collections are studied. The second group of students who take this course are those in the multidisciplinary Master of Arts in Children's Literature Program. These students receive the disciplinary perspective of library and information studies' approach to and use of children's literature.</p> <p>The number LIBR 520 is currently used for LIBR 520 (3) Collection Management. As part of the overall MLIS curriculum re-design process course numbers are being reorganized into more logical groupings. The 52x sequence is being used for materials and sources for children and young adults. While it is preferable not to immediately re-use a course number in this case there are no other 52x numbers available in the revised curriculum.</p>
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 521 (3) Contemporary Literature and Other Materials for Children</b>	<b>URL:</b> <b>None</b>  <b>Present Calendar Entry:</b> <b>none</b>  <b>Type of Action:</b> new course  <b>Rationale:</b> <p>This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.</p> <p>The course covers the last twenty years of children's literature for pre-school through to age 12, from international publishing representing the UK, Australia, Canada and the United States, as well as books in translation. Issues and trends in contemporary children's literature, with a focus on censorship as a concern for libraries and librarians, are studied. The rise in the last twenty years of other materials for children -- children's literature in non-print media -- is studied, with emphasis on the range of electronic media and audio-visual products for library collections. The criteria and resources required for evaluation, selection, acquisition and use of these materials in libraries are analyzed. The second group of students who take this course are those in the multidisciplinary Master of Arts in Children's Literature Program. These students receive the disciplinary perspective of library and information</p>

	studies' approach to and use of children's literature.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 523 (3) Canadian Literature and Other Materials for Children</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. The course is designed for the group of Master of Library and Information Studies Program students who are studying to become children's and young adult librarians in public libraries. The course emphasizes the public library's children's services mandate of incorporating Canadian cultural content in all aspects of service to the community in library collection management, reader's advisory services, reference services, and programming. To achieve this goal, the curriculum focuses on the historical development and present state of print and non-print audiovisual and electronic resources for children from pre-school through age 12, written and illustrated by Canadians or landed immigrants and published or produced in Canada or by

	<p>non-Canadian publishers. The students develop knowledge of resources that meet the reading interests and information needs of children, teachers and parents as applied to Canadian content in library collection development, reader's advisory and reference services and programs. The second group of students who take this course are those in the multidisciplinary Master of Arts in Children's Literature Program. These students receive the disciplinary perspective of library and information studies' approach to and use of children's literature.</p>
<b>Category: (1)</b>	
<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 524 (3) Writing, Publishing and the Book Trade for Children</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.  In order to develop library collections for children and young adults, children's and young adult librarians in public libraries require a strong foundation of knowledge of the operations of Canadian and international publishing and the book trade for youth and the issues in this field that affect both publishers, distributors,</p>

	<p>bookstores, schools and libraries. The commercial, educational and literary roles of children's publishing are studied, as are publishing's strong relations with the institutional market of children's libraries. The particular publishing process for children is studied, from approaches to writing a manuscript in different genres, editing, design, production, distribution, reviewing, wholesale and retail, and library evaluation, selection and purchase. The second group of students who take this course are those in the multidisciplinary Master of Arts in Children's Literature Program. These students receive the disciplinary perspective of library and information studies' approach to and use of children's literature.</p> <p>The number LIBR 524 is currently used for LIBR 524 (3) Literature and Other Materials for Young Adults . As part of the overall MLIS curriculum re-design process course numbers are being reorganized into more logical groupings. The 52x sequence is being used for materials and sources for children and young adults. While it is preferable not to immediately re-use a course number, in this case using the 524 number in the proposed fashion will allow the children's courses to be grouped together.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 525 (3) Illustrated Literature and Other Materials for Children</b></p>	<p><b>URL:</b>  none</p> <p><b>Present Calendar Entry:</b>  none</p>

	<p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.</p> <p>The course is designed for the group of Master of Library and Information Studies Program students who are studying to become children's and young adult librarians in public libraries. The course, therefore, emphasizes the knowledge that children's and young adult librarians need to function in their professional roles in library collection management, reader's advisory services, reference services, and programming, as specified by the children's services divisions of the American and Canadian Library Associations. To achieve these goals, the course content focuses on the history of illustration and the various types of illustrated materials in library collections for the very young to illustrated books for older readers up to age 12. The criteria for evaluation of illustration and text and their relationship in the picture book and other illustrated books are studied, as are the various roles of illustrator, book designer and editor. The role of illustrated books in the development of textual and visual literacy in the home and in library collections and programs is studied in relation to library collections, reader's advisory and reference services and programming. The processes by which librarians evaluate and select titles in this field for library collections are studied. The second group of students who take this course are those in the multidisciplinary Master of Arts in Children's Literature Program. These students receive the disciplinary perspective of library and information studies' approach to and use of children's literature.</p>
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<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 527 (3) Services for Children</b>	<b>URL:</b> None  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. The course is designed for the group of Master of Library and Information Studies Program students who are studying to become children's and young adult librarians in public libraries. The course, therefore, emphasizes the knowledge that children's and young adult librarians need to function in their professional roles in library collection management, reader's advisory services, reference services, and programming, as specified by the children's services divisions of the American and Canadian Library Associations. To achieve these goals, the curriculum provides students with the knowledge required to plan, implement and evaluate a program of public library services for children. Course content includes theory, resources, and methods in: the selection of children's materials and children's collection management; reference and readers advisory services for

	children, their parents caregivers, and other adults working with children; promotion of children's materials and library use through a range of programs for children of all ages and for parents and other adult groups as appropriate; the implementation of outreach services to schools and other child-serving agencies in the community.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 528 (3) Services for Young Adults</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. The course is designed for the group of Master of Library and Information Studies Program students who are studying to become children's and young adult librarians in public libraries. The course, therefore, emphasizes the knowledge that young adult librarians need to function in their professional roles in library collection management, reader's advisory services, reference services, and programming, as specified by the young adult services divisions of the American and Canadian Library Associations. To achieve these goals, the curriculum provides students with the knowledge required to plan,

	<p>implement and evaluate a program of public library services for young adults. Course content includes theory, resources, and methods in: the selection of young adult materials and young adult collection management; reference and readers advisory services for young adults, their parents, and other adults working with youth; promotion of young adult materials and library use through a range of programs for adolescents and for parents and other adult groups as appropriate; the implementation of outreach services to schools and other youth-serving agencies in the community.</p>
<b>Category: (1)</b>	
<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 529 (3) Services for Families and Early Literacy in the Preschool Years</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.  The course is increasing to 3 credits from 1-3 credits as this service topic is gaining increasing emphasis in public library services for children and it is expected that students would have a thorough understanding of this area. The course is designed for the group of Master of Library and Information Studies Program students</p>

	<p>who are studying to become children's and young adult librarians in public libraries. The course, therefore, emphasizes the knowledge that children's and young adult librarians need to function in their professional roles in library collection management, reader's advisory services, reference services, and programming, as specified by the children's services divisions of the American and Canadian Library Associations. Family literacy and early literacy services to children in the pre-school years have emerged as major professional emphases in public library service in the past decade. The goal of this course is to provide students with the knowledge required to plan, implement and evaluate a program of library services for families and early literacy for children in the pre-school years. Course content includes theory, resources, and methods in: the stages of child development from birth to school age; early literacy or family literacy education in libraries and other community agencies; children's materials for parents, teachers, librarians and other adults in child-serving agencies; a variety of in-house, outreach, and community partnership programs and services for children and adults (parents, care-givers, daycare leaders, health providers and teachers) that public libraries provide to augment early literacy.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 531 (3) Client-Centred Services</b></p>	<p><b>URL:</b>  none</p> <p><b>Present Calendar Entry:</b></p>

for Adults	<p>none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. The course is intended to teach prospective Reference and Information professionals the skills they need to serve a more cosmopolitan Vancouver and Canadian community by including a broader range of clients, and includes an increased attention to concepts such as ethnicity, mobility, sexuality, and language ability.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 532 (3) Science and Technology Information Sources and Services</b></p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Knowledge of information resources is an important competency for reference librarians. Librarians working in academic libraries, special libraries, or public libraries with an emphasis on science and technology need to know the resources in the sciences and technology in general as well as in the</p>

	specialized subfields within these fields. It is also important that they understand the sociology and structure of research, and the means by which research is communicated, in science and technology in order to meet the information needs of users in these fields. MLIS graduates with a background in the sciences, and those who intend to provide reference services in the sciences, require a course in information sources and services in science and technology.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 533 (3) Legal Information Sources and Services</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Legal Information Sources and Services is an introduction to legal research methods, emphasizing Canadian legal resources. The new course name, changed from "Legal Bibliography," represents the broader intention of SLAIS to introduce potential legal librarians, service providers, and researchers to more than a relatively simple "listing" of what is available. Coverage now includes Canadian, British, American, and international legal materials and the problems that arise in acquiring,

	<p>interpreting, and managing them. Teaching will cover primary and secondary legal resources, both in print and electronic formats to reflect changing publication models. Online training will include the three primary legal databases — <a href="#">QUICKLAW</a>, <a href="#">WestlaweCarswell</a> and <a href="#">Lexis-Nexis</a> — and the Internet and law-related CD-ROMs. The course changes have also been made to introduce students to further changes in the legal profession. Extensive use of the campus law library will be made. Assignments will include more intensive "hands on" exercises using the legal resources discussed in class..</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 534 (3) Health Information Sources and Services</b></p>	<p><b>URL:</b>  none</p> <p><b>Present Calendar Entry:</b>  none</p> <p><b>Type of Action:</b>  new course</p> <p><b>Rationale:</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.  In recent years the need for information professionals as active participants in the health care system has undergone significant growth. The course gives students the knowledge and experience needed to provide library and information support for health and health care -</p>

	clinicians, researchers, planners and administrators (government, industry, health care system), students (basic and clinical), teachers, patients and consumers.
<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 535 (3) Instructional Role of the Librarian</b>	<b>URL:</b> None  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Course enrolment for this course has grown from several students in its first offering to approximately thirty-five students in recent years. That growth is due to the increase in importance of teaching information literacy skills to library users as a function of library and information professionals. As information has become increasingly complex, librarians have had to assume an enhanced role as a teacher, navigator or guide. The majority of library job advertisements now call for instructional knowledge and abilities on the part of applicants, and our students realizing this have been enrolling in this course in increasing numbers. Participants in this course develop theoretical knowledge of learning theory and adult learning theory, and practical knowledge and skills in

	organizing, managing, designing and delivering information literacy programs
<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 545 (3) Adult Popular Reading &amp; Media Interests</b>	<b>URL:</b>  none  <b>Present Calendar Entry:</b>  none  <b>Type of Action:</b>  new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Given that 'adult popular reading' is perhaps the raison d'être for the origin of public libraries, it is no surprise that we at SLAIS are teaching a course dedicated to such reading. It is especially important to note that, not only are books still the main purpose for a library, lending statistics and program attendance are holding steady, even in the shadow of computers in the public library..

**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 551 (3) Library Automation and Systems</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course will be valuable to all MLIS students, not only those undertaking an information technology focus. Information professionals are increasingly called upon to participate in the use of, but also, increasingly, in the management of automated library systems. Taken in conjunction with the required LIBR: 500: Foundations of Information Technology course, LIBR 551 will provide a solid overview of the area.
<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 555 (3) Information Design I – Systems</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none

	<p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> This course will be valuable to MLIS students taking an information technology focus. It is important that students learn a user-centred methodology that can be used in a variety of environments, and increasingly in library environments, to develop systems that provide useful and usable information to clients. In this course, emphasis is placed on the needs of users of a system, and of their tasks. As such it forms an essential complement to the data-centric focus of more traditional analysis and design approaches. Furthermore, as more and more information comes in unstructured form it is essential to provide students with problem solving and technical skills that will increase their marketability in both traditional and non-traditional sectors. The course will leverage knowledge attained in other courses (e.g. organization and classification) toward these new environments, i.e. the applicability of organization and classification techniques to information architecture in a Web environment.</p>
<p><b>Category: (1)</b></p> <p><b>Faculty:</b> ARTS  <b>Department:</b> Library, Archival and Information Studies  <b>Faculty Approval Date:</b></p> <p><b>Effective Session:</b> Winter Term: 1  <b>Year:</b> 06-07 for Change</p>	<p><b>Date:</b> August 31, 2005  <b>Contact Person:</b> Mary Sue Stephenson  <b>Phone:</b> 604-822-6392  <b>Email:</b> <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 556 (3) Information Design II – Documents</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p>

	<p><b>Rationale:</b></p> <p>This course will be valuable to MLIS students taking an information technology focus. Increasingly information professionals are called upon to provide targeted access to information in non-traditional environments such the World Wide Web. As the technologies associated with these environments mature, there are increased opportunities for providing this information in novel, more usable, and more useful ways. XML, for example, provides an enhanced means for structuring information and the ability to reference specific fragments of information both of which are important advances over the capabilities offered by HTML. To provide electronic documents that are comprehensible and easily navigable requires an examination of what affordances digital documents provide that traditional paper ones do not. It should be emphasized that the focus here is on the cognitive aspects (e.g. recognition, reading, and extraction) of information use at the document level, and is intended to complement the systems architecture perspective offered in LIBR 555..</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 558 (3) Information Retrieval Systems: Structures and Algorithms</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b> Information professionals are required to work with a complex variety of</p>

	<p>information retrieval systems, ranging from OPACs (online public access catalogues) to commercial database engines to Web search engines. Each is capable of delivering a different kind of performance, depending on the processes which are used by the system to analyze and index text and to perform query-document matches. An understanding of these processes is necessary to make intelligent systems design and implementation decisions, and to optimize the retrieval performance which can be achieved by users of the system.</p>
<b>Category: (1)</b>	
<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 561 (3) Information Policy</b></p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale:</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. As a result of the influx of information technology into libraries and the fact that many of our graduates are now working in government and private institutions that rely heavily on information and communication technology (ICT), it has become imperative that we teach courses related to policy relating to the social and legislative aspects</p>

	of ICT. Without such transformed knowledge, it is feared that libraries, a long-standing institution in Western society, will be perceived as irrelevant. A guarantee that libraries continue to function well is especially important now, as "information have nots" have few champions in the corporations or private institutions that aspire to profit rather than universality.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 562 (3) International Issues and Innovations</b>	<b>URL:</b> none <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Because the information world is increasingly an international one, librarians should know about the various methods and practices in various countries for organizing, controlling, and disseminating information. International aspects of library and information science are, of course, covered in each separate SLAIS course, but this course allows students to focus on information philosophies and practices outside Canada, and in particular, outside North America. This course fulfills the mandate of Trek 2010 to give UBC students the opportunity to be international citizens through knowledge, and to gain the required insight into the social, cultural, and technical aspects of information seeking behaviours in

	other countries. A further purpose of this course is to acquaint students with international prospects for employment, as it demonstrates the cross-border applicability of their knowledge.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: September 21, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
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<b>Proposed Calendar Entry:</b>  <b>LIBR 563 (3): Information Ethics</b>	<b>URL:</b>  none  <b>Present Calendar Entry:</b>  none  <b>Type of Action:</b>  new course  <b>Rationale:</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Information ethics is one of the foundations of the information science professions. All information science professional organizations have information ethics/intellectual freedom statements for their members. As well, the acquisition and organization of material within a library, presenting the best representations of a wide variety of material, generally brings expressions of concern from some users, who object to the inclusion of some materials within the library. This course allows students to examine in depth this important information profession topic
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 574 (3): Project Management in Information Organizations</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale:</b> This course will prepare students for the reality of the workplace in libraries and archives, in which much of the work is organized around projects conducted by a designated project team. In order to operate successfully in this environment, students need to understand the social dynamics of teamwork, and the management and communication tools and skills that lead to successful project outcomes
<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 575 (3) Academic Libraries</b>	<b>URL:</b> none  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course

	<p><b>Rationale:</b>  This course will parallel an existing course dealing with the nature and characteristics of public libraries and a new course that deals with the nature and characteristics of special libraries. For many years students interested in either public libraries or special libraries have had an excellent opportunity to make a clear course progression from LIBR 501, which deals with all types of libraries, to a more advanced course that affords the opportunity for a more in-depth approach to the student's own interests and areas of application. LIBR 575 will permit students interested in academic libraries to apply the skills they have learned in earlier foundational courses to the specific set of contexts experienced in college and university library settings.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b>    <b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b>    <b>LIBR 576 (3) Public Libraries</b></p>	<p><b>URL:</b>  None</p> <p><b>Present Calendar Entry:</b>  none</p> <p><b>Type of Action:</b>  new course</p> <p><b>Rationale</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered</p>

	<p>non-variable-credit course.</p> <p>This course will parallel new courses dealing with the nature and characteristics of academic libraries and with the nature and characteristics of special libraries. This will build on the existing LIBR 501, which deals with all types of libraries, to a more advanced course that affords the opportunity for a more in-depth approach to the student's own interests and areas of application. LIBR 577 will permit students interested in public libraries to apply the skills they have learned in earlier foundational courses to the specific set of contexts experienced in public library settings.</p>
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**Category: (1)**

<p><b>Faculty: ARTS</b>  <b>Department: Library, Archival and Information Studies</b>  <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b>  <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b>  <b>Contact Person: Mary Sue Stephenson</b>  <b>Phone: 604-822-6392</b>  <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 577 (3) Special Libraries</b></p>	<p><b>URL:</b> None</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> new course</p> <p><b>Rationale</b>  This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course.  This course will parallel new courses dealing with the nature and characteristics of academic libraries and with the nature and characteristics of public libraries. This will build on the existing LIBR 501, which deals with all types of libraries, to a more</p>

	advanced course that affords the opportunity for a more in-depth approach to the student's own interests and areas of application. LIBR 577 will permit students interested in special libraries to apply the skills they have learned in earlier foundational courses to the specific set of contexts experienced in special library settings.
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**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 581 (3) Digital Libraries</b>	<b>URL:</b>  <b>Present Calendar Entry:</b>  <b>Type of Action:</b> new course  <b>Rationale</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Over the past 10 years, digital libraries have become increasingly important as a means to collect, organize, preserve and disseminate information in digital form. MLIS students who will work within the digital library environment need to understand the technological, organizational, and social issues surrounding digital libraries.

**Category: (1)**

<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>  <b>LIBR 582 (3) Digital Image and Text Collections</b>	<b>URL:</b> None  <b>Present Calendar Entry:</b> none  <b>Type of Action:</b> new course  <b>Rationale</b> This course is changing from an individual topic within a variable credit multiple topics course to a separately numbered non-variable-credit course. Over the past 10 years, digital libraries have become increasingly important as a means to collect, organize, preserve and disseminate information in digital form. MLIS students who will work within the digital library environment need to understand the technological, organizational, and social issues surrounding digital libraries. This course has been offered twice as a special topics course, LIBR 559e.
<b>Category: (1)</b>	
<b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b>	<b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b>
<b>Proposed Calendar Entry:</b>	<b>URL:</b> <a href="http://students.ubc.ca/calendar/courses.cfm?code=LIBR">http://students.ubc.ca/calendar/courses.cfm?code=LIBR</a>

<b>LIBR 570 (3) Marketing in Information Organizations</b>	<p><b>Present Calendar Entry:</b> LIBR 579 (1-13) d Topics in the Management of Libraries and Archives</p> <p><b>Type of Action:</b> new course name and number</p> <p><b>Rationale:</b> This course has been taught successfully for several years as a topics course [LIBR 579D: Topics In The Management Of Libraries And Archives: Marketing] and is being changed to a stand-alone course as part of the current curriculum revision process. The new name more accurately reflects the content of the course as currently taught.</p> <p>The number LIBR 570 is currently used for LIBR 570 (3) Management of Libraries and Archives] which is being renumbered as “LIBR 504 (3) Management of Information Organizations” in the new curriculum. As part of the overall MLIS curriculum re-design process course numbers are being reorganized into more logical groupings. The 50x sequence is being used for courses required in the MLIS degree.</p> <p>The 57x sequence is being used for non-required management-related courses. While it is preferable not to immediately re-use a course number in this case there are no other 57x numbers available in the revised curriculum for LIBR 570: marketing.</p>
<p><b>Category: (1)</b></p> <p><b>Faculty: ARTS</b> <b>Department: Library, Archival and Information Studies</b> <b>Faculty Approval Date:</b></p> <p><b>Effective Session: Winter Term: 1</b> <b>Year: 06-07 for Change</b></p>	<p><b>Date: August 31, 2005</b> <b>Contact Person: Mary Sue Stephenson</b> <b>Phone: 604-822-6392</b> <b>Email: <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 572 (3): Information Services Consulting</b></p>	<p><b>URL:</b> <a href="http://students.ubc.ca/calendar/courses.cfm?code=LIBR">http://students.ubc.ca/calendar/courses.cfm?code=LIBR</a></p> <p><b>Present Calendar Entry:</b> LIBR 569 (1-13) d Current Issues and</p>

	<p>Trends in Library Services and Information Science</p> <p><b>Type of Action:</b> new course name and number</p> <p><b>Rationale:</b> This course has been taught successfully for several years as a topics course [LIBR 569B: Current Issues And Trends In Library Services And Information Science - Entrepreneurial Librarianship] and is being changed to a stand-alone course as part of the current curriculum revision process. The new name more accurately reflects the content of the course as currently taught.</p>
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**Category: (1)**

<p><b>Faculty:</b> ARTS <b>Department:</b> Library, Archival and Information Studies <b>Faculty Approval Date:</b></p> <p><b>Effective Session:</b> Winter Term: 1 <b>Year:</b> 06-07 for Change</p>	<p><b>Date:</b> August 31, 2005 <b>Contact Person:</b> Mary Sue Stephenson <b>Phone:</b> 604-822-6392 <b>Email:</b> <a href="mailto:mss@interchange.ubc.ca">mss@interchange.ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>LIBR 573 (3) Financial Management of Information Organizations</b></p>	<p><b>URL:</b> <a href="http://students.ubc.ca/calendar/courses.cfm?code=LIBR">http://students.ubc.ca/calendar/courses.cfm?code=LIBR</a></p> <p><b>Present Calendar Entry:</b> LIBR 579 (1-13) d Topics in the Management of Libraries and Archives</p> <p><b>Type of Action:</b> new course name and number</p> <p><b>Rationale:</b> This course has been taught successfully for several years as a topics course [579B: Topics in the Management of Libraries and Archives - Financial Management of Libraries and Archives] and is being changed to a stand-alone course as part of the current curriculum revision process. The new name more accurately reflects the</p>

	content of the course as currently taught.
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**Category: ( 1)**

<b>Faculty: Arts</b> <b>Department: Social Work &amp; Family Studies</b> <b>Faculty Approval Date: May 3, 2005</b> <b>Effective Session _W Term 1</b> <b>Year 2006 for Change</b>	<b>Date: July 7, 2005</b> <b>Contact Person: Dr. Brian O'Neill</b> <b>Phone:2-2460</b> <b>Email: bjoneill@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>SOWK 501 (3) Advanced Canadian Social Policy</b>	<b>Present Calendar Entry:</b>  New course  <b>Type of Action:</b> New course  <b>Rationale:</b> Revision and upgrading of undergraduate introductory Canadian social policy course for first year of newly proposed 2-year MSW program for students without a BSW. Expectations for the integration of theory and research are at a more advanced level than those for the undergraduate course.
<b>Proposed Calendar Entry:</b>  <b>SOWK 502 (6) Social Work Practice</b>	<b>Present Calendar Entry:</b>  New course  <b>Type of Action:</b> New course  <b>Rationale:</b> Melding and upgrading of undergraduate social work practice courses for first year of newly proposed 2-year MSW program for students without a BSW. Expectations for the integration of theory and research are at a more advanced level than those for the undergraduate course.
<b>Proposed Calendar Entry:</b>  <b>SOWK 503 (3) Communication Skills in Social Work Practice.</b> <b>This course will be graded Pass/Fail.</b>	<b>Present Calendar Entry:</b>  New course  <b>Type of Action:</b> New course  <b>Rationale:</b>

	<p>Revision and upgrading of undergraduate social work communication skills course for first year of newly proposed 2-year MSW program for students without a BSW. Expectations for the integration of theory and research are at a more advanced level than those for the undergraduate course.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>SOWK 505 (6) Social Analysis for Social Work Practice.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>New course</p> <p><b>Type of Action:</b> New course together with renumbering of all SOWK 500 level courses</p> <p><b>Rationale:</b> Melding and upgrading of undergraduate social work theory courses for first year of newly proposed 2-year MSW program for students without a BSW. Expectations for the integration of theory and research are at a more advanced level than those for the undergraduate course.</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>SOWK 506 (6) Directed Field Studies in Social Work I.</b> <b>This course will be graded Pass/Fail.</b></p>	<p><b>Present Calendar Entry:</b></p> <p>New Course</p> <p><b>Type of Action:</b> New Course and renumbering of all SOWK 500 level courses.</p> <p><b>Rationale:</b> Melding and upgrading of undergraduate Social Work theory courses for students in the first year of the newly proposed 2-year M.S.W. program who do not have a B.S.W. Expectations for the integration of theory and research are at a more advanced level than those for the undergraduate course.</p>

**Category: (1 )**

<b>Faculty: Arts</b> <b>Department: Social Work &amp; Family Studies</b> <b>Faculty Approval Date:</b>  <b>Effective Session ____ Term ____</b> <b>Year ____ for Change</b>	<b>Date: July 13, 2005</b> <b>Contact Person: Brian O'Neill</b> <b>Phone: 2-2460</b> <b>Email: bjoneill@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b> <b>SOWK 525 (3) Advanced Social Work Practice: Mental Health.</b>	<b>Type of Action: New course</b>  <b>Rationale:</b> Advanced understanding of mental health and skills in service provision to clients with mental illness are required for graduates of the MSW program. .

**Category: (1)**

<b>Faculty: Arts/FOGS</b> <b>Department: <i>Social Work and Family Studies</i></b> <b>Faculty Approval Date:</b>  <b>Effective Session: Summer Term 2006 ____</b> <b>for Change</b>	<b>Date: Nov 18 2005</b> <b>Contact Person: Tim Stainton</b> <b>Phone: 2-9674</b> <b>Email: timst@interchange.ubc.ca</b>
<b>Proposed Calendar Entry:</b>  <b>SWFS 699 (0) PhD Thesis</b>	<b>URL:</b>  <b>Present Calendar Entry: NEW COURSE</b> (Cut and paste from the current web Calendar.)  <b>Type of Action: New course</b>  <b>Rationale:</b> This is required to complete the courses offerings for the new PhD in Social Work and Family Studies which began in September of 2005. The course is required to ensure students remain registered while completing work on their thesis prior to submission for examination.

## UBC Curriculum Proposal Form

Change to Course or Program

**Category: 1**

<p><b>Faculty: Education</b>  <b>Department: ECPS</b>  <b>Faculty Approval Date: October 31, 2005</b></p> <p><b>Effective Session: Winter</b>  <b>Year: 2006 Term: 1 for Change</b></p>	<p><b>Date: July 22, 2005</b>  <b>Contact Person: Pat Mirenda</b>  <b>Phone: 604-822-6296</b>  <b>Email: pat.mirenda@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EPSE 504 (3) Principles of Applied Behaviour Analysis.</b>  <b>Advanced theory, principles, and research in applied behaviour analysis (ABA), with emphasis on application in school and home settings. Credit will be given for only one of EPSE 404 or 504. [3-0-0]</b></p>	<p><b>URL: N/A</b>  <b>Present Calendar Entry: N/A</b>  <b>Type of Action: New Course</b>  <b>Rationale:</b>  The principles of and research associated with the science of applied behaviour analysis are the foundation for many of the applied techniques used by special educators, school psychologists, and other professionals who work with individuals with special needs. Currently, neither an undergraduate nor a graduate course are available in this core knowledge area, despite a significant demand from students in this regard. This course will be cross-listed as EPSE 404/504 because much of the core content is relevant at both the undergraduate and graduate levels. However, the graduate course differs with regard to inclusion of (a) advanced readings and content; (b) opportunities for advanced application of both theory and core principles; and (c) more rigorous course evaluation procedures (e.g., advanced tests, a comprehensive final exam, and a critical case analysis).</p>

**Category: 1**

<b>Faculty:</b> Education <b>Department:</b> Educational & Counseling Psychology And Special Education (ECPS) <b>Faculty Approval Date:</b> October 31, 2005  <b>Effective Session:</b> Winter <b>Year:</b> 2006 <b>Term:</b> 1 for Change	<b>Date:</b> July 22, 2005 <b>Contact Person:</b> Pat Mirenda <b>Phone:</b> 604-822-6296 <b>Email:</b> pat.mirenda@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>EPSE 532 (3) Assessment and Positive Behavioural Support in School and Community Settings [3-0-0].</b>	<b>URL:</b>  <b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course  <b>Rationale:</b> Techniques for conducting functional behavior assessments and designing comprehensive behavior support plans are essential for teachers, school psychologists, and other professionals working with individuals with significant behavior problems. Familiarity with the research in this area and the ability to apply it to solve real-world problems is also critical. Currently, an undergraduate course (EPSE 433) but not a graduate course is available in this area, despite a significant demand from graduate students in this regard. This course will be cross-listed as EPSE 433/532 because much of the core content is relevant at both the undergraduate and graduate levels. However, the graduate course differs with regard to (a) advanced readings and content; (b) advanced application of both theory and core principles; and (c) inclusion of a comprehensive final exam.

# THE UNIVERSITY OF BRITISH COLUMBIA



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

8 February 2006

To: Senate

From: Senate Admissions and Curriculum Committees

Re: **FEBRUARY NEW PROGRAM PROPOSALS**

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The Senate Admissions and Curriculum Committees have reviewed the material forwarded to them by the faculties, and encloses those proposals they deem as ready for approval.

As such, the following is recommended to Senate:

*“That Senate approves Master of Applied Science and Doctor of Philosophy programs in Biomedical Engineering and the two-year version of the Master of Social Work.*



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<b>Faculty:</b> Graduate Studies <b>Department:</b> Centre for Research in Women's Studies and Gender Relations <b>Faculty Approval Date:</b>  <b>Effective Session 2005W Term 2 Year 2006 for Change</b>	<b>Date:</b> 21 July 2005 <b>Contact Person:</b> Margery Fee <b>Phone:</b> 2-4085 <b>Email:</b> Margery.fee@ubc.ca
<b>Proposed Calendar Entry:</b> Women's and Gender Studies	<b>Present Calendar Entry URL:</b> <a href="http://students.ubc.ca/calendar/index.cfm?tree=12.204.828.1243">http://students.ubc.ca/calendar/index.cfm?tree=12.204.828.1243</a>  Women's Studies and Gender Relations  <b>Type of Action:</b> Change name of Graduate Program <b>From:</b> Women's Studies and Gender Relations <b>To:</b> Women's and Gender Studies  Retain course acronym WMST  <b>Rationale:</b> To align better with the proposed name for the undergraduate program in Women's Studies, which is becoming Women's and Gender Studies  Makes the scope of the program clearer.

## CHEMISTRY

**Effective Date for Change:** 05W

**Proposed Calendar Entry:**

Master of Science

Applicants are required...

The program requires a thesis, **CHEM 540** and **12** additional credits in graduate or advanced courses in chemistry and/or related subjects.

<http://students.ubc.ca/calendar/index.cfm?tree=12,204,828,1133>

Page: 56 of the 2005-2006 Graduate Calendar

Page: 236 of the 2005-2006 Calendar

**Present Calendar Entry:**

Master of Science

Applicants are required...

The program requires a thesis and ~~18~~ credits in graduate or advanced courses in chemistry and/or related subjects.

**Action:** Change course requirements for Master of Science in Chemistry from 18 to 12 credits and addition of CHEM 540 to requirements.

**Rationale:**

The Faculty of Graduate studies recently decreased the number of completed graduate course credits necessary to switch from a Master's degree program to a PhD program from 18 credits to 12 credits. The Master's degree program in Chemistry included the three credit seminar course CHEM 540 and 15 credits of additional course work for a total of 18 credits in order to ensure that all students had the option of switching to the PhD program. Since the emphasis in the Master's program in Chemistry is the research thesis and the extra course work is no longer necessary the department intends to decrease the additional course requirements from 15 credits to 12 credits. The total degree requirements will still total 31 credits because the seminar course will be re-credited to 1 credit and the MSc thesis CHEM 549 has a credit value of 18.

January 16, 2006

From: Senate Committee on Student Awards, Vancouver

To: Senate for UBC, Vancouver

The Student Awards Committee recommends:

*That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.*

**Laurie and Eileen ALTWASSER Prize in Canadian History:** A \$500 prize is offered by Brian Altwasser in honour of his parents, Laurie and Eileen Altwasser, in recognition of their mutual interest in Canadian history and politics. The award is made on the recommendation of the Department of History to an undergraduate student studying Canadian History. (First award available for the 2005/06 Winter Session)

**Robert F. BINNIE Memorial Scholarship:** A \$1,000 scholarship has been endowed by R.F. Binnie & Associates Ltd. in memory of the company's founder, Robert F. Binnie, P.Eng. (B.A.Sc.1945). Bob Binnie served as president from the company's inception in 1969 until his retirement in 1986. The award is made on the recommendation of the Department of Civil Engineering to a student whose studies focus on municipal or transportation engineering. The donor will make every effort to provide summer employment in civil engineering to the recipient. (First award available for the 2006/07 Winter Session)

**Peter Andrew GOLOUBEF Scholarship in Forestry:** Undergraduate scholarships totalling \$3,400 have been endowed through a bequest by Duka Nadine Roberts in memory of her father, Peter Andrew Goloubef, for students in the Faculty of Forestry. The awards are made on the recommendation of the Faculty. (First awards available for the 2006/07 Winter Session)

**GRADUATING Class of Medicine 1960 Bursary:** Bursaries totalling \$1,000 have been endowed by the Medicine Class of 1960 for students in the M.D. Program in the Faculty of Medicine. (First awards available for the 2006/07 Winter Session)

**INTERNATIONAL Student Humanitarian Award:** Awards totalling \$38,000 have been endowed to recognize international students from developing countries who have achieved academic excellence under exigent circumstances and would be unable to pursue post-secondary education without assistance. Candidates for the award are nominated by secondary schools or by international community-based and non-governmental organizations. The value of each award depends on the candidate's financial circumstances and the costs of their program. The awards are made to students entering the University directly from secondary school and may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient achieves satisfactory academic standing as determined by his or her Faculty, holds a valid Canadian Study Permit (student visa), and continues to demonstrate financial need. The awards are made on the recommendation of a selection committee comprised of faculty and staff from across the University, with input from members of the community. (First awards available for the 2006/07 Winter Session)

**Charlie and Sue JOHNSON Forestry Entrance Scholarship:** A \$1,000 scholarship is offered by Charlie and Sue Johnson to an undergraduate student entering the Faculty of Forestry with an

interest in forest management and silviculture. The award is made on the recommendation of the Faculty. (First award available for the 2006/07 Winter Session)

**Pat and Betty LOVE Scholarship in Applied Science:** Scholarships totalling \$1,250 have been endowed by Mr. Pat Love (B.A.Sc.1938) and Mrs. Betty Love (B.A.1938) for students in the Faculty of Applied Science. The awards are made on the recommendation of the Faculty. (First awards available for the 2006/07 Winter Session)

**Pat and Betty LOVE Scholarship in Arts:** Scholarships totalling \$1,250 have been endowed by Mr. Pat Love (B.A.Sc.1938) and Mrs. Betty Love (B.A.1938) for students in the Faculty of Arts. The awards are made on the recommendation of the Faculty. (First awards available for the 2006/07 Winter Session)

**Janet Macdonald RUSH Prize:** Prizes totalling \$750 have been endowed through a bequest by Freda Margaret Rush in memory of her mother, Janet Macdonald Rush, R.N. The prizes are awarded on the recommendation of the School of Nursing to undergraduate or graduate students in the School who have demonstrated an interest in the field of communicable diseases. (First awards available for the 2006/07 Winter Session)

**STANTEC Scholarship in Architecture:** A \$3,000 scholarship is offered by Stantec to an outstanding student in the final year of the Master of Architecture degree. Preference is given to a student with an interest in sustainability who has demonstrated good communication and leadership skills. The award is made on the recommendation of the School of Architecture and Landscape Architecture. (First award available for the 2006/07 Winter Session)

**STANTEC Scholarship in Engineering:** A \$3,000 scholarship is offered by Stantec to an outstanding student in the final year of the undergraduate degree in Mechanical, Civil or Electrical Engineering. Preference is given to a student with an interest in sustainability who has demonstrated good communication and leadership skills. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2006/07 Winter Session)

**Robert SILVERMAN Prize in Piano:** A \$300 prize has been endowed by Carol M. Jutte in honour of Dr. Robert Silverman for an undergraduate or graduate student concentrating or majoring in piano performance. The award is made on the recommendation of the School of Music. (First award available for the 2005/06 Winter Session)

**Ruth Winona TOMLINSON Bursary:** Bursaries totalling \$2,500 have been endowed through a bequest by Ruth Winona Tomlinson for students in the M.D. Program in the Faculty of Medicine. (First award available for the 2006/07 Winter Session)

#### **Previously-Approved Awards With Changes in Terms or Funding Source:**

**Award 07817 - V Z Manning Memorial Bursary:** (revised description) One or more bursaries totalling \$1,350 have been endowed in memory of V. Z. Manning, by the members of his family. V.Z. Manning, a native of B.C. and a Provincial School Inspector for nearly 40 years until his retirement in 1950, graduated from McGill University in 1910, there being no degree-granting university in British Columbia at the time. Subsequently his five children all graduated from UBC in their respective fields of Economics, Engineering, Architecture, Law and Medicine. Numerous grandchildren and great grandchildren are also UBC graduates. The awards are made

to students in the Faculty of Education who demonstrate financial need combined with a satisfactory academic standing.

How amended? The daughter of V.Z. Manning and one of the current donors to the bursary's endowment fund, wants the biographical section of the award description changed and expanded as above. The terms of the award remain unchanged. The *existing* award description is as follows:

"One or more bursaries totalling \$1,350 have been endowed in memory of V. Z. Manning, by the members of his family. Mr. Manning was a pioneer British Columbia educator, and held the position of Inspector of Schools from 1921 until his retirement in 1950. The award is made to students in the Faculty of Education who demonstrate financial need combined with a satisfactory academic standing."

**Award 01934 - Cathy Stratmoen Memorial Scholarship:** (revised description) Scholarships totalling \$14,000 have been endowed by friends, family and a bequest from Ines Cecilia Featherstone in memory of Cathy Stratmoen, who lost her life in a tragic automobile accident in 1979 while a student at the University. Cathy Stratmoen was an inspiration to all who knew her. She overcame her own blindness with great courage and good humour in order to dedicate her life to helping others. Awards are made on the recommendation of the Department of Educational and Counselling Psychology and Special Education to students in a Diploma or Masters Program in Special Education, with preference for those focusing on Education of the Visually Impaired. In the case of graduate students, the awards are made in consultation with the Faculty of Graduate Studies.

How amended? In the fall of 2005, UBC received a bequest of \$255,256 from the estate of Ines Cecilia Featherstone to augment the endowment fund for this scholarship, which was originally established in 1980. The substantial increase to the fund will raise the annual disbursement value of the scholarship from \$1,500 per year to \$14,000 per year. At the request of Cathy Stratmoen's surviving spouse, David Stratmoen, who is also the long-standing donor contact for the award and the lawyer assisting the Executrix of Ms. Featherstone's will, the contribution from the Featherstone estate has been acknowledged in the revised description. When first established, the scholarship was designated for the Diploma Program in Education for the Visually Impaired. When this program was discontinued, the award terms were revised to designate the Masters Program in Special Education. However, the Faculty has had difficulty in identifying appropriate candidates at the Masters, resulting in the scholarship only being awarded every second or third year. At Mr. Stratmoen's request, the terms have been expanded to include both the Diploma and the Masters in Special Education.

**Award 00657 - Wesbrook Scholar** - An annual designation, Wesbrook Scholar, is awarded to a maximum of twenty outstanding undergraduate students. Candidates must have completed at least one Winter Session at UBC, be currently in the penultimate or final year of a baccalaureate program or in the M.D. or D.M.D. Programs, stand in the top 10% of their class, and have demonstrated ability to serve, work with and lead others. Candidates are nominated by their Faculty/School and selected by a special committee. The winners are presented with a \$1,000 scholarship, a certificate, and a memento. The Wesbrook Scholar designation appears on the student's permanent record. The awards are sponsored by the Wesbrook Society.

How amended? The \$20,000 annual commitment for this award is currently funded through a transfer of funds from unrestricted donations to UBC to the annual award P/G. A unique endowment fund has now been established to receive contributions from donors, especially Wesbrook Society members, who specify that they wish their donations to go towards a permanent fund for this award. The terms of the annual award remain the same, but the Senate Committee is now being asked to approve the creation of the endowment fund.



Enrolment Services  
Senate & Curriculum Services  
Brock Hall  
2016-1874 East Mall  
Vancouver, BC V6T 1Z1

February 9, 2006

Memo to: Senate

From: Tributes Committee

Re: Policy on Emeritus/Emerita Status

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The Tributes Committee undertook the review of the criteria for emeritus/emera status for three reasons (a) to define more clearly who is eligible for emeritus/emera status, (b) to define more fully emeritus/emera status and (c) to review and provide different criteria with respect to early retirement.

**Motion:** The Tributes Committee recommends that Senate approve the policy on emeritus/emera status as circulated.

Respectfully submitted,

Sally Thorne  
Chair,  
Tributes Committee

## **PROPOSED REVISION – EMERITUS / EMERITA STATUS POLICY**

### **Senate Tributes Committee, January 30, 2006**

#### **Proposed Revision**

The Senate Tributes Committee proposes to Senate that the current Senate Policy Abstract on “Emeritus / emerita Status Criteria” published in the university calendar at <http://students.ubc.ca/senate/policies.cfm?ID=14> be replaced with the following:

#### **EMERITUS / EMERITA STATUS**

Emeritus / emerita status is a recognition conferred upon individuals who are retired from UBC (i.e., UBC- Vancouver) but permitted to retain as an honorary title the rank held at retirement as set out in the following criteria.

#### **Criteria for Emeritus / Emerita Status**

In order to be eligible to be recommended to Senate by the Tributes Committee for emeritus / emerita status, an individual must:

- Have a combined age at retirement plus years of full-time service to the University of 70 or more, and
- Have held a full-time Tenure, Tenure-track, Grant Tenure or Grant Tenure-track position at the rank of Assistant, Associate or Full Professor or Instructor. In addition, Librarians and Program Directors must have held a Confirmed appointment.

Individuals holding Clinical appointments in the Faculty of Medicine must have had 15 years of *continuous* service to qualify.

A retiring Chancellor is automatically granted emeritus / emerita status.

Senate, at its discretion, may decide under exceptional circumstances, not to recommend emeritus / emerita status or to revoke emeritus / emerita status from an individual.

#### **Procedures**

- In June and December of each year, Faculty Relations forwards a list to the Senate Tributes Committee via Senate & Curriculum Services of retiring faculty members who meet the combined age and service requirement. It also forwards a list containing a) those “resigning” faculty members who have been recommended by Deans and/or Departments as retiring from UBC and otherwise meet the eligibility requirements, and b) those individuals holding clinical appointments who meet the criteria for emeritus / emerita status. The Tributes Committee considers the list for approval and then forwards the list to Senate for

final approval. The Registrar and Secretary to Senate notifies faculty members of their emeritus / emerita status by letter following the Senate meeting.

- Individuals who meet the eligibility criteria and were not so recommended at the time of resignation may make subsequent application for consideration to Faculty Relations.
- Emeritus / emerita rank will be determined by the rank at retirement. In the event that an individual holds two ranks at the time of retirement (eg Professor and Dean) the individual may express a preference as to which of the two ranks will constitute the emeritus / emerita title.
- Appeals will be decided by the Vice-President Academic and Provost.

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### **Background to UBC's Emeritus / Emerita Criteria Policy**

Emeritus / emerita status is conferred upon an individual who is retired from UBC but permitted to retain as an honorary title the rank held at retirement. In contrast to the practice in some other universities, in which emeritus / emerita status may be awarded on a selective basis, UBC awards this status to all who meet basic (although changing) eligibility requirements related to age, rank, and years of service. The title confers certain university privileges and holds an implicit connotation of merit.

Prior to 1978, emeritus / emerita status was granted only to professors who retired at normal retirement age (65). In 1978, this policy was modified such that those who retired at 60 years of age or later and after a minimum of ten years full-time service to the University would be eligible for emeritus / emerita status.

In 1984, the Senate Tributes Committee proposed to change UBC's relatively automatic process for awarding emeritus / emerita status to a more selective one in which only those who were deemed outstanding would be so awarded. That motion failed in Senate due to procedural concerns and concerns about the disappointment of those deemed ineligible in the context of a longstanding tradition within this university community. It was recognized that, once instituted, traditions related to emeritus / emerita status are very difficult to change.

In 1987, the issue was again revisited in order to make Early Termination Agreement (ETA) packages attractive to faculty members. At this time, a formula was created such that emeritus / emerita status was granted to early retirees "with a minimum of 10 years service and a minimum of seventy "points," in a combination of age and years of service." This change was made retroactive to 1980.

When the ETA ended on August 31, 2003, Senate recognized it was in the University's interests to encourage individuals to stay on until the normal retirement age. Further, some concern was expressed that individuals leaving UBC to take up other positions might also be taking advantage of the benefits of emeritus / emerita status. Consequently, a motion was passed by Senate on November 19, 2003 to limit emeritus / emerita status in two ways 1) A person who retires at the normal retirement age of 65 must have a minimum of five years of service (drawing on the earlier formula of age (65) plus years of service must equal 70 or greater), and 2) For persons who resign under 65 years of age, 25 years of service at UBC is required, and emeritus / emerita status and privileges become effective on the person's 65th birthday. Thus, while the requirement was unchanged for those at normal retirement age, the new policy introduced two new conditions on early retirees – a 25 years of service requirement, and a suspension of the awarding of emeritus / emerita status until the 65<sup>th</sup> birthday.

## **Current Policy**

The current “Senate policy abstracts” in the calendar documents only the basic criteria and a brief procedural note.

### **Emeritus Status Criteria**

<http://students.ubc.ca/senate/policies.cfm?ID=14>

#### **Criteria for Emeritus Status**

In order to be eligible to be recommended to Senate by the Tributes Committee for emeritus status:

1. A person who retires at the normal retirement age of 65 must have a minimum of five years of service.

Formula: Age (65) plus years of service must equal 70 or greater.

2. For persons who resign under 65 years of age, 25 years of service at UBC is required, and status and privileges become effective on the person's 65th birthday.

#### **Procedural Note from Senate & Curriculum Services**

In June and December of each year, Faculty Relations forwards a list of retiring faculty members to the Senate Tributes Committee via Senate & Curriculum Services. The Tributes Committee considers the list for approval and then forwards the list to Senate for final approval. The Registrar and Secretary to Senate notifies faculty members of their emeritus status by letter following the Senate meeting.

*This information is for quick reference. For the full text of the Minutes of Senate, which include the motions and discussion, please see the [Minutes Archive](#).*

Various aspects of procedural implementation have been developed and clarified over the years through a combination of Senate decisions, Tributes Committee precedent and practice within the Faculty Relations office. The current practice by Faculty Relations, and noted in the Senate Minutes of May 14, 2003, included the following additional eligibility criteria:

- Retiring faculty and librarians must have held a full-time Tenure, Tenure-track, Grant Tenure or Grant Tenure-track position. Librarians must have held a Confirmed appointment.
- Program Directors holding a Confirmed appointment who are retiring or resigning within 2 years of normal retirement may be granted emeritus / emerita status by recommendation of the Tributes Committee to the Senate.
- Clinical appointments retiring or resigning within 2 years of normal retirement date are considered for Emeritus / Emerita Status upon submission by their department head and the Dean of Medicine to the Tributes Committee and subsequent recommendation of the Tributes Committee to the Senate. Clinicals must have 15 years of continuous service to qualify.
- A retiring Chancellor is automatically granted emeritus / emerita status.
- Appeals will be decided by the Office of the Vice-President Academic and Provost.

Privileges afforded to Emeritus / Emerita faculty include:

- Free parking on campus
- Free library card
- Tuition waivers for Emeriti under age 65 (any BC resident age 65 or older is eligible for free tuition)
- Tuition waivers for dependent children
- Internet and email services
- Membership in the Association of Professors Emeriti

[Currently, health benefits are afforded to all retirees after the age of 55].

### **Rationale for Proposed Changes**

Beyond the value of a comprehensive and transparent policy document that articulates all of these elements, there are three distinct elements requiring clarification or modification at this time.

- 1) **Definition of Person:** Because the published policy does not define who is a “person” for the purposes of emeritus / emerita status, there is confusion within the university community as to who might qualify and, indeed, there has been some variation in the past with regard to individual exceptions (for example, five Lecturers remain on the emeritus / emerita list). The intent of the policy has always been to limit emeritus / emerita status to academic staff. Over recent years, this has extended beyond professors and senior instructors to include librarians and program directors as well as clinical faculty within the Faculty of Medicine (although the procedures for the latter differ from those of regular faculty).
- 2) **Definition of Emeritus / Emerita Status:** Because UBC has used technical eligibility criteria rather than a selective merit review process, the status has sometimes been considered simply a matter of being “retired” rather than a title that implies any meritorious achievement. However, because the status differentiates among retired individuals by conferring rights associated with an academic contribution to those who have provided longstanding service within particular rank categories, and because individuals holding the title continue to

represent the university in the public domain, the university must reserve the right, under exceptional circumstances, to revoke emeritus / emerita status.

- 3) Criteria with Respect to Early Retirement:** Since the 2003 policy change, significant concern has been expressed by several distinguished and longstanding members of the faculty who “resign” prior to the age of “retirement,” that withholding emeritus / emerita status until their 65<sup>th</sup> birthday represents an unfair practice, especially in comparison to their colleagues for whom emeritus / emerita status was granted under the ETA. Further, this policy required a minimum of 25 years of service to qualify regardless of age, which represented another distinction from the standard used for those who retire at the normal age. In making their individual retirement plans, many faculty have assumed the “rule of 70” would apply, and are therefore distressed to learn that they either will never qualify or will hold no official rank with the university for a period of time following voluntary early termination. Because those who have served for 25 years are already afforded privileges as part of UBC’s “Quarter Century Club” for faculty, and because those who retire in faculty ranks already meet the eligibility requirements for the benefits afforded “retired” faculty, the actual cost of any additional privileges associated with extending emeritus / emerita status to those additional few and granting it at the time of resignation is negligible. Rather than retaining the somewhat arbitrary “two years prior to normal retirement age” requirement or setting a minimum age, the Senate Tributes Committee is recommending a return to the well established and easily interpreted formula (combined age at retirement plus years of full-time service to the University equals 70 or more), without setting a minimum age. In order to distinguish between resignations for the purpose of taking up a position elsewhere and those that are in effect “early retirement” from the university, the Committee suggests that recommendations for such appointments be forwarded to Faculty Relations by Deans, on recommendations from Departments rather than processed in the automatic manner that is in effect for those who retire at (or beyond, should mandatory retirement be abolished) the normal age. It also recommends that individuals who otherwise meet the eligibility requirements have the opportunity to make application for emeritus / emerita status at the time of their actual retirement. Finally, in order to accommodate the small number of individuals who have been excluded from emeritus / emerita status since the conclusion of the ETA in 2003, it recommends that these criteria apply retroactively to that date.

# THE UNIVERSITY OF BRITISH COLUMBIA



**Vice President Academic and Provost**

6328 Memorial Road

Vancouver, B.C. Canada V6T 1Z2

Tel: (604) 822-4948

Fax: (604) 822-3134

## MEMORANDUM

February 10, 2006

To: Senate  
c/o Ms. Lisa Collins, Manager of Senate Secretariat Services

From: Lorne A. Whitehead  
Vice President Academic and Provost

A handwritten signature in blue ink, reading "George A. MacIver".

Re: **Establishment of the Centre for Global Transportation Studies**

### **Recommendation:**

**I recommend that Senate approve the establishment of the Centre for Global Transportation Studies at The University of British Columbia**

The background and rationale for the proposal to establish the Centre are provided in the attached document submitted by Dr. Michael Isaacson, Dean, Faculty of Applied Science, and Dr. Daniel Muzyka, Dean, Sauder School of Business. The proposal has been reviewed by, and has the support of, the Committee of Deans.

/cp

Attachment: Proposal to Create a Centre for Global Transportation Studies at The University of British Columbia

# **Proposal to Create A Centre for Global Transportation Studies at The University of British Columbia**

## **1. Overview and Rationale**

This proposal establishes the case for a transportation studies research centre at the University of British Columbia (UBC) that has global reach. Despite the obvious importance of transportation to an interconnected world, no global centre of excellence in transportation studies adequately considers the unique challenges and opportunities facing the transportation sector. The proposed Centre for Global Transportation Studies at the University of British Columbia will fill this void. In its research, outreach and related activities, it will identify major determinants of policy effectiveness, monitor a changing global political environment, assess objectively the changing needs of transportation industries, and encourage the development and application of advanced technologies and technical innovation.

UBC will build on its existing strengths in transportation research and studies to establish a Centre that will be a catalyst for the future of transportation industries. The Centre will symbolize the importance of transportation and its roles in fostering economic, environmental, security, and social goals. It should be emphasized that the Centre will not supplant or duplicate existing activities but rather enhance by exploring new areas and linking current initiatives.

Beneficiaries of the Centre will include the following:

- All levels of Government as they look towards a centre of excellence in transportation that can assist in decision-making.
- Multiple industries as they look for unbiased views on the major issues and opportunities facing transportation, particularly in the face of globalization.
- The academic world as a centre is formed to concentrate effort and bring together ideas in an area that traditionally has spanned multiple faculties.
- Canada at large as ties are created and strengthened with other countries around the world dealing with the same issues, for example Singapore. Indeed, we have an opportunity to become a leader within the transportation field, attracting decision-makers and academics from around the world.

The Centre will be a world-renowned venue for frank, objective discussion of major transportation issues. It will link governments, industry, non-government organizations and researchers. It will serve these functions in Canada and North America but also internationally as a global resource for transportation leaders through a network of joint research, conferences, programs and educational initiatives.

## **2. Current Strengths**

The University of British Columbia has a distinguished history for contributing to Canada's transportation sector. UBC related strengths include the following:

### **Sauder School of Business**

The Sauder School of Business has been a leader in transportation economics for some four decades, and is home to the Centre for Transportation Studies. Its Transportation, Logistics and Operations Management Group likely represent the strongest contingent of transportation and logistics skills among all Canadian universities. Recently funded are the Vancouver International Airport Authority, CN and Bombardier Chairs that ensure the great strengths in these areas will continue well into the future. Moreover, Sauder (and UBC in general) have superb international links in the maritime and aviation hubs of Hong Kong, Singapore, and the Øresund region of Copenhagen and Malmö, along with very strong and growing links with Seoul, Shanghai, Beijing, Guangdong and Ningbo. The new Centre of Excellence in Intelligent Transportation Systems and Freight Security in the Sauder School and the Faculty of Applied Science at UBC place UBC in a strong position to explore security issues.

### **Faculty of Applied Science**

The transportation engineering group of the Civil Engineering Department has a worldwide reputation for its research in traffic management and safety and in measuring the impacts of transportation. The group's research activities in traffic management and safety have received wide recognition and are being used by several transportation agencies in Canada and the US including the US Federal Highway Administration, Transport Canada, the BC Ministry of Transport, and State Farm Insurance, among others. The group has also been very active in the evaluation and application of advanced technologies in transportation research, with several major projects in Canada dealing with Intelligent Transportation Systems (ITS). The group helped to establish a provincial ITS vision and strategic plan for using advanced technologies to help solve provincial, regional and local transportation issues. It enjoys funding from a prestigious industry-backed endowed Chair in Construction Management.

There is a strong focus on civil engineering aspects of transportation, including the design, analysis, construction and maintenance of ports and airports, roads, rails, bridges and tunnels. The Mechanical Engineering Department is a leader in alternative energy technology, vehicle safety, occupant safety, and human factors research. The Electrical and Computer Engineering Department is leading the way in hardware and control system innovation and in information and communications technologies, while Metals and Materials Engineering is developing lighter, cheaper and stronger materials for

transportation vehicles. The Faculty also houses UBC's Clean Energy Research Centre, which is adding to the knowledge base of alternative energy research.

### **Faculty of Graduate Studies**

School of Community and Regional Planning (SCARP). The School of Community and Regional Planning has been involved in urban and regional transportation planning for four decades. The high-profile Bombardier Chair in Urban Transportation studies the technological, economic, environmental, social and political aspects of urban transportation systems, policy analysis and teaching within the fields of urban transportation systems, land-use strategies and sustainable development.

The Institute of Asian Research. The recently funded Chevalier Professorship in Transportation and Local Development in China adds significantly to the Asian transportation policy and analysis capacity of the university and thus to the capability of the Centre. Work draws together experts in transportation and housing from academia and private business, professional transportation planners from large cities like Beijing, senior representatives from major transport manufacturing companies, and local Chinese officials and decision-makers involved in transportation management.

The Liu Institute for Global Studies. This UBC institute pursues interdisciplinary and policy-related research on global public policy issues related to human security, and other global phenomenon including population explosion, water and food security, world health, climate change and border security agreements.

The Centre for Integrated Research on Sustainability. UBC has a number of facilities for sustainability technology research including the Centre for Integrated Research on Sustainability. Strategies are evaluated that address the sustainability challenges posed by population growth. The Centre will be the most innovative in North America, demonstrating leading edge research on sustainable design practices, products and systems.

### **Faculty of Arts**

The Canadian transportation sector will also benefit enormously from the presence at UBC of exceptionally strong departments of Economics, Political Science and Psychology. These departments will bolster the ability of the Centre to deal with complex economic and political issues attendant to transportation.

### **Faculty of Law**

Transportation is a highly regulated industry. Some transportation industries like marine shipping have specialized law and rules guiding them. Environmental law also increasingly impinges on transportation, as do municipal and

administrative law. Finally, complex public-private partnerships and strategic alliances are playing an increasingly central role in transportation. UBC's strong Faculty of Law offers assistance in dealing with these complexities that will be part of future transportation policy and investments in all of the transportation industries in all parts of Canada.

### **3. Governance**

Analogous to other inter-Faculty Centres at UBC, the intended governance structure of Centre is as follows:

Director. The Centre will be managed by a full-time Director who will report to a steering committee, and who will manage full-time staff employed by the Centre. The Director will have no role with respect to the conditions of employment (salaries, promotions and tenure, teaching obligations, vacations, etc.) of faculty members who are members of the Centre.

Steering Committee. The Director will report to a Steering Committee, comprised of the Deans (or their designates) of the participating Faculties. The Steering Committee will meet once a year, and will report to the Provost. It will approve the annual budget of the Centre, including its fundraising plans, and will confirm the appointment or reappointment of the Director. The Dean of the host Faculty will chair the Steering Committee.

Participating Faculties. The participating faculties will be:

- Faculty of Applied Science
- Faculty of Arts
- Faculty of Graduate Studies
- Faculty of Law
- Sauder School of Business

Host Faculty. Initially, the host Faculty will be the Sauder School of Business. Every three years, the host Faculty will be determined by the Steering Committee, with the ultimate decision to be made by the Provost.

Advisory Committee. The Director will also consult with an External Advisory Committee, comprised of representatives of industry, governments and other external stakeholders.

Faculty Members. Faculty members working with the Centre will remain full-time members of a home Department or unit within a Faculty. Their salary budgets will reside in their home unit, and their conditions of employment (salaries, promotions, tenure, teaching obligations, etc.) will fall under their home unit.

Principles. The administration of the Centre will include the following principles:

- The Centre will not offer degree programs - these will reside in the existing Faculties.
- The Centre may administer and hold research contracts, with corresponding overhead payments directed to the Centre and/or the home unit of the principal investigator, as established at the time a research contract is developed.
- The Centre will be reviewed periodically in accordance with common university practice, and its functioning will be terminated when deemed appropriate.

#### **4. Budget and Resources**

The annual revenues of the Centre will arise through interest income from Endowments, annual contributions to the Centre budget from the private sector and governments, and one-time or annual contributions by the participating Faculties. All such contributions will be directed to the activities for which a particular contribution is made.

# THE UNIVERSITY OF BRITISH COLUMBIA



**Vice President Academic and Provost**  
6328 Memorial Road  
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January 20, 2006

To: Senate  
c/o Lisa Collins, Manager, Senate Secretariat

From: Lorne A. Whitehead  
Vice President Academic and Provost

A handwritten signature in blue ink, likely belonging to Lorne A. Whitehead.

**Re: B.C. Leadership Chair in Depression**

## **Recommendation:**

I recommend that Senate approve the establishment of the B.C. Leadership Chair in Depression, made possible by endowment funding from the British Columbia Government and the UBC/VGH Hospital Foundation.

## **Rationale:**

The Chair will work closely with colleagues in the Department of Psychiatry, the Mood Disorders Centre, the Brain Research Centre, and the Vancouver Coastal Health Research Institute. The Chair will also take an active role in the community to promote awareness of the issues of depression and research into depression.

The incumbent will hold a PhD and/or MD degree and have attained international recognition as a leader in the area of research into depression.

The Chair will reside in the Department of Medicine, in the Faculty of Medicine.



# THE UNIVERSITY OF BRITISH COLUMBIA

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*Dean of Graduate Studies*  
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February 13, 2006

Lisa Collins  
Assistant Registrar, Senate & Curriculum  
Enrolment Services  
Brock Hall 2016 – 1874 East Mall  
Vancouver, BC V6T 1Z1

Dear Lisa:

## **Faculty of Graduate Studies Council Membership**

When Graduate Council was established by Senate in 1986, part of the Council's mandate was to review the distribution of its faculty membership between individual Faculties once every five years and to make any appropriate changes. In 1990, Senate approved a recommendation that up to 75 faculty members sit on Graduate Council. The formula determining the distribution of faculty members representing each Faculty on Council, approved by Senate in 1986, is based on the number of the Faculties faculty members who are members of FoGS and the number of registered graduate students in that Faculty. Individual Faculties determine the appropriate distribution of representatives between their own graduate programs.

In the attached we provide the revised distribution of faculty members on Graduate Council based on data for 2005/06 for Senate approval.

The Graduate Student Society determines its own procedures to elect its 14 representatives.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Frieda Granot'.

Frieda Granot  
Dean

## **Re-distribution of faculty membership in the Council of the Graduate Studies**

The Council of the Faculty of Graduate Studies was first established by Senate in 1986, consisting of 50 elected faculty members, and 6 graduate student members. The proportion of faculty members from each Faculty was based on the number of faculty plus the number of graduate students in each Faculty according to the 1986 formula noted below.

### **number of elected faculty representatives based on eligible faculty members**

fewer than 50	1
between 51 and 125	2
between 126 and 225	3
between 226 and 325	4
between 326 and 425	5
between 426 and 525	6

### **number of elected faculty representatives based on eligible graduate students**

fewer than 200	1
between 201 and 400	2
between 401 and 600	3
between 601 and 800	4
between 801 and 1000	5
between 1001 and 1200	6
between 1201 and 1400	7
between 1401 and 1600	8

Graduate Council is to review the distribution of these elected members once every five years and make any appropriate changes. The Graduate Student Society would determine its own procedures to elect representatives. The elected students must be registered students in the Faculty of Graduate Studies.

In 1990, Senate passed a recommendation “that faculty representation should be expanded by up to 25 members. These should be distributed using the existing formula which allocates representatives among the Faculties in proportion to the number of faculty members who are also members of the Faculty of Graduate Studies and the number of graduate students. Individual Faculties should be left to determine the appropriate distribution of representatives among their own graduate programs. Faculty members with joint appointments would be able to represent two graduate programs on Council.”

In 1990, graduate student representation on Council was expanded to a total of 14.

## 1986 and 1990 faculty membership distribution

Graduate Council Membership – elected faculty members		
Faculty	1986	1990
Agriculture	2	3
Applied Science	5	8
Arts	12	18
Commerce	4	6
Dentistry	1	1
Education	6	11
Forestry	2	3
Graduate Studies	1	1
Law	1	1
Medicine	6	10
Pharmaceutical Sciences	1	1
Science	9	12
Total	<b>50</b>	<b>75</b>

The Graduate Council is re-visiting distribution of its membership using the original formula.

The new entitlement for membership to Council (2005-06) based on this formula is as follows:

Faculty	faculty Members		Total	Council member entitlement	Total faculty elected to Graduate Council	
	#	Council member entitlement	#	Council member entitlement	#	%
LFS	43	1	155	1	2	2.70%
ApSc	187	3	1392	7	10	13.51%
Arts	437	6	1520	8	14	18.92%
Sauder	80	2	103	1	3	4.05%
Dent	34	1	37	1	2	2.70%
Educ	144	3	1516	8	11	14.86%
Frst	50	1	213	2	3	4.05%
Gr St	54	2	569	3	5	6.76%
Law	27	1	70	1	2	2.70%
Medi	343	5	807	5	10	13.51%
Phar	27	1	53	1	2	2.70%
Scie	324	4	1039	6	10	13.51%
	<b>1750</b>	<b>30</b>	<b>7592</b>	<b>44</b>	<b>74</b>	

Based on enrolment and faculty data for Jan, 2006